

**A FORMATIVE IMPLEMENTATION EVALUATION OF A SOCIAL AUXILIARY
WORKER TRAINING PROGRAMME**

by

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DECLARATION

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the owner of the copyright thereof (unless to the extent explicitly otherwise stated) and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

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ABSTRACT

A theory-based evaluation has been conducted with an improvement-orientated purpose on the Social Auxiliary Worker (SAW) Training Programme for an accredited provider to improve and continue to implement their own SAW Training Programmes. Theory-driven evaluations are essential for distinguishing between the validity of programme implementation and the validity of programme theory.

Addressing the social needs of communities through social development and transformation is a top priority for the South African Government. South Africa faces a shortage of Social Work Practitioners (SWPs) due to emigration, as well as insufficient numbers of university graduates. This shortage has left the current SWPs with severe workload pressures. The South African Department of Social Development (DSD) initiated, in 2004, the training of Social Auxiliary Workers (SAWs) to serve as assistants to the SWPs. The SAW qualification initiative has been developed as a course accredited with the South African Qualifications Authority (SAQA) at the National Qualifications Framework (NQF) level 4. Providers of SAW training courses are accredited by the Health and Welfare Sectoral Education and Training Authority (HWSETA) and by the South African Council for Social Services Professions (SACSSP).

The empirical part of the study was conducted in two stages. The first stage consisted of a clarificatory evaluation, wherein a step-by-step logical participatory process was followed for the clarification and development of the programme theory. This process resulted in logic models and a theory-of-change model against which the evaluation questions for the study were developed. These questions assessed the need for the SAW training programme - and for the SAW training programme planning and design. It was found that there was a need for SAW training programmes and that the SAW training programme had been designed to address this need.

The second stage consisted of an implementation evaluation. This was done by means of a data matrix using the evaluation aspects for each of the objectives developed during the clarificatory evaluation. Data gathering was done by means of content analysis, focus group workshops and

questionnaires. Data interpretations, conclusions and judgements were made with regard to each of the objectives and consolidated in a table format which indicated the outputs and outcomes, implementation results- and a judgement and recommendation for each objective. It was found that a standardised and structured process was followed most of the time, but that the knowledge and skills training elements, particularly in their practical application, left room for improvement.

The study illustrates the advantages of a theory-based evaluation that assists with programme planning and modification, knowledge development and the planning of evaluation studies.



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“... Ours is a choice to see if we will take the talents, the resources, and the blessings God has given us and blaze new paths to realize His purposes or sit on the sidelines content in our individual successes or failures. In the world of faith, you always stand at this crossroad...” (Elder Robert C Gay)”.

“...Unto whom much is given much is required...” (D&C 82:3).



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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1. Introduction

For many years, strategies for fighting poverty have focused on investing resources in productive activities such as income generation, jobs creation and increasing the consumption levels of the inhabitants of a country (Buarque, 2006:220). Yet, using this strategy alone cannot win the fight against poverty; socio-economic aspects and the levels of education and skills among the population also need to be taken into account. An integrated and cross-cutting sectoral approach that incorporates income generation, as well as education and skills development, is required – both to fight poverty and to ensure community inclusion of individuals by empowering them to address their own circumstances. Social welfare professionals provide an essential component in tackling this approach to what, in effect, becomes assisted community self-development.

The South African Government White Paper for Social Welfare (1997:1–2) acknowledged that the Social Work Practitioner (SWP) and the Social Auxiliary Worker (SAW) are both essential participants in assisting communities to address their socio-economic needs. This placed SAWs, in their support of SWPs, in the frontline of social development and transformation – especially within under-resourced communities (SAW SAQA, (2009) cited in CEFA, 2010:1). However, despite the crucial importance of social welfare personnel, South Africa faces a serious, even critical, shortage of both SWPs and SAWs. The South African Council for Social Service Professions (SACSSP) confirmed the shortage of SWPs, indicating that 160 000 SWPs were required between 2007 and 2010 to meet the needs of the profession (Kasiram, 2009:649); meanwhile, in October 2005 only 11 111 social workers (not all in practice) were registered with the SACSSP – a mere 1,5% increase over the previous nine years (Department of Labour, 2008:10-11). Data available indicates that this shortfall has been growing over the last decade, due not only to increasing poverty levels, but also to many SWPs seeking jobs in other countries (Kasiram, 2009:648, 652). The challenges of poverty and social exclusion, together with the shortage of trained SWPs, need collective attention; one answer is through

SAW training programmes provided by registered and accredited education and training providers.

1.2. Problem statement

The challenges of poverty and social exclusion, combined with the shortage of SWPs, demand urgent attention in South Africa. The training of these professional specialist personnel needs to be tailored to meet the basic needs of South Africans (White Paper for Social Welfare, 1997:36). With SAW training implemented as one of the attempts to address these challenges, it was vital that the contexts within which this training operates be critically assessed as to their relevance to the communities that face so many socio-economic challenges (Noyoo, cited in Kasiram, 2009:651).

1.3. Evaluation objectives of the study

1.3.1. Main evaluation objective

Prior to determining the main evaluation objective; the main research question for this study was: to what extent has implementation of the SAW learnership training programme equipped SAWs with the knowledge and skills needed to assist SWPs with addressing socio-economic needs in communities?

The main evaluation objective of the study was therefore to determine whether the SAW learnership training programme offered by an accredited training provider did in fact equip SAWs with knowledge and skills to assist SWPs in addressing socio-economic needs in communities.

1.3.2. Evaluation sub-objectives

The sub-objectives that followed on from the main objective of the study were:

1. To assess the need for, and feasibility of, the accredited SAW training programme.
2. To evaluate the SAW training programme planning and design of the accredited training provider.
3. To evaluate the implementation of the SAW training programme by the accredited training provider.

4. To provide conclusions and judgements about the SAW training programme.

A set of evaluation questions, better known as a research framework, was developed for each of these sub-objectives.

1.4. Research questions

For the purpose of achieving the overall objective of this study, the following evaluation research questions were developed for each of the four sub-objectives:

Sub-Objective 1: Assess the need for, and feasibility of, the accredited SAW training programme:

- (a) What constitutes skills development training, learning, mentoring and its performance evaluation for improved social welfare services to communities?
- (b) What challenges was the country facing that contributed to the design of the SAW training programme?

Sub-Objective 2: Evaluate the SAW training programme planning and design of the accredited training provider:

- (a) Was the SAW training programme designed to assist SWPs in addressing the socio-economic challenges that South Africa was facing?
- (b) What action model (components and activities) was needed for the success of the SAW training programme?
- (c) Did the action model of the SAW training programme support the change model of the programme?

Sub-Objective 3: Evaluate the implementation of the accredited SAW training programme:

- (a) Was the SAW training programme serving the right target group?
- (b) What were the opinions of the learner participants in the SAW training programme?
- (c) Was the SAW training programme producing the expected outputs?
- (d) Was the SAW training programme reaching its intended short-term outcomes?

Sub-Objective 4: Provide conclusions and judgements about the SAW training programme:

- (a) Was the SAW training programme meeting its implementation goals and targets?

- (b) What were the SAW training programme's strengths and weaknesses?
- (c) What were the areas of the SAW training programme that required improvement?

1.5. Research methodology

An evaluation of the SAW training programme was conducted for the accredited provider in 2010, with the SAW intake from the Eastern Cape. This evaluation study adopted an implementation evaluation design with the purpose to improve the SAW training programme. Herman, Morris & Fitz-Gibbon (1987:16) pointed out the necessity for undertaking improvement evaluations of programmes with a formative purpose. During improvement evaluations, gaining an understanding of the extent to which the programme is achieving its goals is fundamental, because this will assist in the making of any necessary recommendations for changes and improvements to the programme.

According to Mouton (2008:16), there are two types of formative evaluation purpose: i) formative accountability purpose, with the aim of improving the programme with a standard control and explicit framework; and ii) formative learning purpose, with the aim of informing programme staff regarding the strengths and weaknesses of the programme, as well as the challenges that should be addressed. This formative implementation evaluation study with an improvement purpose was theory driven; it thus applied a theory-of-change logic model for assessing the SAW programme implementation.

Wholey, Hatry & Newcomer (2010:12) agreed that theory driven evaluations allow one to discover the assumptions about how a programme (for example the SAW training programme) works to achieve its outcomes. Wholey *et al.* (2010:12) further stated that the application of programme theory in evaluations ensured the identification of programme assumptions and assessment – and whether they are in reality linked to the actual programme implementation.

According to Chen (1999:18), theory-driven evaluation is sensitive to the context of the organisation and the relationship between the planned intervention (i.e. the programme) and the intervention that was delivered (implemented), including the intervention goals; in other words, the intended and the unintended outcomes of the intervention. This formative evaluation study followed Chen's (2005:31) conceptual programme theory framework, as

being the most comprehensive conceptual framework for evaluations; it consists of two parts: i) an action model, and ii) a change model. The prescriptive nature of a programme is the action model of an intervention and the implementation of the action model puts the programme in motion. The causative or descriptive nature of an intervention is the change model (Chen, 2005:17-19).

Mention was made earlier in this section that the theory-of-change logic model was the foundation of the SAW training programme implementation evaluation study. The purpose of applying such a logic model in this study was to organise the programme information; this ensured that the researcher could conceptualise the SAW training programme and evaluate the linkages that indicated which activities and outputs led to which outcomes. In this evaluation study, ten logic models (annexed to this thesis) were developed during the clarificatory evaluation phase (i.e. the first phase in the evaluation) of this study. Nine logic models were developed, one for each training module in the SAW training programme; one theory-of-change model was developed for the entire SAW training programme, incorporating the nine programme module logic models. Thus, the nine training module logic models were developed to provide information necessary for the development of the consolidated theory-of-change logic model, in order to have a framework against which evaluation questions could be formulated for the implementation evaluation phase (Phase 2) of the study.

Wholey *et al.* (2010:33) defined clarificatory evaluation as the procedure through which the evaluator identified the aspects of the programme to be evaluated, which were then presented in a logic model format and consolidated in a programme theory-of-change model. Rogers (2008:39–40) mentioned the vital need for evolving interventions to develop a series of logic models that indicated the predictable intervention-specific activities and causative routes to advance throughout the implementation of each developing phase of the intervention. In order to identify the SAW training programme's different aspects, the evaluator conducted a participatory clarificatory evaluation study, in which all the parties were involved.

1.6. Operationalisation

This evaluation was a response to the debate on the *raison d'être* of the SAW training programme. The evaluation of the implementation of the SAW training programme started

with assessment of the need for SAW training, which was linked with Sub-Objective 1 of this evaluation study; this assessed the need for the accredited SAW training programme, by asking two questions:

- What constitutes skills development training, learning, mentoring and its performance evaluation for improved social welfare services to communities?
- What challenges was the country facing that contributed to the design of the SAW training programme?

To provide answers to these two questions, the shortage of SWPs in South Africa, SAW skills development and the SAW training programme described in the literature were assessed. From the literature study, it was established that the SAW training programme was made up of nine modules, with each module containing a theoretical and a practical work integrated learning (WIL) component. Learners had to carry out two practical assignments and write an examination for each module – obtaining a C (competent) symbol in each of the nine modules to obtain a completion certificate (i.e. National Certificate in SAW). The nine modules were: i) the South African welfare context, ii) human behaviour, iii) the judicial system, iv) communication, v) research, vi) report writing, vii) intervention strategies, viii) programme management and ix) community development.

The SAW training programme was designed to equip learners with the knowledge and skills necessary for SAWs to participate in the socio-economic development and transformation of communities (SAW SAQA, (2009) cited in CEFA, 2010:1). Furthermore, the SAW training programme adopted an integrated and cross-cutting sectoral approach that incorporated the education and skills development required to fight poverty and help ensure the inclusion of individuals in the community, by empowering them to address their own circumstances. The SAW training programme's work-integrated learning (WIL) component, for the practical acquisition and application of knowledge and skills, was an essential part of the programme.

The challenges faced in South Africa that contributed to the design of the SAW training programme included improving the well-being of South Africans and their communities through poverty alleviation. These challenges were – and still are – compounded by the shortage of SWPs, despite their being recognised as having an essential role to play in the frontline of development in South Africa. This shortage of SWPs affects service delivery

negatively, especially in terms of hampering the offering of assistance to the socio-economically marginalised and the poor. This detracts from the possibility of achieving the goals set in terms of the National Development Plan (NDP): Vision 2030 for addressing the continued imbalances and persistent unemployment, inequality and poverty that still prevail in South African society. To help address the shortage of SWPs, the South African Government, welfare agencies and social welfare recipients called for the training of SAWs who could assist SWPs in providing services to South Africans in need. Thus, in 2004 the Department of Social Development (DSD) initiated the training of SAWs to assist in dealing with the high workloads of SWPs in addressing the development needs of the communities that they serve. The accredited provider in this study introduced their SAW training programme with the same purpose; it was accredited by the Health and Welfare Sector Education and Training Authority (HWSETA) in line with the South African Qualifications Authority (SAQA) qualification framework for SAW at a National Qualifications Framework (NQF) Level 4 (SAW SAQA, 2012: ID 23993).

The results from the analysis of Sub-Objective 1 were linked with the assessment of Sub-Objective 2, which dealt with the evaluation of the SAW training programme planning and design. The three questions asked in relation to this Sub-Objective were:

- (a) Is the SAW training programme theory designed to address the shortage of SWPs challenge that South African is facing?
- (b) What action model (components and activities) is needed for the success of the SAW training programme?
- (c) Does the action model of the SAW training programme support the change model of the programme?

To provide answers to these three questions, the evaluator conducted a number of meetings, and focus group workshops with the SAW training staff involved in the training programme.

These two evaluation Sub-Objectives completed the SAW training programme clarificatory evaluation first stage of the study. The resultant logic models were applied in addressing Sub-Objective 3: evaluating the implementation of the SAW training programme.

The ten logic models developed for this programme (referred to above) enabled the evaluator to develop evaluation research-specific questions, in order to assess the SAW training

programme theory in relation to its need for the accredited SAW training programme. The logic models also represented the objectives used to develop the SAW training programme evaluation data matrix and the aspects for evaluation of each objective respectively. The aspects for evaluation were then assessed by the evaluator through the SAW training programme content analysis data – gathered from the documents related to the programme, the tailor-made questionnaire and programme staff inputs with regard to the SAW training programme delivery. The last step in the implementation evaluation second stage of the study was to provide conclusions and judgements with regard to the aspects of the programme which were evaluated – in order to provide the formative findings relating to the SAW training programme. These formative findings were then linked to Sub-Objective 4 on client feedback on the SAW training programme, for the purpose of programme improvement.

1.7. Chapters Two to Six outline

Chapter Two provides a review of the literature relating to the factors underlying the need for SAWs and their training, including concepts of poverty, social welfare provision in South Africa, social exclusion, deprivation and well-being in the South African context. This chapter also explores the literature on social work education for dealing with social exclusion and poverty alleviation, training and learning – and the shortage of SWPs. This last concern is addressed, to some extent, in a discussion on the training of SAWs in the literature. The discussion provides insight into the SAW training programme initiated by the DSD in conjunction with the SACSSP. Other key themes discussed in the literature include WIL, namely the practical acquisition of knowledge and skills, which is an essential element of the SAW training programme.

Chapter Three describes the purpose of the SAW training programme theory-driven evaluation. In the first part of this chapter the purpose of conducting this formative improvement-oriented evaluation study in relation to the SAW training programme is considered, with its central aim of providing feedback on programme improvement to the accredited training provider (Babbie & Mouton, 2007:345). In the second part of the chapter the use of programme theory during an evaluation study is discussed, whilst in the third and

final part of the chapter the choice of the SAW training programme evaluation design, which connected directly with the purpose of the evaluation study, is described.

In **Chapter Four** the SAW training programme clarificatory evaluation (stage 1 of the evaluation study) is described, together with the results of this assessment. In the first part of this chapter a brief history and description of the accredited provider is given, in order to ensure a clear understanding of the conceptualisation of the need which led to the planning and design of the accredited provider's SAW training programme. In the second part of the chapter the three phases are described, including its broad learning and assessment cycle flowchart and its nine respective training modules, as well as the logic models which were developed for the evaluation study second stage – i.e. the implementation evaluation. Thus, the goals, input, output and outcomes of the SAW training programme modules are indicated, inclusive of the target group (SAW learners) and the human resources that were required for the programme.

Chapter Five deals with the SAW training programme clarificatory evaluation design, methods and results. The first empirical part of the SAW training programme evaluation is presented, together with the evaluation questions used to gather and analyse the related data. The evaluation of the SAW training programme and the data analysis procedure are discussed, and an interpretation and discussion of the findings are provided. This chapter therefore presents the clarificatory evaluation stages and related methods and evaluation research questions. This chapter, together with Chapter 6, deals with the empirical part of this study – i.e. operationalisation and the results of the clarificatory evaluation (part 1) as well as the SAW training programme implementation (stage 2) evaluation.

The chapter also introduces the four sub-objectives for the SAW training programme evaluation. The first two of the four evaluation sub-objectives are discussed, since they relate to clarificatory evaluation. Key evaluation questions relevant to these Sub-Objectives are presented, the data collection methods are described and the sources for the SAW training clarificatory evaluation are stated. The results are also presented in this chapter, based on the learning objectives of the nine training modules that are linked to the SAW training exit-level outcomes (ELOs), which were assessed for the implementation evaluation part of SAW training programme.

Chapter Six describes the SAW training programme implementation evaluation design, methodology and results. This second empirical part of the SAW training programme evaluation is also the last chapter of this thesis. The chapter presents the SAW training programme implementation evaluation design, methodology and results – together with conclusions and judgements regarding the programme for consideration by the accredited provider for future implementation. The remaining two of the four Sub-Objectives are assessed, data collection methods and data sources are presented – and each of the evaluation questions in the third Sub-Objective is discussed. The SAW training programme data matrix is presented, as well as the objectives developed through the clarificatory evaluation stage of the study – together with the aspects of evaluation for each sub-objective. The results of the last sub-objective are presented in the consolidated Table at the end of Chapter Six.

This consolidated Table combines all the data findings, conclusions and judgments emerging from the analysis of data regarding the SAW training programme plan versus the actual implementation of the plan. Summative conclusions are presented with regard to whether: i) the SAW training was delivered according to the required SAQA framework, ii) the SAW training programme learning materials relate to the SAQA required SAW Exit Level Outcomes (ELOs) and Assessment Criteria (AC); and iii) whether the SAW training has equipped learners with the necessary knowledge and skills to work as SAWs.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

The objective of this study was to establish the capacities acquired by Social Auxiliary Workers (SAWs) in their training to enable them to assist Social Work Practitioners (SWPs) in addressing socio-economic needs in South African communities.

Social work is a fundamental element in social development, as it refers to ‘a profession which promotes social change, human problem solving, empowerment of people and enhancement of their well-being’ (Poppo & Leighninger, 2004:8; Farley & Smith, 2006:7). Potgieter (1998:35) defines social work as: “... a professional activity that utilises values, knowledge, skills and processes to focus on issues, needs and problems that arise from the interaction between individuals, families, groups, organisations and communities. It is a service sanctioned by society to improve the social functioning of people, to empower them and to promote a mutually beneficial interaction between individual and society in order to improve the quality of life of everyone...” The definition of Potgieter (1998) highlights the importance of social work practice which is aimed at “...maintaining, enhancing and restoring the individuals and society’s social functioning which in turn necessitate the delivery of resources and services to meet the basic needs of individuals and society...” (Bernstein, 1995:54).

How to improve the well-being of individuals, families and their communities through poverty alleviation continues to be a major priority of the South African Government – the subject of much debate and research literature. The challenges that South Africa faces in improving the well-being of its citizens are compounded by the poverty and social exclusion that have resulted in many individuals, families and communities being caught in a deprivation trap. Developing capabilities is essential in the fight against poverty, social exclusion and deprivation. Skills development training is necessary to enable individuals to become productive and gain access to employment and income. ILO (1997:5) and Ducci (1994:183) argue that training which results in individual knowledge, skills and competencies is the cornerstone of personal growth, employability and social sustainability – and for an individual to take action in fighting poverty, social exclusion and deprivation. Likewise, the World Bank

(1995), DFID (1997) and UNICEF (1998) argue that the provision of training and capacity building for the poor is a priority in the development process, mostly in the fight against poverty. The DSD in 2004 initiated the training of SAWs to assist in dealing with the high workload of SWPs involved in addressing the development needs of communities.

This chapter aims to address the first evaluation sub-objective and research questions in Chapter One; i.e. to examine through a literature review the challenges the country is facing and wishes to address with skills development training of SAWs to assist SWPs in providing improved social welfare services to communities. The research questions relating to the aforementioned sub-objective were: 1) What challenges is the country facing that contributed to the design of the SAW training programme? 2) What constitutes skills development training, learning, mentoring and its performance evaluation for improved social welfare services to communities?

Firstly, the poverty discourse is reviewed in relation to three key concepts: 1) social exclusion, 2) well-being, and 3) the deprivation trap and capability approach are reviewed in relation to poverty alleviation. Secondly, the provision of social welfare and social work education as a means of dealing with social exclusion and poverty alleviation, training and learning is reviewed – together with the shortage of social workers in South Africa. This last concern is addressed, to some extent, in a discussion on the training of SAWs, which provides insight into the SAW training programme initiated by the DSD in conjunction with the South African Council for Social Service Professions (SACSSP) – as evaluated in this study. Lastly, a performance evaluation model used to address the second and third sub-objectives of the study is reviewed. The sub-objectives and the application of the evaluation model are covered in Chapters Five and Six, which deal with the empirical part of the SAW training programme evaluation.

2.2. Poverty discourse

Schutte (2000:3) argues that “...poverty is a universal problem, yet the nature, level and experience may differ between different communities, countries and cultures... [thus]... poverty equals human suffering...”. Schutte (2000:3) defines poverty as a sub-culture of social life into which the poor are forced and ultimately locked, because they have to live within a socio-

economic environment that induces constraints and barriers about which they can do little or nothing. However, Schutte goes on to say that when the constraints and barriers of social exclusion and the deprivation trap are removed the poor “...will progress to a new set of needs more in line with the mainstream way of living in the society...” (Schutte, 2003:3). The deprivation trap is a huge constraint that affects human well-being; it is discussed in more detail further below in this section. Whilst poverty can be explained in many ways, in this study it is contextualised by taking into account three key concepts applicable to current research: 1) social exclusion, 2) well-being and ill-being, and 3) the deprivation trap. These three concepts, with the deprivation trap as a focal point, are described below – together with the capability approach relative to poverty alleviation.

2.2.1. Social exclusion

Social exclusion refers to a process of denying the participation of individuals in the full social and economic rights to which they are entitled (Barry & Hallett, (1998) cited in Davis & Wainwright, 2005:262). While there is a close relationship between social exclusion and poverty, the idea that social exclusion is just a euphemism for poverty is questionable (Davis & Wainwright, 2005:262). In this study, the concept of social exclusion is linked with the notion of deprivation and the sense of well-being. Chambers (1983:112) defines deprivation as a trap that keeps people from improving their lives, including a sense of isolation, powerlessness and vulnerability, together with physical weakness and poverty. Piron & Beall (2005:9) argue that social exclusion is a dynamic and multi-dimensional process that creates and sustains levels of inequality and poverty, as it hampers the individual attainment of sustainable livelihoods, human development and individual participation.

Of fundamental importance in responding appropriately to the issue of poverty is the need to understand its root causes and continuance, as well as the manner in which it ties in with the lives of the oppressed and with those who are discriminated against (Davis & Wainwright, 2005:263; Lister, 2000:38). In addition, Islam & Sharm (2011:39) argue that people who are excluded may “...feel alienated from society and excluded from job opportunities and decision-making and may turn to violence and crime as a way of feeling more powerful...”

May (2000:45) has suggested that in South Africa social exclusion refers to the fact that, despite the presence of welfare and ‘general wealth’, a significant group remains that is

excluded from the mainstream benefits of society – and prevented from enjoying the levels of prosperity present in the rest of the country, due to the prevalence of massive and increasing levels of social inequality; this is over and above the significance of such inequality being in itself a cause of poverty. Exclusion traps people in a deprivation cycle of powerlessness that results in an on-going poverty-stricken existence (Swanepoel & De Beer, 2006:7). Islam & Sharm (2011:39) state that “...social exclusion causes poverty of particular people which result in higher rates of poverty of the affected groups...” The socially excluded tend to be denied access to the opportunities available for acquiring an education, access to improved health and increased incomes, yet there are occasions when they can manage to escape poverty through their own efforts and good fortune. Even though a country’s economy may grow and the levels of general income in the country may rise, those who are excluded from such development will probably be left behind, with the proportion of those who remain in poverty thus increasing (Islam & Sharm, 2011:39).

In terms of social exclusion, although the basic needs of the poor with low income may be met, issues other than financial poverty may still remain, thus rendering them still vulnerable to extraneous threat (Davids *et al.* 2010:39). A viewpoint such as this holds that, despite social exclusion not being the same as poverty, the two forces might yet feed off each other; a person who is socially excluded, although maybe not poor in terms of income, may nevertheless find that the two phenomena are closely linked (Flotten, 2006:69). Exclusion may be the result of poverty, or it may lead to poverty, but the most challenging aspect relates to the ways in which social exclusion and poverty are interrelated and under what circumstances they interrelate (Flotten, 2006:69). Social exclusion may be measured (Flotten, 2006:70-71) by using such poverty indicators as: a) the number of individuals with a low income; b) the level of anxiety among the elderly; c) the numbers of the unemployed youth; d) the level of participation in civic organisations; e) access to education; f) consumption and production activities; and g) social and political activities. The choice of social exclusion indicators depends on the activities that define people’s meaning and level of participation in their communities (Burchardt, Juliana, & Piachaud, 1999:223). These activities include the degree of security available, the maintenance of a reasonable living standard, engagement in activities that value others – and having access to an education, so that one can develop the necessary skills and knowledge to be able to pursue productive employment and be empowered with decision-making capability.

The research evidenced in the work of Burchardt, Juliana, & Piachaud (1999). regarding social exclusion indicators is as relevant in the given context as are most such indicators in the areas of the labour market, the social rights of citizens, political participation – and social networks and activities. Ravillion (1992:13) pointed out that ‘employment’ is the main social exclusion indicator, followed by access to financial services, investment and banking. Coupled with lack of income, exclusion equates to abject, if not absolute, poverty (Swanepoel & De Beer, 2006:7). Social exclusion is therefore a form of capability deprivation, which occurs when people lack the capabilities they need to make lifestyle choices (Sen, (2000), cited in Wheelahan & Moodie, 2011:20). Thus, social exclusion may be both a cause and a result of capability deprivation (Sen, 2000:5). Social exclusion, for example, could exclude people from education and training, meaning that they are then at a general disadvantage, leading to their continued exclusion (Wheelahan & Moodie, 2011:20).

The SAW training programme evaluated in this study was initiated by the DSD as part of an approach that used education to address the issue of social exclusion. This study assessed whether the SAW learners, by means of such training, were sufficiently equipped with knowledge and skills to assist SWPs in addressing the challenges of social marginalisation and fighting poverty for improved well-being?

2.2.2. Well-being and ill-being

Well-being is conceptualised by Swanepoel & De Beer (2006:8) as: a) *material well-being*: having enough assets, food and work; b) *well-being of the body*: good health, appearance and physical condition; c) *social well-being*: the state of being able to care for children, maintain self-respect and dignity, live in harmony and peace with one’s family and community; and d) *security well-being*: the civil right to peace, personal physical security, a secure environment, ability to abide by an ethos of lawfulness and access to justice, confidence in the future, benefitting from security in old age. The sense of well-being therefore lies at the core of an individual’s life; fulfilment thereof directly relates to societal structures, policies and living conditions. The lack of education and skills, for example, can lead to a state of vulnerability, affecting the sense of individual well-being and culminating in an overall, irreversible cycle of poverty (Ganyaza & Seager, 2005:5). Well-being is strongly related to life satisfaction as it includes both feeling good and functioning well; as a person and collectively as a community

(Huppert, 2014; Seligman, (2011) cited in Kern, Waters, Adler & White 2014:2; Huppert & So, 2013).

By contrast, the concept of 'ill-being' exists when the poor face difficulties of inclusion and integration in the economic world, lacking power to participate in the world economy. The consequence is poverty, with those involved lacking the advantages required to achieve and maintain a sense of self-satisfaction and well-being, resulting in feelings of misery and emptiness (Spies, (2004) cited in Maarman, 2009:319-320). Furthermore, failure to satisfy basic needs such as sanitation, food, transport, safe drinking water, shelter, education, information and entertainment lands the poor in a deprivation trap, leading to a low capacity for coping with challenges. The poor thus become incapable of satisfying their basic needs, with their social situation determining, at least in part, their level of poverty (Ganyaza & Seager, 2005:3; Verner & Alda, 2004). Ludi & Bird (2007:2), Haughton & Khandker (2009:1) and the World Bank (cited in Haughton & Khandker, 2009:2) argue that poverty is the deprivation of individual well-being which results in an individual's ill-being. Chambers (2006:4) explains that powerlessness, physical weakness and illness, lack of material possessions, insecurity and bad relations result in ill-being, which results in being in a deprivation trap. Unemployment, for example, acts as a depressant likely to reduce one's sense of happiness and well-being (Kingdom & Knight, 2004:5). Haralambos (1989) cited in Schutte (2000) agrees that the poor could adopt new behaviour patterns by seizing available opportunities when presented, which could lead to improvement of their well-being.

Educational skills training, such as the SAW training programme, aims to equip and empower learners with personal knowledge and skills whilst helping community members to take control of resolving their social marginalisation, meeting their human needs and combating their poverty (King & Palmer, 2006:63). Furthermore, these qualified learners will have access to gainful employment which will give them a sense of achievement and life satisfaction – which is essential for personal well-being (Seligman, (2011) cited in Kern, Waters, Adler & White, 2014:2; Huppert & So, 2013). Education is thus essential for achieving a sense of well-being; it opens up a pathway to promote learning and creativity, which leads to enhanced social cohesion and promote citizenship – ultimately resulting in increased life satisfaction (Waters, (2011) cited in Kern, Waters, Adler & White, 2014:1; Seligman, Ernst, Gillham, Reivich, & Linkins, 2009). Therefore, when analysing well-being, there should be a shift of focus from the

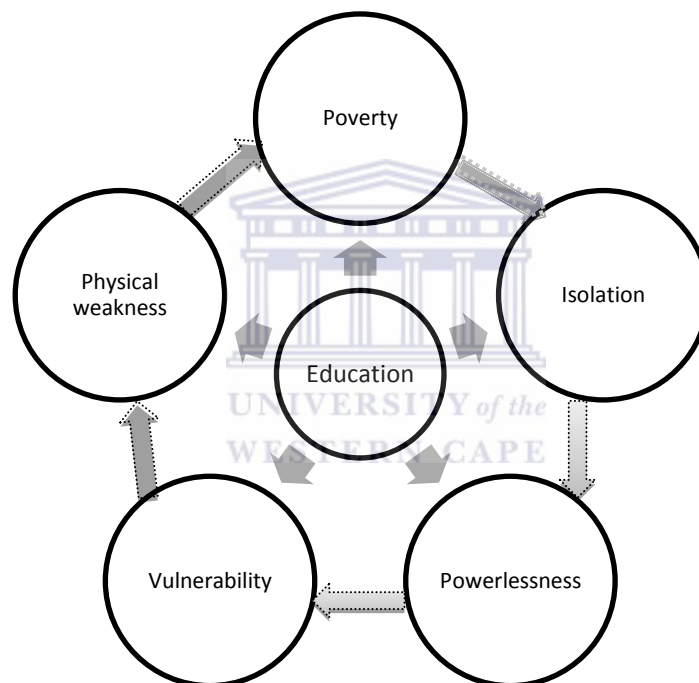
means of living (e.g. income) as the only factor, to also include factors such as actual opportunities (e.g. education) and capabilities (Stiglitz, Sen, & Fitoussi, (2009) cited in Kern, Waters, Adler & White, 2014:1-2; Sen,2009:253; Robeyns, 2005:95).

2.2.3. The deprivation trap

In this study poverty is conceptualised as a deprivation. This deprivation consists of five clusters of interrelated challenges: i) poverty, ii) isolation, iii) physical weakness, iv) vulnerability, and v) powerlessness (Chambers, 2014:11-113; Swanepoel & De Beer, 2011:6; Chambers, 2006:3; Chambers, 1983:112). It is this interrelated relationship of the clusters that results in the poor being trapped in a cycle of poverty – better referred to as the ‘deprivation trap’ (Swanepoel & De Beer, 2000:9). In this deprivation trap poverty contributes to: i) *the sense of isolation*, as it often results in physical weakness from a lack of food; ii) *vulnerability*, due to a lack of assets to meet costs such as schooling; iii) *powerlessness*, because low status accompanies lack of wealth, resulting in the poor being left without a voice (Swanepoel & De Beer, 2006:5-6). Thus the impact of deprivation keeps people from improving their lives (e.g. acquiring good shelter, health insurance and employment), because they are poor and cannot afford to satisfy even their basic needs (Swanepoel & De Beer, 2006:5). Isolation is defined by Swanepoel & De Beer (2000:12) in terms of low levels of productivity, due to weakness of labour, inability to cultivate larger agricultural areas, the payment of lower wages to women than to men and the withdrawal of labour due to illness. The deprivation of resources, such as access to proper education, can leave people feeling vulnerable and even further isolated from the job market (Swanepoel & De Beer, 2006:6–7).

Education is a fundamental component in quality of life, as it leads to empowerment of the poor with a necessary capability to ‘break out’ from the deprivation trap, take control of their circumstances and become self-reliant (European Commission, 2008:65; and Send 2001:6). Education is seen in the context of empowerment of the poor to tackle the interrelated relationships between the five clusters in the deprivation trap. This is best indicated in Figure 1: located in the centre of the deprivation trap, growing strength achieved through education develops the means of breaking out of the cycle of poverty.

Figure 1: Education as a means to break out of the poverty cycle



Adapted from Swanepoel & De Beer (2011:6)

The SAW training programme evaluated in this study was designed to address the above-mentioned challenges faced by the poor, through equipping learners with the knowledge and skills needed to assist communities, through following a capability approach towards addressing the challenges faced by the poor and socially marginalised communities in South Africa.

2.2.4. Capability approach to poverty

Capability refers to a person's ability to achieve a given function (doing and being) resulting in the ability to function in a different way (Sen & Nussbaum, (2000) cited in Stewart 2013:1; Robeyns, 2003:63; Saith, 2001:8). Capabilities result in "...freedom to lead the life that the person has reason to value..." (Robeyns, 2003:63). Thus, the capability approach can be a framework within which to evaluate policies to determine their impacts on people's capabilities and, in turn, evaluation studies should consider people's capabilities as a factor which could influence the evaluation findings (Robeyns, 2005:94; Robeyns, 2003:63). Sen ((1993), cited in Martinetti, 2000:4) argues that capability is the tool with which an individual's well-being should be assessed, as well as the potential to achieve certain functions. Such functions could be elementary (e.g. personal health) and/or complex (e.g. social integration) - making the capability approach appropriate for the understanding and measuring of poverty and its effects on individual capabilities and capacities.

The capability approach was applied in this study to evaluate the SAW training as an education programme which could serve as a pathway to increase life satisfaction, promote learning and creativity and enhance social cohesion and civic citizenship (Waters, (2011) cited in Kern, Waters, Adler & White, 2014: 2; Selihman *et al.* 2009). The capability approach is a framework that could be applied in evaluations of aspects of individual well-being and social arrangement and the design of policies and proposals about social change in society. Furthermore, this approach is applicable to a wide range of subject fields - most prominently in development studies, welfare, social policy and political philosophy (Robeyns, 2005:93-94). The notion of capability goes head-to-head with poverty, signifying a self-help conceptualisation of poverty in terms of enabling individuals to meet their basic needs and deprivation challenges. The capability approach is not a theory that can explain poverty, inequality or well-being; instead, it rather provides a tool and a framework within which to conceptualise and evaluate these phenomena (Shubhabrata & Ramsundar, 2012:1; Robeyns, 2005:94; Sen, 1999:87-88; Ravillion, 1995:4-5).

Poverty is a shortfall in basic capability, whereby individuals are unable to achieve a certain minimal level of functioning, including securing shelter and sufficient nourishment (Sen, 1993:41). Thus, Sen (1993:40) relates the level of malfunctioning involved to the lack of basic needs. Sen (1999:74) points out that the fundamental tenet of the capability approach is to

conceptualise and measure the sense of well-being in terms of a person's capabilities and not in terms of primary goods. This study used the capability approach to evaluate the SAW training programme results in terms of individual learner capabilities. The extent to which the SAW training curriculum fostered the development of learner's abilities to 'unlock' capabilities in different ways within the communities in which they will work with the SWPs is assessed in Chapter Five. Sen (1999) agrees that "...evaluation should focus on what people are able to do and be, on the quality of their lives, and on removing obstacles in their lives so that they have more freedom to live the kind of life that upon reflection they have reason to value..." (Sen 1980, 1984, 1985a, 1985b, 1987, 1990b, 1992, 1993, 1995, 1999a cited in Sen 1999). Thus the core characteristic of the capability approach focuses on what people are effectively able to do and to be (Robeyns, 2005:94).

The capability approach contains two dimensions – '*capability*' and '*functioning*'. *Capability* relates to a set of capabilities that an individual can choose to acquire in order to achieve and reflect the freedom to choose between different ways of living (Sen (1992) cited in Robeyns, 2003:11; Sen, 1993:31). *Functioning* refers to 'being' and 'doing' actions that constitute a person's life and achievements – and what a person manages to do and be (Sen, 1993:31; Sen, 1985:10). Robeyns (2003:6-7) states that functioning includes "... working, resting, being literate, being healthy, being part of a community, being respected..." In this study, functioning relates to the use that a learner will make of the knowledge and skills acquired through the training programme.

Muller (2009:217) argues that the development of skills that support capabilities requires an understanding of the nature of the work involved, the kind of qualified person needed – and the relationship between education and work. Thus, the nature of social auxiliary work should be understood, together with the kind of SAW provided by the training programme in this research study. To qualify, a SAW has to become competent in the Exit Level Outcomes (ELOs) stipulated in the South African Qualifications Authority (SAQA) SAW qualification framework which describes specific knowledge and skills requirement for the workplace (SAW SAQA, 2012: ID 23993). Since the capability approach begins with a person, rather than with a set of specific skills, the SAW training programme starts with the capabilities (i.e. the ELOs of the training programme) that a learner needs to achieve. The ELOs of the SAW training programme included: i) understanding the South African context, ii) interpreting

human behavioural problems, iii) explaining the judicial system, iv) applying research in a community context, v) writing reports, vi) demonstrating financial knowledge, vii) implementing intervention strategies for poverty alleviation, viii) project management, and ix) community development. The contribution that the capability approach made to this research study was in its interpretation of values, its emphasis on human well-being, freedom, development and human agency – and in its practical focus on what people are not only truly able to do, but also what they could become – together with regard to the emphasis it placed on people’s quality of life and sense of well-being and dignity (Nussbaum, 2003:33).

Knowledge, skills and capabilities have two major functions in that: i) *as human capital they influence productivity*, because education and training increase productivity – and human capital is the main asset of the poor; and ii) *as a driver of development*, where knowledge, skills and capabilities are highly relevant to the fulfilment of individual competencies and capability functions (Mtey & Sulle, 2013:1). The SAW training programme evaluated in this study consisted of nine modules (linked to the nine ELOs) designed to equip learners with the required competencies (see Chapter Four). The competency achievement that formed an important part of this evaluation study is described and assessed in Chapters Four and Five. The next section of this chapter deals with social welfare provision, linked with the chronic shortage of social workers in South Africa.

2.3. Social welfare provision in South Africa

Social welfare relates to the activities and policies designed to help individuals, families and communities to cope with challenges and social problems (Kotze, 1995:67; Maqubela, 1995:6). Implementation of the policies set forth in the White Paper for Social Welfare (1997) led to the development of a social welfare system in South Africa in terms of the rights-based approach, involving participation of the country’s citizenry. This approach aimed at ensuring a balance between promotion, prevention and development efforts in addressing the scourge of poverty and inequality, so as to ensure socio-economic development for all (Social Development Ministerial Briefing Note, 2012:3).

To meet the challenge of addressing social marginalisation an inter-sectoral response was required; one that enhanced the human capacity for employment, together with the full

participation of the country's citizenry. To achieve this, one of the responses of the DSD has been to help ensure access to education and training as a key priority (DSD, 2013:3). The DSD acknowledges an inability to achieve this without partnerships with other Government departments, as well as with the non-governmental (NGO) sector, the private sector and international donors (Republic of South Africa DSD, 2013:4). The SAW training programme was one of the inter-sectoral responses implemented to equip learners for employment, whilst simultaneously addressing the socio-economic marginalisation of much of the population, meeting people's special needs and fighting poverty.

Pauw and Mncube (2007:28) indicate that a large portion of the South African population falls outside the economic mainstream and has limited opportunities for employment. For this group, social security provision, in the form of a welfare grant, is a key source of income (Kruger, 1998:3; Van der Berg, 1997:1; Lund, 1993:22). South Africa's social grant assistance programme is regarded as a mechanism that is meant to assist the poor and disadvantaged (Holsher, 2008:114).

2.3.1. The social security system

In South Africa the social security system has strengthened the contribution made in the form of welfare grants to the income of poor households, so that it has played an important role in the fight against poverty (Woolard, Harttgen & Klasen, 2010:1). Social security combines: a) the redistribution concept (social assistance); and b) the insurance concept (social insurance) (Woolard *et al.* 2010:3). Social insurance refers to the benefits funded by employers and workers, which entails the pooling of risks, whereas social assistance refers to the general revenue benefits that are provided for eligible people, in line with the application of a means test (ILO, 1984:6; Midgely, 1996:3–4). However, the on-going debates on the definition of social insurance are limited, because they are only focused on the relevant aspects of the wage economy (Olivier, (2003) cited in Triergaardt, 2007:2; Taylor, 2002:38; Kaseke, 2000; Midgely & Kaseke, 1996).

The increase in social assistance expenditure in recent years, especially during the current economic downturn, has shown that social security is critically important in South Africa to both prevent and alleviate poverty (Woolard *et al.*, 2010:2). In addition, owing to the persistently high unemployment rate in South Africa of about 25.6% (Stats SA, 2013), the

provision of a social security system is an important safety net for the long-term poor. Social security should cater for the informal sector, for those who are structurally unemployed and for the working poor (Triergaardt, 2007:2; Taylor, 2002:39). In this way, the marginalised sector should become integrated within the current social security system (such as in terms of social insurance considerations) (Triergaardt, 2007:2). Hitherto, South African social grants have provided relief for the most vulnerable populations, including the disabled, children and the elderly (Woolard *et al.* 2010:2). In similar vein, much has already been accomplished in the social security arena since 1994, including: a) securing constitutional safeguards for people in need of access to social security and social assistance; b) establishing the South African Social Security Agency (SASSA), which helps to ensure uniform access to social assistance benefits on behalf of those who qualify; c) expansion of child benefits; and d) extension of unemployment insurance to seasonal farm workers and domestic workers (DSD, 2009:3–4).

SAWs need to be equipped to ensure that those who have, as yet, been excluded from employment are integrated into the local economy. In this context, the DSD states that Government has identified three pillars of social security: Non-Contributory, Contributory and Private Voluntary (DSD, 2012:3).

2.3.1.1. The Non-Contributory Pillar

The current system of social assistance in South Africa, designed after 1994, committed itself in terms of the Social Assistance Act to bringing about change for the provision of social security grants to the truly needy (Pauw & Mncube, 2007:8, 9–10). The DSD regards social assistance as the payment of a set of social grants that support vulnerable groups. Overall, the aim is to ensure that people do not fall below a certain living standard. As such, social assistance is provided monthly to eligible beneficiaries (DSD, 2009:4). The seven different types of social grants administered are: i) old age, ii) disability, iii) child support, iv) care dependency, v) foster child, vi) war veterans and vii) the grant-in-aid (DSD, 2010:4).

Social assistance is crucial to the South African Government in its concerted focus on eradicating poverty (Taylor, (2002) cited in Pauw & Mncube, 2007:1–2; Haarmann, 2001). By January 2011 there were about 14.6 million social welfare grant beneficiaries, more than a quarter of the South African population (BRICS, 2011:150). In monetary terms, the social assistance grant grew from R88.3 million in 2010/2011 to R106.26 million in 2012/2013, with

an expectation of R114 million in 2013/2014 (BRICS, 2011:151). This increase shows the role that social assistance plays in poverty alleviation in South Africa (BRICS, 2011:151). However, with the long-term financial sustainability of the social assistance grant system perhaps in question, the creation of a grant beneficiary dependency syndrome has been seen as of questionable value in poverty alleviation. According to Triergardt (2007:9) social assistance, which is an income-based strategy, traps the poor in a monthly poverty cycle. The author suggests that social security policymakers broaden the level of welfare development beyond mere income maintenance. Mangcu (2002:92) agrees that the income-based welfare programme has been used to define and marginalise the poor. However, Triergardt (2007:9) states that providing the poor with assets (such as skills and knowledge) will enable them to accumulate the resources that are necessary for their poverty alleviation, surpassing mere income maintenance.

2.3.1.2. *The Contributory Pillar*

Social insurance aims to protect employees and their dependants against income-disrupting contingencies (DSD, 2012:7). A part of this pillar consists of contributions to and benefits paid by the Unemployment Insurance Fund (UIF) and the Road Accident Fund – as well as payments in respect of Compensation for Occupational Injuries and Diseases (COID).

The other part of this pillar, social insurance protection, is provided through provident or pension funds, maternity benefits, sickness and medical benefits, disability benefits, survivors' benefits, unemployment benefits and employment injury benefits. However, as South Africa has not yet developed a compulsory pension system, over two million workers in the formal sector remain uncovered by the social insurance system (DSD, 2012:7). In the health sector, for example, due to the absence of social insurance for health care, the majority of the population has to rely on still inadequate public health care services (DSD, 2012:7).

2.3.1.3. *The Private Voluntary Pillar*

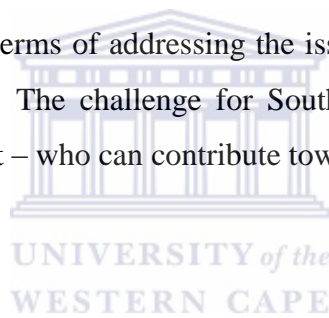
This pillar involves retirement or pension funds regulated by the Pension Funds Act 24 of 1956. In South Africa, the private retirement contribution funds are financed mainly through the combined contributions of employees and employers. Thus, access to these funds is linked to formal sector employment; those who are employed in the informal sector are excluded and marginalised (BRICS, 2011:141). Even though private insurance products are available, many

in the informal sector cannot afford the monthly premiums (BRICS, 2011:142). Instead, on retirement many in the excluded or marginalised groups rely on tax-financed old age grants.

2.3.1.4. *Concern and response*

There is a risk that expanding the social support mechanisms too far could undermine motivation to find and keep a job (BRICS, 2011:151). Expansion could also compromise fiscal sustainability, as well as possibly undermine stable macro-economic development in the country (OECD, 2010:113). Thus, the South African National Treasury (2005:56) has argued for a better balance between the alternatives of fighting poverty by means of cash transfers, by broad-based development – and by providing opportunities aimed at including the poor in the mainstream economy. However, to participate in the mainstream economy people need to have the right skills to enable them to be productively employable.

The SAW training programme is intended to contribute to the country achieving its socio-economic development goals in terms of addressing the issues of marginalisation and poverty alleviation in poor communities. The challenge for South Africa is the critical shortage of SAWs – and the SWPs they assist – who can contribute towards such front-line action.



2.4. The shortage of social workers

Taylor (2004:8) argues that the South African social-economic development goal, which is to improve and to enhance a better life for all, should be framed within the context of poverty alleviation, full employment and social integration. The DSD mission of securing a better life for poor, marginalised, vulnerable and socially excluded South Africans will be achieved in partnership with all those who are committed to building a caring South Africa (Republic of South Africa DSD, [n.d.]). Thus, DSD and Government priorities contribute, directly or indirectly, to the UN Millennium Development Goals – especially in eradicating extreme poverty and hunger in the country [<http://www.pmg.org.za/report/20120529-social-development-its-response-recommendations-contained-committee-r>].

The DSD needs SWPs to achieve its strategic plan in terms of the National Development Plan: Vision for 2030 (NDP) “...by 2030, we seek to eliminate poverty and reduce inequality. We seek a country wherein all citizens have the capabilities to grasp the ever-broadening

opportunities available. Our plan is to change the life chances of millions of our people...” (Republic of South Africa NDP, 2013). One of the main challenges in South Africa to meeting this commitment is the nationwide shortage of SWPs, despite their being recognised as having an essential role in the transformation and development of South Africa (Republic of South Africa DSD, [n.d.]). This shortage affects service delivery, especially in terms of hampering assistance to the socio-economically marginalised and the poor, as well as in addressing the continued imbalances and the persistent unemployment, inequality and poverty that still prevail in South African society (Republic of South Africa NDP, 2013).

To help address the shortage of SWPs calls were made for the training of SAWs by Government, by welfare agencies and by social welfare recipients (Republic of South Africa DSD, [n.d.]). The Minister of Social Development (2012), as well as the South African Institute of Race Relations in a press release, have pointed out that many social workers have left the public sector either for the private sector or to go overseas. This resource drain has resulted in a hugely negative impact on the lives of ordinary South Africans (especially people with disabilities, older people, children and families affected by HIV/AIDS, the poor, the unemployed and victims of family violence who require the help of psychological services) – all of whom depend on the services of social workers. The constitutional rights of those affected have been compromised as a result of inadequate social services, or the complete lack thereof (Dlamini, 2013).

Government has identified skills shortages as being the most prominent constraint in achieving economic growth – and a priority area for Government intervention (Goga & Westhuizen, 2012:6,10). Minister Bathabile Dlamini, of Social Development, stated (17 April 2013) that in South Africa social work has been declared a critically scarce skill, with the number of social workers insufficient to effectively provide and deliver social services to the needy [<http://www.info.gov.za/speech/DynamicAction?pageid=461&sid=35785&tid=104713>].

Government’s acknowledgement of the key role of social work in social development is an important step to finding ways of attracting and supporting SWPs. However, the DSD (2005:4) points out that capacity is lacking to implement policies and programmes to address the national issues of poverty, unemployment and HIV/AIDS. Earle (2008:6) argued that 63% of social workers with Non-Governmental Organisations (NGOs) in the field of child welfare have caseloads of more than 60 per person, whilst 36% have more than 100 cases each. The

scarcity of social workers, with their heavy workloads, has been the primary challenge that led to the training of SAWs to assist SWPs (Republic of South Africa. DSD, n.d.). In 2003 the Further Education and Training Certificate in Social Auxiliary Work (FETC-SAW) was registered with SAQA with a National Qualifications Framework (NQF) at Level 4 (SACSSP, [n.d.]). Although SAWs may not be appointed to do the work of SWPs, they have to be able to demonstrate an understanding of the South African welfare context, as well as of the developmental policy and practices of social welfare services. They must also be able to demonstrate an understanding of human behaviour, relationship systems and socio-economic issues; they need to assist with reunification services for families – and they must be capable of demonstrating an understanding of the role of a SAW. Working effectively with SWPs and other members of a multi-sectoral team in social service delivery, SAWs must be able to keep precise records, compile and file accurate reports on socio-economic needs and social auxiliary work activities. Providing efficient research and administrative support to their SWPs, they must be able to demonstrate self-awareness regarding their personal capacities, appropriate attitudes and skills, as well as a willingness to develop them further under SWP supervision. They must also be able to demonstrate basic financial knowledge relevant to social auxiliary work (SACSSP, [n.d.]).

However, SWP responsibilities are not well documented, perhaps due to a focus ranging from coping with everyday problems to dealing with highly complex situations – including community development, child protection, child and family welfare, youth programmes, disability, health, education, social policy development and workplace issues. SWP duties also cover assisting in ways such as empowering individuals, families, groups and communities, as well as administering people-serving organisations, supervising other professionals – together with professional research aimed at increasing the knowledge base regarding interactions between people and the society in which they live (University of the Witwatersrand, n.d.). In South Africa, there is also a need for social welfare assistance with HIV/AIDS orphans and vulnerable children (OVCs), especially those without family or group support. Of an estimated 2.1 million OVCs (mostly due to their parents and other family members having succumbed to HIV/AIDS) around 200 000 are reached by Government and NGO welfare services; the remaining 1.9 million are as yet without support (UNICEF, n.d.). Meanwhile, it is to be noted that processing applications for foster care grants can take over two years, due to there being too few SWPs to deal with them fast enough. With caseloads burdened further by the

increasing numbers of children in foster care, meeting the on-going demands for welfare service delivery requires the training and employment of SAWs to assist the SWPs (PMG, n.d.). The current National Executive Director at Child Welfare South African, Ashley Theron, stated in 2007 that “...there is no point to identify vulnerable children if there aren’t social workers to assist them ...” (*Star*, 25 January 2007).

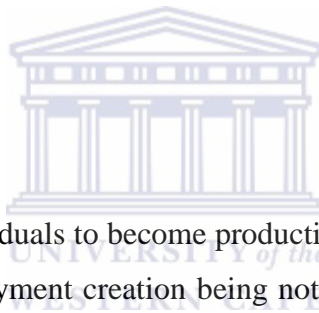
Other authors have also stressed the shortage of SWPs in South Africa, including Brown and Neku (2005:309) who emphasised that “...social workers in rural areas describe their work as overwhelming and frustrating because community needs are many and the numbers of available professionals to assist families in rural areas are few...”. Lombard & Kleijn (2006:225) pointed to the “...insufficient numbers of available social workers to fill the vacant posts and the devastating impact that had reached crisis proportions for social services in South Africa...”. In February 2012 the Auditor General of South Africa highlighted that, within the DSD, the development and research programme had the highest vacancy rate (53%) as a result of “...a shortage of scarce skills such as social work...”.

The demand for social workers increased with the implementation of the Children’s Act No 38 of 2005 and the Older Person’s Act No 13 of 2006, as well as with the enactment of the Prevention of and Treatment for Substance Abuse Act No 70 of 2008 (Republic of South Africa, 2008). Barbeton (2006), cited in Erasmus & Breier, 2009:62) gave a conservative scenario escalation requirement for social workers from 8 683 in 2005/06 to 16 844 in 2010/2011, with a high scenario escalation requirement from 48 364 in 2005/06 to 67 507 for 2010/2011. Erasmus and Breier (2009:60) concluded that (apart from losses due to emigration) a total of 3 282 SWPs would be needed to enter the South African labour market by 2015.

The DSD (Republic of South Africa DSD, 2005a, 2005c, 2005d, cited in Erasmus & Breier, 2009:60–61) has suggested the standard ratios required for SWPs to population count per province as: Gauteng (considered urban) 1:5 000; Western Cape and KwaZulu-Natal (peri-urban) 1:4 500; remaining provinces (rural) 1:3 500. Yet in March 2015, during the social work indaba, Minister Bathabile Dlamini stated that a 1:5 000 nationwide ratio of SWPs to population count is not achievable due to the shortage of SWPs. Meanwhile, the NDP: Vision 2030 target is for 55 000 SWPs in order to solve the problem. To date some 8 000 students

have graduated in the DSD social worker scholarship programme, but only some 3 500 have been absorbed into the public service sector [<http://www.dsd.gov.za/>].

To solve the crisis, a suggestion was made for Government and non-profit organisations (NPOs) to hasten the recruitment, training and retention of trained social workers and other social services professionals, as they are the people working at grassroots level to improve access to, and the quality of, social development services (Madhu, 2009:652; Strategic Plan, 2009:8, DSD, 2013). However, the DSD reportedly lacks sufficient resources to recruit the SWPs needed to fill the vacant posts, to ensure efficient and effective service delivery – and to address the challenges now faced in South Africa (Strategic Plan, 2009:8-9). One alternative is the possibility of encouraging Further Education and Training (FET) Colleges to develop SAW learnerships that could complement the work of the SWPs (PMG, 2013). The SAW training programme assessed in this study is just such a FET learnership that is currently training and producing qualified SAWs who can complement the role played by the SWPs.



2.5. Skills development

Skills development enables individuals to become productive in the local labour market (and in the world economy), with employment creation being not only the focal source for procuring individual income, but also a core means to making one's way out of poverty (King & Palmer, 2006:16; Morel, 2004:4; World Bank, 2004). However, training, as such, is not the only effective way of combating unemployment, just as the South African social policy is not the only tool for addressing unemployment; a combination of training and social policy is required in order to boost economic productivity and competitiveness (King & Palmer, 2006:31; Inter-American Development Bank, 2000). Unemployment is seen as the main cause of the poverty, inequality and socio-economic problems that currently prevail in South Africa.

In South Africa, so far, social development has been successful in reshaping welfare policy (Gray, 2006:54). Furthermore, it has been recognised that SAWs have an essential role to play in helping SWPs address the social-economic needs that communities face. While SAWs should be able to understand the nature of development, they should also have the capacity to tackle questions of cause and effect, together with the implications of actions taken for the future (Osei-Hwedie, (1990) cited in Mamphiswana & Noyoo, 2000:28). Social work

education therefore needs to be geared to equip the welfare practitioner in the field to deal with such structural problems as poverty, poor housing, and malnutrition (Hall, 1996; Mamphiswana & Noyoo, (1997) cited in Mamphiswana & Noyoo, 2000:27).

Whilst the need for skills development is not in question, the current effectiveness of education, training and remuneration of SWPs and SAWs is questionable. Training institutions need to consider whether to simply continue training more SWPs, as at present, or whether to develop a more specific programme to answer the needs and problems that are faced by many South Africans (Madhu, 2009:651). Achieving the ELOs for SAW training should enable SAWs to understand the South African welfare context, interpret human behaviour and problems, explain the judicial system; apply research, write reports, enhance community development – and manage project implementation [<http://www.cefa.co.za/content/social-auxiliary-work>]. A successful learner can qualify at NQF Level 4 as a SAW – and register with the SACSSP in terms of Section 18 of the Social Service Professions Act 110 of 1978 (Republic of South Africa, 1978). Continuation of learning is also then possible, with this learner being able to gain access to studies for a Bachelor of Social Work Degree (NQF Level 8) qualification (SAW SAQA, 2012: ID 23993).

2.6. Education for poverty alleviation

A close relationship exists between the level of education that an individual attains and the kind of work and salary that the individual is able to access therewith (Maile & Simone, 2007:158). An individual with a low level of education is, therefore, likely to be poor in relation to the individual who is equipped with a better level of education (Armstrong, Lekezw & Siebrits, 2008:19). A study conducted by Armstrong *et al.* (2008:19) showed that 66.3% of households affected by poverty consisted of unschooled members, those with a secondary school education had a 44.9% poverty rate, whereas those with matric had a 23.3% poverty rate. The level of education that an individual attains can, therefore, be seen to relate strongly to, and even determine, the present and potential income of the individual concerned (Armstrong *et al.* 2008:19; Bhorat, Poswell & Naidoo, (2004) cited in Armstrong *et al.* 2008:19). Poverty can be seen as imposing a lack of access to opportunities, such as education and employment that can affect and improve the lives of individuals and groups. The main asset of the poor is human capital; its development, especially in terms of education and training, is important for both poverty eradication and socio-economic development (Mtey & Sulle,

2013:6). A poverty eradication strategy has to include human capital development by means of the implementation of fair education policies (Mtey & Sulle, 2013:6). Poverty is a complex issue and education should be seen as a fundamental tool for dealing with it. The SAW training programme could provide access to opportunities for practical education aimed at fostering the human capital asset.

Apart from strengthening nations, education also empowers people and opens doors for individuals who need to break from poverty deprivation (UNDP, (2006) cited in Maile Simeone, 2007:159; Agenor, Bayraktar & Aynaoui, 2004). Education is key to improving productivity and boosting economic growth, resulting in increased income for the nation as a whole (Jordan, 2008:445; Checchi, (2006) cited in Simeone, 2007:160; Sachs, 2005; Filer *et al.* 1996). Addressing poverty through education and training, resulting in job creation, remains an urgent priority for South Africans (The Presidency Republic of South Africa, 2012:17). As the economy grows jobs will be created and training opportunities increase, as will the need for a skilled and knowledgeable workforce. However, for skills training to increase productivity and income levels, it is necessary to reform the economy, and for the labour market to ensure the required support for skills utilisation (King & Palmer, 2006:31; World Bank, 2004: 28).

The SAW training programme was designed to equip learners with the knowledge and skills necessary to participate in the socio-economic development and transformation of communities (SAW SAQA, (2009) cited in CEFA, 2010:1). In Chapter Four the learning objectives (i.e. the ELOs) of the SAW curriculum's nine modules are described; in Chapter Five this study assesses whether the SAW training programme of an accredited provider did equip learners with the knowledge and skills to enable them to address their communities' socio-economic needs, marginalisation and poverty.

2.7. Training and learning

Training refers to a logically planned learning process designed to bring about permanent change in behaviour, together with the systematic acquisition of knowledge, skills, concepts or attitudes that effectively improve work performance (Holton, (2006) cited in Wrede, 2009:4; Armstrong, 2003:527; Burcley & Caple, 2000:1; Sims, 1993:2; Campbell, Dunnete, Lawler & Weick, 1970:497). Learning refers to a relatively permanent behaviour change that occurs as

the result of theoretical learning, as well as experience gained from practice in the workplace – and as a tool for measuring the outcome of training (Holton, (2006) cited in Wrede, 2009:4; Armstrong, 2003:526; Davis & Davis, 1998:12).

Skills acquired through the SAW training curriculum should result in learners achieving the training ELOs – and the transfer of skills necessary to be able to assist the community in addressing their social-economic needs, marginalisation and poverty. The integration in learning of knowledge and skills gained in the workplace, also known as Work Integrated Learning (WIL), has been seen as a continuous process. Research findings of learning programmes indicate knowledge gaps in what has been learned and what has been applied; due to a transfer gap between theory and practice – i.e. a lack of WIL in learning programmes (Ford, (1994), cited in Baharim, 2008:21; Broad & Newstrom, 1992; Baldwin & Ford, 1988).

The extent to which WIL has enabled SAW learners to solve challenges and assess community needs has been assessed in this study – i.e. did learners acquire the appropriate competencies, thus meeting their intellectual needs in relation to their motivation, interest and experience, as well as improve individual performance? (McIlroy & Walker, 1993:46). Yet Bates, (2003) agrees that “...training can do little to increase individual performance unless what is learned as a result of training is transferred into the [workplace]...” (Bates, (2003) cited in Baharim, 2008:21). Board (2005:81) points out that the main objective of training is to address performance paucities at individual level, as well as at the team and organisational levels. However, Bakwena (2000:98) disagrees as to whether training addresses performance deficiencies, as there is no clear evidence that training does in fact improve individual performance. Board (2005:82) assumes that if individuals do not perform in the way they should, the idea that training is a solution does not hold true. However, this research study supports Bates’ (2003) view, with SAW training structured as WIL; what is learned in the classroom is applied in the workplace, thus enabling improvement in individual performance and ability to apply acquired knowledge and skills in addressing social-economic marginalisation and poverty (see also Chapter Five).

The development of knowledge and skills is likely to occur through learning experience of responding to specific workplace issues (Eraut, Steadman, Maillardet, Miller, Ali, Blackman, *et al.* 2005; Felstead, Fuller, Unwin, Ashton, Butler & Lee, 2005; Eraut, Alderton, Cole & Senker, 2000). However, Cheng and Hampson (cited in Wrede, 2009:10) reinforce the idea

that “...there is no guarantee that newly learned knowledge will be transferred to the workplace...” In this context, the accredited provider requested evaluation assessment of the extent to which SAW training resulted in knowledge transfer into the workplace; this is dealt with in Chapters Four and Five.

2.7.1. Work-Integrated Learning (WIL)

Leong and Kavang (2013:3) define WIL as experiential action learning. Reeder (2000:205) argues that WIL is learning by doing. Leong & Kavang (2013:3) point out that WIL helps learners to develop a better perception of their personal and professional career paths than they might otherwise have, as it helps to ensure the expansion of learners’ knowledge of the world of work. WIL also offers learners opportunities to apply classroom learned theory in practice in the workplace, thereby continuing to learn (Leong & Kavang, 2013:3). Such application further helps to ensure that the learners attain personal development and a sense of self-fulfilment (Harpe & David, (2011) cited in Leong & Kavang, 2013:2).

The South African Council on Higher Education (CHE) (2011:3) argues that it is necessary to promote the successful integration of graduates into the world of work, so that they can make a meaningful contribution to national development. To achieve such integration, WIL must be incorporated in the curriculum design and development of qualifications in a way that will benefit the learners, the work profession, workplaces and the communities involved (CHE, 2011:3). In the South African education system, the significance of WIL lies in addressing the concerns of learners’ development and attributes, as well as in fostering a form of learning that is less didactic and better suited to the realities of life than in the past, as well as more participative and real-world oriented (CHE, 2011:3). The Higher Education Qualification Framework (HEQF) of South Africa states that “...WIL programmes must be appropriately structured, properly supervised and assessed...” (DoE, 2007:9).

Consequently, the accredited provider in this study structured its SAW training programme so that learners could integrate classroom theory directly in workplace activity – on a basis of 30% theory (classroom) and 70% practicum (workplace). Learners were allocated a practical number of hours for each module, which had to be done in their respective workplaces to achieve WIL (Fleming & Eames, 2005:26; Crebert, Bates, Bell, Patrick & Cragolini, 2004:47). The success of WIL and the SAW training programme also depended upon the

interaction between the learners and their mentors (Aldeman & Milne, 2005:1). Thus the WIL component of the accredited provider's SAW training programme had to provide learners with the opportunity to develop and demonstrate the significant professional standards, competencies and ethics gained in the theoretical component of the programme. In the work place, learners worked under the guidance and support of a professional SWP mentor. The community-project focus during the WIL component of the SAW training programme had to provide learners with the opportunity to put into practice their newly acquired knowledge and skills.

In terms of the WIL nature in SAW training, Lave and Wenger (1991) argue that the sources of knowledge involved include 'constructivist' and 'social cultural constructivism', which are mutually exclusive. The 'constructivist' view of learning emphasises that individuals construct knowledge in the course of their interpretative interaction with, and experience of, the social world. Contrary to this, the 'social cultural constructivist' view states that knowledge originates through the interaction of an individual with a socially determined world, which is comprised of communities, culture and practices (Lave & Wenger, 1991). Despite this mutual exclusion factor, in the WIL approach of the SAW training programme in this study both 'constructivist' and 'social cultural constructivist' knowledge views could occur when learners are able to integrate their theoretical knowledge with their practice-based knowledge. The current study measured the extent to which learners gained both 'constructivist' and 'social cultural constructivist' knowledge that could be used in their profession. These two types of knowledge were integrated in the measurement of the SAW training programme ELOs (see the data analysis in Chapters Five and Six).

The SAW training programme was a planned learning curriculum, with activities structured in a logical sequence of theory integrated with workplace practice over 45 weeks. A curriculum can thus be defined as a set of planned activities that embody learning objectives, content, teaching and assessment methods which address the needs of a definite group of learners at a predetermined place, within a given period of time (Bulgarelli, Lettmayr & Kreiml, 2010:20). Implementation of the SAW training curriculum can be seen as including content, teaching, workplace practice and expected levels of outcomes relevant to the SAW experience – as taught by the facilitators and as guided by the mentors. This curriculum enabled the acquisition of outcomes such as knowledge and skills that made the programme module-centred or output-

oriented – and which took into account the need to address and shape the content of the learning programme for SAW training (Bulgarelli, Lettmayr & Kreiml, 2010:21).

2.7.2. Training and mentoring

Fourie (2004:88) defines a mentor as a seasoned senior person who is able to offer his or her wisdom, gained through years of counselling experience, in guiding a less experienced individual as he or she advances through their career. In SAW training a mentor is obliged to have from five to twelve or more years' professional work experience.

McKimm, Jolie & Hatter, cited in King, 2001:3), contend that there are positive implications in mentoring learners in the workplace which could include: a) the development of learning, analytical and reflective skills, b) professional knowledge, c) reinforcement of a sense of self-confidence, d) a willingness to take risks, e) the acceleration of professional development, f) an increase in maturity and job satisfaction, g) a willingness to offer help in solving problems, and h) development of an increased number of reflective practitioner skills. The SAW coaching, mentoring and supervision that should result in workplace learning outcomes is discussed in Chapter Four.

Nicolaidis (2006:7) advocates that the mentoring of learners should take place 'one-on-one'. Learners with special academic needs are in even more need of individual support (CEFA, 2010:30). Keating (2012:93) urges mentors to facilitate learning success by also helping to guide learners in their career development. Taylor (2002) suggests that it is imperative that mentors understand the meaning of WIL, both in principle and in practice, in order for the work experience of the learners to be effective, appropriate and valid. Accordingly, the data given in Chapter Five is used to assess the extent to which SAW mentors involved in this study understood these requirements. Mentors also need to be aware of the job functions that the learners whom they mentor are setting out to do, together with the skills that their learners need to develop (CEFA, 2010:9); the validity of this aspect is discussed in Chapter Four.

Key mentorship factors thus include conducting a relationship that fosters learning, the presence of an expert role model, motivational ability, effective communication (especially in the form of constructive feedback) – and being able to access professional judgement and assessment (Adams, 2013:2). Hays and Clements (cited in Adams, 2013:2) state that the qualities required include the ability to be inspirational, approachable, non-threatening and

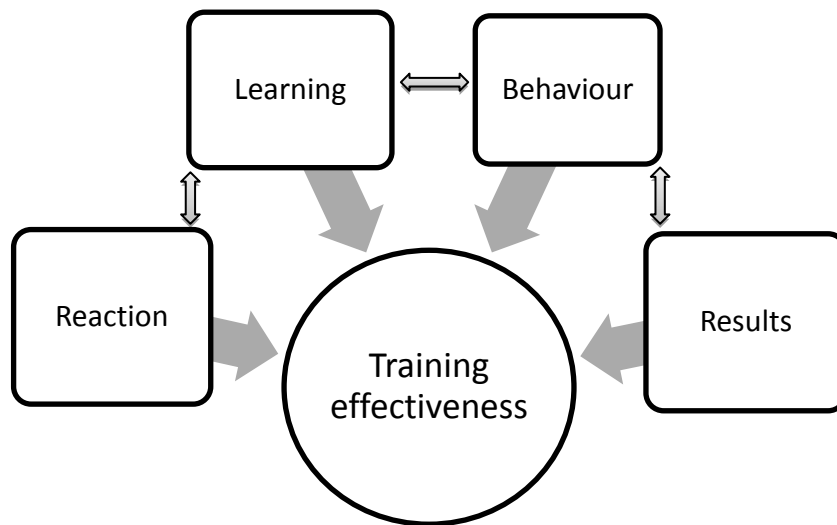
open-minded, patient, supportive and credible. Thus, the mentor's responsibility, in terms of the SAW training programme, was to act as a second-line back-up supporter of the learners who were busy with their WIL component of the training programme. (CEFA, 2010:1,30; Fourie, 2004:88; King, 2001:5). To fulfil their responsibilities, the accredited provider's SAW mentors, as well as their facilitators and assessors, were required to attend a training programme of three two-day sessions, one before the beginning of each phase of the training cycle (CEFA, 2009:28). Programme validity is assessed in Chapters Four and Five.

SAW training programme mentors and facilitators had to be registered with the Health and Welfare Sector Education and Training Authority (HWSETA) and with the SACSSP as SWPs; the facilitators also had to be registered as assessors with the SETA concerned. The accredited provider's mentors (and facilitators and assessors) (CEFA, n.d.), are also required to participate in approved Continuing Professional Development (CPD) activities, for which they must obtain 20 CPD points per year (SACSSP, [n.d.]). Thus, SWPs who are mentors need to obtain CPD points both to maintain their professional rating and to be good mentors.

2.7.3. Performance evaluation

WIL in the SAW training programme was designed to put theory into practice. This study assessed whether the accredited SAW training programme did, in fact, equip SAW learners with the required knowledge and skills to be able to assist SWPs in attending to the socio-economic needs of communities. The CHE (2011:45) argues that there should be a link between the intended programme outcome and its teaching and learning activities, with assessment tasks aligned at the appropriate NQF level. Thus, the SAW programme ELOs should be integrated with the WIL activities and associated assessment criteria – aligned with that of NQF Level 4 criteria; for details see Chapter Five. Assessment included pre- and post-testing, supported by Kirkpatrick's four-level evaluation (*see Figure 2 below*); this stresses four evaluation levels: i) reaction, ii) learning, iii) transfer and iv) results. This training programme implementation evaluation study component had a formative evaluation purpose; as a result, Levels 1, 2 and 3 of the Kirkpatrick model were applicable (Winfrey, 1999).

Figure 2. Kirkpatrick's Four Level Evaluation Model



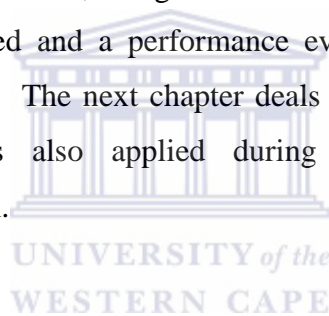
(adapted from Winfrey, 1999)

This framework is suggested by Kirkpatrick for evaluating the effectiveness and outcomes of a training programme (Borate, Gopalkrishna, & Sanjay, 2014:4-5; Kirkpatrick 2007:1-4; Dominique, 2005:21; Kirkpatrick, (1994) cited in Bates, 2004:341). At Level One: *Reaction*, learners' reactive perceptions regarding the training they received are assessed; at Level Two: *Learning*, the "...quantifiable indicators of learning that take place during the training..." are assessed; Level Three: *Behaviour* involves assessing "... the extent to which knowledge and skills gained in training are applied on the job..."; at Level Four: *Results* assessment covers the impact that training had on the overall organisational goals and objectives (Kirkpatrick 2007:1-4; Dominique, 2005:21; Bates, 2003:341). Chapters Four and Five contain a further discussion of the model and the different aspects considered of the levels.

The CHE (2011:30) emphasises that classroom activities resulting in the acquisition of knowledge and skills should be applied in a professional work place setting. The overall purpose of the SAW training programme is to produce qualified SAWs within a 12-month time-frame, using a learning curriculum designed and implemented to attain the ELOs as prescribed by the SAQA (2012) qualification framework for SAW. To assess the curriculum learning outcomes, Akker & Verloop (1994:423–424) and Bulgarelli, Lettmayr & Kreiml. (2010:31–33) propose the use of a formative evaluation purpose, especially because of its focus on improvement. Through such an evaluation purpose, the authors suggest the necessity of assessing learner knowledge and understanding, skills, attributes and capabilities. Thus,

Russell (2010:11) argues that the formative evaluation of learning outcomes should be done within set curriculum areas, subject to curriculum guidance and specifications for the qualification (Russell, 2010:10, 11). In formative implementation evaluation studies, a mixture of interviews and focus group workshops may be conducted, as well as documentation analysis, and site visits (Bulgarelli, Lettmayr & Kreiml, 2010:31–33; Akker & Verloop, 1994:423–424). The CHE (2011:21) argues that the purpose of a WIL one-year certificate programme, such as for the SAW training programme, is to supply the workplace with competent practitioners able to fulfil their supportive roles to the best of their ability.

This chapter examined poverty discourse relevant to social exclusion, well-being and deprivation with a brief description of the capability approach as a suggested framework for evaluating the overall outcome of a training programme. The provision of social welfare services in South Africa – and the need for trained SWPs and SAWs to support communities in addressing their socio-economic needs, marginalisation and poverty – was highlighted. A description of WIL was provided and a performance evaluation model introduced for the purpose of this evaluation study. The next chapter deals with theory-based and clarificatory evaluation design, which was also applied during this SAW training programme implementation evaluation design.



CHAPTER THREE

SAW TRAINING PROGRAMME THEORY-DRIVEN & CLARIFICATORY EVALUATION DESIGN

3.1. Introduction

The many reasons for conducting a programme evaluation study include programme improvement and refinement, programme management, ensuring quality control and financial accountability (Babbie & Mouton, 2005:337). Wholey, Hatry & Newcomer (2004:2) states that evaluation design begins with conceptualisation of a specific set of questions or issues to be addressed in the evaluation study, so that the study purpose becomes clear to all parties involved in the evaluation. Once the purpose is clear, a decision on the evaluation approach or method can be made.

Two views apply to this evaluation decision: 1) the universalist view – which argues a ‘best’ evaluation approach, meaning that one method (either qualitative or quantitative) is better than the other, and 2) the contingency view – which argues that there is no single best way to conduct a programme evaluation; rather that there should be a choice of approaches and methods relevant to the specifics and context of each programme.

A key evaluation perspective incorporated in the contingency view is that of programme evaluation theory, which assists the evaluator in understanding the circumstances in which the evaluation must be conducted, as well as the evaluation approach that needs to be followed for each programme (Chen, 2005: 11-12). This Social Auxiliary Worker (SAW) training programme was a theory driven evaluation; thus it sided with the contingency view.

Accordingly, in the first part of this chapter programme evaluation purpose in relation to the SAW training programme, for which the evaluation purpose was improvement-oriented, is discussed. This section focuses on the different types of improvement-oriented evaluations in terms of which this SAW training programme evaluation became a formative-learning evaluation study. In the second part of this chapter the use of programme theory (also referred to as programme logic) during an evaluation study is discussed. In the third part of this chapter

the choice of evaluation design (type) for the SAW training programme evaluation is motivated, which directly links with the evaluation purpose of the study.

3.2. Improvement-orientated evaluation purpose

Babbie & Mouton (2005:337) state that the purpose of evaluation studies includes programme management, programme improvement or refinement, quality assurance and control and also financial accountability. Scriven (1980:6–7) refers to improvement-oriented evaluation as a means of providing feedback to stakeholders and decision-makers on programme improvements. Scriven (1980:6–7) further points out that the context of improvement-oriented evaluation determines what is most appropriate to the evaluation. Patton (1997:76) grouped all evaluation purposes into three main categories: 1) judgement of merit – relating to cost-benefit and future continuation of a programme, 2) improving programmes – assessing strengths and weaknesses in order to inform improvement and adoption of a model for implementation, and 3) generating knowledge from a programme – with regard to generalisations on programme effectiveness, informing policy and building new theories. The focus in this chapter is on Patton's (1997) improvement purpose (*Category 2*), as the SAW training programme evaluation purpose improvement-orientated evaluation. Improvement-orientated evaluations aim to provide information on improvement of the programme design, on the modification of programme plans in order to strengthen service delivery, and on the provision of programme staff with a better understanding of the relationship between the programme's operations and its outcomes (Wholey, Hatry & Newcomer, 2004:90).

The actual application of improvement evaluations, when using service delivery pathways as a tool during implementation (process) evaluation designs, will be discussed in more detail in Chapter Five – i.e. process (implementation) evaluation design for the SAW training programme, as offered by an accredited provider (Wholey, Hatry & Newcomer, 2004:91).

Madhu (2009:651) argues that training institutions have to consider whether to train more SWPs, or whether to develop a specific programme to answer the specific needs and problems that many South Africans are facing, such as socio-economic marginalisation and poverty. The accredited provider (training institution) in this evaluation study aimed at implementing a SAW training programme geared towards capacity building of SAWs, in order to address the challenges associated with socio-economic marginalisation and poverty in South Africa.

Improvement-orientated evaluations take on different forms in order to improve the programme. One of these forms is implementation (process) evaluation, which asks different questions relevant to the implementation of a programme, such as “what are the programme’s strengths and weaknesses?; has the programme been properly implemented?; what constraints are there on proper implementation?; are the programme recipients responding positively to the intervention?” (Babbie & Mouton, 2005:338-339). Such questions, which will be dealt with in Chapter Five, were a central part to this evaluation study, and have been deliberately aimed at ensuring that answers were obtained to provide feedback to the accredited provider of the SAW training programme with regard to the operation of the programme, together with recommendation for ways to improve it (Wholey, Hatry & Newcomer, 2004:67). Thus the purpose of this improvement-oriented evaluation study aimed at providing: a) information on how to improve the programme design; b) programme custodians with a better understanding of the relationship between programme operations and outcomes; and c) suggestions as to how to modify the programme plans, thus resulting in the strengthening of service delivery (Wholey *et al.* 2010:90).

Mouton (2008:16) makes a further distinction with regard to the purpose of formative evaluation studies, namely: a) for the purposes of ‘accountability’, aimed at improving the programme, in terms of an “explicit framework of standards control and quality” (e.g. performance monitoring studies); and b) for the purposes of ‘learning’, with the aim of informing programme staff regarding strengths, weaknesses and challenges faced by the programme, to allow for programme improvement (e.g. clarificatory evaluations and implementation evaluation designs).

Once the purpose of the evaluation study has been clarified it then informs the evaluation type (design) to be followed for the study. The design of an evaluation study requires careful consideration and decision-making with regard to the identification of the research questions to be answered, evaluation criteria to be followed, data to be collected and the analyses to be undertaken for the study. A process that could help evaluators with this daunting task is that of evaluability assessment (Wholey, Hatry & Newcomer, 2004:33). Some authors refer to evaluability assessment as ‘clarificatory evaluation’ (Rossi, Freeman & Lipsey, 1999). Wholey, Hatry and Newcomer (2004) and Chen (2005) categorically state that evaluability assessment involves a logical step-by step approach with regard to the programme theory of an

intervention. Thus the end result of a clarificatory evaluation is logic models that could be used for the development of the evaluation questions for a study. The following section deals with programme theory and the reason for its use during programme evaluation.

3.3. Programme theory

Wholey *et al.* (2004:11) define programme theory as consisting of the assumptions that are made about how programme inputs and activities result in intended outcomes. Wholey *et al.* (2010:11). In other words, programme theory is about the discovery of the underlying assumptions on how a programme is believed to work in order to achieve its outcomes. Applying programme theory in evaluation research is thus to take these assumptions and then test them in relation to actual programme implementation and performance (Wholey, Hatry & Newcomer, 2004:12). Theory-driven evaluations are crucial if the evaluator is to distinguish between the validity of programme implementation and the validity of programme theory (Lipsey & Pollard, 1989:317). This indicates that there are two theories involved in every programme: 1) programme theory and 2) implementation theory. This distinction in the notion of theory is taken further by Chen (2005:16) with a broader definition of programme theory, stating that programme theory is "...a specification of what must be done to achieve the desirable goals, what other important impacts may also be anticipated, and how these goals and impacts would be generated...". Cooksy, Gill and Kelly (2001:121) conclude that "...programme theory guides an evaluation by identifying key programme elements and articulating how these elements are expected to relate to each other..." in order to achieve the intended outcomes of the programme.

In terms of evaluation practice, developing programme theory is done in many different ways and by using a multiplicity of purposes. A theory may be developed prospectively before the implementation of a programme, or retrospectively after the implementation of a programme (Donaldson, (2007), cited in Astbury & Leeuwen, 2010:364–365; Birckmayer & Weiss, 2000). In this study the programme theory has been developed retrospectively.

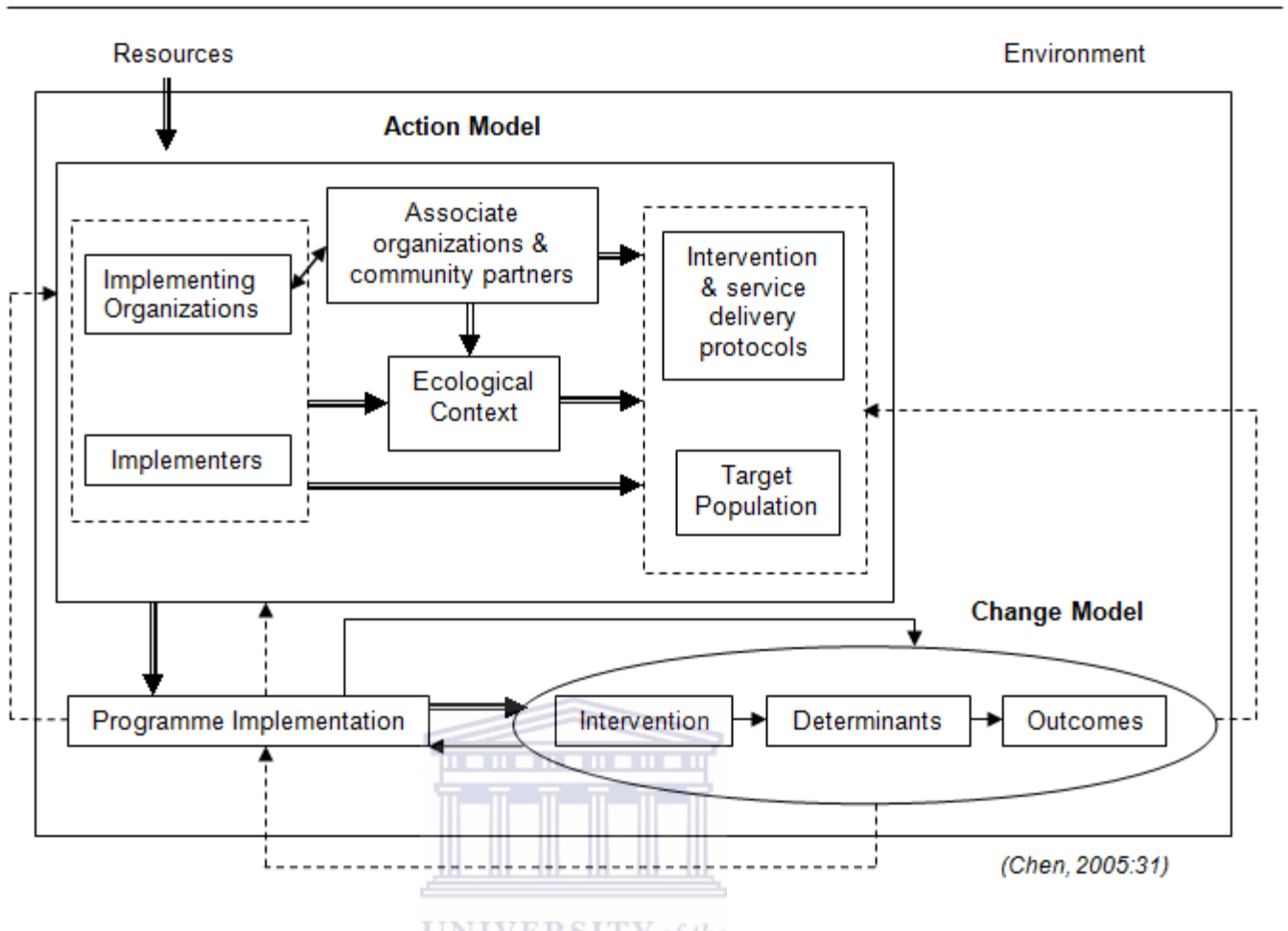
Agreement on the programme theory of the SAW training programme was reached by working hand-in-hand with the training staff and their manager. This ensured identification of the key SAW training programme elements (inputs, activities, outputs and outcomes), together with an

awareness of how they relate to one another (i.e. programme theory of change – causal relationship between the programme elements). This process was followed so that the evaluator could develop the key evaluation questions, ascertain how to conduct the SAW training programme evaluation data collection – and decide on which data analysis techniques would be required.

There is growing recognition that interchangeable use of the terms ‘programme theory’ and ‘programme logic’ can serve different functions (Rogers, (2007) cited in Astbury & Leeuwen, 2010:365; Chen, 2005; Leeuw, 2003; Weiss, 1997; Scheirer, 1987). Programme logic involves a sequence of inputs, activities, outputs and outcomes used to identify and describe the way in which the programme fits together. Programme theory attempts to build, explain and account for how a programme works, under what circumstances and with whom. Astbury and Leeuwen (2010:365) state that “...programme theory has been seen as an elaborated programme logic model with emphasis on causal explanation using the idea of mechanisms that are at work...”. Chen’s (2003:16) definition of programme theory (quoted further above) distinguishes between the ‘descriptive’ and ‘prescriptive’ natures of programme theory. As indicated, the descriptive part focuses on the assumptions about the causal processes of the intervention.

Causal assumptions are very important, as they indicate how a programme is supposed to work. This causative (descriptive) nature of an intervention is called the “change model” (Chen, 2005:1-17). The prescriptive part of an intervention prescribes the components and activities that stakeholders see as necessary for the intervention to succeed; i.e. prescriptive assumptions determine the means of implementing and supporting the intervention so that the change model can occur. This prescriptive nature is called the “action model” of an intervention. The implementation of the action model puts the programme in motion. The success of a programme (intervention) depends on valid prescriptive assumptions, as is the case with descriptive assumptions (Chen, 2005:17-19). Thus the change and action models collectively represent the programme theory of an intervention. Chen (2005:31) has developed a conceptual framework of programme theory (*see Figure 3 below*) to indicate the nature of each model. This conceptual model indicates the programme theory of an intervention, which is based on appropriate implementation of the action model to activate the transformation process in the change model.

Figure 3: Conceptual framework of programme theory



The conceptual framework of Chen (2005:31) indicates that the action model must be implemented appropriately in order to activate the transformation process in the change model; i.e. "... in order for a programme to be effective, its action model must be sound and its change model plausible; its implementation is then likely to be effective..." (Chen, 2005:30). This framework assists evaluators with focussing on resource and support requirements (inputs) for a programme that then lead to the change model that relates to the attainment of programme goals. The solid arrows, that join the action model to the change model, indicate that whatever effect the programme has on the outcomes is not due to the implementation alone but to a joint effect of the implementation and other factors in the action model. The dotted arrows from the implementation to the action model indicate that evaluation feedbacks can be used to improve the planning or development of the action model. The dotted arrows from the change model to the implementation and action models indicate information from the causal process of the change model that can be used to improve the implementation process of the action model. Thus the conceptual framework provides two general evaluation feedbacks – that of internal

and external feedback (Chen, 2005:30-32). Thus, Chen's (2005) conceptual model enables evaluators to explain the 'how' as well as the 'why' factors of an intervention (programme).

The application of this framework to the SAW training programme helped the evaluator to focus on the programme resources and inputs that were utilised and applied, so that the result of the SAW training (i.e. the change model) could be related to the overall SAW training programme objective (i.e. to equip SAWs with knowledge and skills with which they can assist SWPs with addressing socio-economic needs in communities). The advantages of using the conceptual framework specified, in terms of the SAW training programme evaluation, included its enablement of: a) provision of the comprehensive information that was required for assessing the requirements relating to the improvement of the SAW training programme; b) facilitation of the evolution of the appropriate design and of the related evaluation questions for the study (i.e. in terms of the conceptual framework that provided the merits of methods, strategy and principles – thus narrowing the gap between the evaluation theory and practice); and c) the provision of a holistic assessment of the merits of the SAW training programme (explaining the 'why' and 'how' of the SAW training programme, in terms of achieving certain results by explaining the means of implementation – including the underlying mechanisms that influenced it (Chen, 2005:36–38). In order for the SAW training programme to be effective, the action model must be sound – and the change model must be plausible. For example, in order for the SAW training programme to succeed, activities should be coordinated and capable of reaching the learners (i.e. the target group); they should also be capable of providing the learners with adequate exposure to the theoretical and practical training activities. These activities should be set to strengthen the learners' social auxiliary work knowledge and skills, which are at the core of the SAW training programme. Consequently, the evaluator used the conceptual framework to produce reliable information about the dynamic leading to the success or failure of the programme (Chen, 2005:30). In the upcoming chapters, the above-mentioned conceptualisation of the SAW training programme will be discussed.

In the next section of this chapter the clarificatory evaluation (evaluability assessment) of the SAW training programme is discussed; Chen describes this as the process of "...gearing up (or clearing up) programme theory..." or, put differently, the clarification of the programme goals, performance indicators and data sources (Rossi, Freeman & Lipsey, 1999).

3.4. Clarificatory evaluation / evaluability assessment

Clarificatory evaluation is similar to what Wholey, Hatry & Newcomer (2004) describe as the ‘evaluability assessment’ of a programme. These two terms will be used interchangeably in this thesis.

Evaluability assessment is defined as “...a process that helps evaluators to identify evaluations that might be useful, explore what evaluations would be feasible and design useful evaluations...” (Wholey, Hatry & Newcomer, 2004:33). In order to do this, evaluators could use the evaluability assessment approach that requires a participatory process by all parties involved so that the evaluator does not rely on his or her own knowledge and expertise to select the evaluation criteria for an evaluation study. In other words, the clarificatory evaluation process involves a logical step-by-step approach to the clarification and/or development of the programme theory. Thus the end result of such a process is a logic model (programme theory) which clearly indicates the programme’s required resources, activities, outputs and outcomes against which the evaluation questions for the study could be developed (Wholey, Hatry & Newcomer, 2004:9).

Wholey, Hatry & Newcomer, (2004:11) highlight the following four main benefits from developing a theory-of-change programme logic as a tool in conducting an evaluation study: 1) evaluation issues are indicated with key performance measurement points, thereby improving the data collection process; 2) programme design can benefit in that goal attainment and/or implausible linkages to programme goals can be identified; 3) programme place in an organisation and programme hierarchy can be identified; and 4) a common understanding of the programme and expectations is indicated which leads to sharing of ideas, team building and good communication. In other words: “...a programme logic model is a picture of how your programme works – the theory and assumptions underlying the programme ... This model provides a road map of your programme, highlighting how it is expected to work, what activities need to come before others and how desired outcomes are achieved...” (W.K Kellogg Foundation Evaluation Handbook. 1998:35). Consequently, the aim of the logic model is to provide a framework within which a standard should be compared and verified, regarding the intended, as well as the actual, implementation of the project (Wholey *et al.* 2004:19–20).

Several authors, such as Owen & Rogers (1999), Rossi *et al.*, (1999), Wholey *et al.* (2004), Chen (2005), and Wholey *et al.* (2010) provide, and recommend adopting, more or less the same step-by-step clarificatory evaluation approach. However, the SAW training programme evaluation study applied the following recommended six-step evaluability assessment approach of Wholey *et al.* (2010:36–42): 1) involve intended users; 2) clarify programme intent; 3) explore programme reality; 4) reach agreement on any needed changes in the programme design; 5) explore alternative evaluation designs; and 6) agree on evaluation priorities and intended users of evaluation findings.

As the SAW training programme was not operating in terms of a clearly described programme theory at the time of the request for an evaluation study to be undertaken, a clarificatory evaluation of the SAW training programme was done prior to the development of the evaluation questions for the study. Chen (2005:63) points out that often an evaluator might have to help the stakeholders in formulating a programme theory. The SAW training programme clarificatory evaluation was undertaken with a strong focus on stakeholder involvement. The main purpose of the SAW training programme clarificatory evaluation was to clarify the programme design and define the related causal links. The data sources used in the SAW training programme clarificatory evaluation were found in the documents generated by the accredited provider when they developed the training programme, as well as in their minutes of meetings held and reports compiled on programme delivery and implementation. In addition, a number of focus group interviews were conducted with the key persons involved in the SAW training programme, which helped to clarify the planning process undertaken in respect of the programme. The next section consists of a detailed description of the SAW training programme clarificatory evaluation process.

3.5. Operationalisation of the SAW training programme clarificatory evaluation

Wholey *et al.* (2010:36) state that “...even if each step in evaluation assessment is important, it is essential not to get bogged down in any one of them...”. To keep the project moving forward, the key steps should be performed in as time-effective manner as possible. The SAW training programme evaluability assessment process was undertaken keeping this principle in mind. The operational evaluation steps taken are described as follows.

3.5.1. Involving intended users of the evaluation results

Involving the intended users of the programme entailed interactions with key policy makers, managers and staff. These interactions helped to ensure that the programme design, as seen by the evaluator, conformed to both the expectations of key stakeholders and the reality of the programme operations (Wholey *et al.* 2010:37). In this study, this initial step helped shape the expectations and priorities of the relevant stakeholders and accredited provider. This resulted in stakeholders and the accredited provider being confronted with the SAW training programme reality (its operationalisation as it was done at the time of implementation), as well as with the programme manager having to explore the implications of programme operational changes made initially, in terms of their relevance and feasibility with regard to the realisation of the original programme goals.

3.5.2. Clarifying programme intent

Clarifying programme intent is a process of articulating and documenting the programme goals, expectations, causal assumptions, information needs and priorities of key stakeholders, as well as clarifying the performance indicators or types of evidence in terms of which the programme could then be evaluated. Two forms of data collection apply to the above process: 1) secondary data analysis, and 2) interviews with key persons regarding programme priorities, expected programme accomplishments, problems facing the programme and information needs (Wholey, Hatry & Newcomer, 2004:37-38).

Chen (2005:63) makes reference to the importance of evaluators also conducting a preliminary study – preparatory to evaluability assessment – of existing ancillary documents and materials, such as programme brochures, pamphlets, grant applications and memos, in order to be able to conduct an efficient clarificatory process on programme theory.

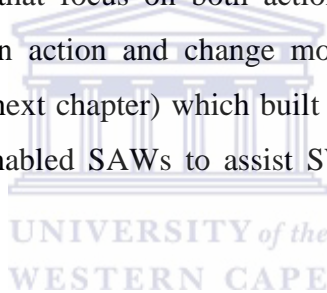
3.5.3. Conducting a time frame

The time frame during which the SAW training programme evaluation study was conducted meant that the evaluability assessment had to be done retrospectively. Thus, all documents relevant to the project were reviewed, followed by focus group sessions and interviews with key persons involved in the project. This resulted in reaching complete clarification and

confirmation on the secondary data analysis interpretation, a deeper understanding of the project context, as well as compilation of the project logic models.

3.5.4. Applying theorising procedural reasoning

According to Chen (2005:65-67) facilitation of the theorising procedure for a project must be selected beforehand and agreed upon by all parties concerned. This theorising procedure can take on one of three forms: 1) forward reasoning – which produces general programme goals and grows from initial thought to what kind of action model is needed, i.e. it indicates programme theory in accordance with the logical flow of events; 2) backward reasoning – which begins with the change model and then moves backward step by step to the action model, i.e. it starts from the question of what goals the programme seeks to achieve; and 3) forward/backward reasoning – which uses both forms of reasoning back and forth. Although this last form of reasoning is more time consuming, it gives the best of both worlds – and is recommended for interventions that focus on both action and change models. The SAW training programme was both an action and change model project in that it consisted of modules (to be discussed in the next chapter) which built the capacity of learners in terms of the knowledge and skills that enabled SAWs to assist SWPs in addressing socio-economic needs in communities.



3.5.5. Drafting logic models

Wholey, *et al.* (2004:38) indicates that some logic models indicate, both programme inputs and outputs, as well as relevant contextual factors. The logic models done for this SAW training programme included this – to be discussed in the next chapter. Drafting of the SAW training programme logic models was a process of extracting instead of hypothesising the programme design. This was done in order to indicate the outputs and intermediate expected outcomes, connected first to the activities and then to the overall impact of the training programme. The SAW training programme could be classified as both a complicated (multi-sited) and a complex (multi-phased) programme; according to Rogers (2008:40), this posed the biggest challenge for drafting logic models, as these models had to accommodate local adaptation as well as change. In order to deal with this challenge, ten flowchart logic models were drafted for the SAW training programme: one on the overall project and nine individual logic models for the nine programme modules constituting the SAW training programme. The logic models

were then used to compile the theory-of-change logic model; consisting of the nine modules offered in the SAW training programme. An elaborative discussion of the results of the SAW training programme clarificatory evaluation, which indicates the project's programme theory (programme logic), is followed in Chapter Four.

3.5.6. Exploring programme reality

The next step in clarificatory evaluation, as suggested by Wholey *et al.* (2010:39), is to explore programme reality. This involves a process by which the evaluator documents the feasibility of measuring programme performance and estimates the likelihood that programme goals will be achieved. A preliminary examination of programme operations, as well as of the results obtained, could reveal where the programme reality deviates, if at all, from the programme design that was foreseen by its stakeholders and managers. The documentation for assessing the extent of programme reality consists of existing programme documentation, such as the programme data systems, the audit and monthly reports – and other research and evaluation studies reports. At times, this process could also involve project site visits, in order to obtain information from observers of the programme.

The SAW training programme reality assessment consisted of: 1) interviews with staff and the participants, 2) document appraisal reviews of monthly operational and management reports, funding reports, minutes of training programmes meetings, programme budget and expenditure reports. Data obtained from the above process allowed for a preliminary assessment of the services being delivered and their outcomes, as well as the flow of information regarding the programme between all the relevant parties involved in the programme.

Based on the available information, it was concluded that the actual SAW training programme closely resembled the intended programme. The programme goals were found to be realistic, so no immediate changes in programme activities or goals were then suggested. The process ended in two outcomes: i) a SAW training programme document, collectively written by the parties involved (staff and researchers); and ii) logic models specifying: a) a flowchart of the identified SAW training programme inputs, activities, outputs, intended programme outcomes and expected impact of the programme; and b) a theory-of-change logic model indicating the change strategy that the SAW training programme supported, the problems it addressed at the time of the study, and the assumptions and factors influencing the programme. These two

products will be discussed in Chapter Four, which deals with the SAW training programme evaluability assessment.

3.5.7. Reaching agreement on programme design

During this step of the process the parties involved could agree to explore options for programme change and programme improvement, resulting in changes to the programme design in order to improve the programme performance (Wholey, Hatry & Newcomer, 2004:40-41). In relation to the SAW training programme, this step was not applicable, as all the parties wanted options for change and improvement to rather be based on the evidence collected during the compilation of the implementation evaluation, thus forming part of the recommendations section of the implementation evaluation report.

3.5.8. Developing evaluation options

The focal point of this step in the evaluability assessment process is the decision whether to proceed with the evaluation or not. This decision is largely influenced by factors such as the data to be collected, the analyses that could be undertaken within the available time frame and budget, as well as the uses for the resulting information (Wholey, Hatry & Newcomer, 2004:41). The purpose of the evaluation was to improve the project design, in order to improve future implementation of the SAW training programme. In this evaluation study both the budget and the time frame were very limited, as the accredited provider is a Not for Profit Company (NPC) that had to conduct an evaluation study on its SAW training programme, to ensure continuous funding from both public and private sectors in order to continue offering this training programme in the years to come. The parties involved therefore agreed, in 2010, to conduct the evaluation when a SAW training programme was due to start with a group of participants in the Eastern Cape. The parties further agreed that the evaluation would only include the implementation component of the training – and not the future impact the learners could make in their communities after graduation.

The theory-of-change models which were developed for each of the training modules in the SAW training course were used to develop the evaluation plan. The evaluation plan, discussed in Chapter Five, dealt with the SAW training programme implementation evaluation design and methodology; – developed in terms of the theory-of-change model; meanwhile, in Chapter

Four, the evaluation plan is discussed in specific relation to the SAW training programme evaluation design and methodology.

3.5.9. Agreeing on evaluation priorities and intended use of results

This last step in an evaluability assessment is the most important, as it involves making decisions on the programme objectives to be used for the evaluation study; this is especially the case if the evaluability assessment is forming part of larger evaluation to follow (Wholey, Hatry & Newcomer, 2004:57). In the case of the SAW training programme, the evaluability assessment was the first step towards a larger evaluation – done to obtain programme clarification, in order to select a process (implementation) evaluation design for the evaluation of the SAW training programme. Thus, the decision for an applicable evaluation design was largely influenced by – and related to – the purpose of the evaluation study, as well as the evaluation questions for the SAW training programme; the purpose was to improve the project design and implementation, so as to be able to motivate funding for continuous implementation of the training programme for more groups of learners in all provinces).

On completion of an evaluability assessment (clarificatory evaluation) a programme could be called ‘evaluable’ (i.e. clarified in order to select an evaluation research design for its implementation assessment) if the following four propositions are true: 1) “...programme goals and priority information needs are well defined; 2) programme goals are plausible; 3) relevant performance data can be obtained at reasonable cost; and 4) intended users of the evaluation results have agreed on how they will use the information...” (Wholey, Hatry & Newcomer, 2004:34-35).

As a result, the evaluability assessment assists participants in the programme to understand, clarify and perhaps, if necessary, even change programme expectations and purposes relevant to the evaluation study to be undertaken. It is, therefore, a valuable tool to use during strategic planning, as well as in clarification sessions of the programme. This makes it a useful evaluation planning tool in that it aids in decision-making with regard to an appropriate evaluation design (Wholey *et al.* 2004:59–60).

3.6. Programme evaluation

Programme evaluation is defined by Chen (2005:3) as “...the application of evaluation approaches, techniques and knowledge to systematically assess and improve the planning, implementation and effectiveness of programmes...”. Evaluation research is defined by (Rossi & Freeman, 1987:5) as “...the systematic application of social research procedures for assessing the conceptualization, design, implementation and utility of social intervention programmes...”. Babbie & Mouton (2005:340–341) draw on the Rossi & Freeman definition to categorise programme evaluation into the following four types: 1) *need*: in terms of which unmet needs are assessed in relation to the programme type that it is deemed to address; 2) *process*: in terms of the programme being implemented as it was designed; 3) *outcome*: which occurs after the process evaluation and with attention to the intended programme outcomes; and 4) *efficiency*: which focuses on ascertaining the outcomes (impact) cost of the programme in relation to its benefits for the target group. The SAW training programme was an evaluation of *process* (implementation). The decision to adopt this type of design was based on the purpose of the evaluation – i.e. improvement through formative learning.

Implementation evaluation is also referred to by some authors as process evaluation, or programme monitoring (Babbie & Mouton, 2005:341). In these terms, the aim of process evaluation design is to determine whether the target group has been sufficiently covered and whether intervention was implemented as designed (Mouton, 2001:158). Furthermore, Mouton (2001) distinguishes between programme monitoring and implementation, as compared with process evaluation. Programme monitoring is a sub-type of implementation evaluation (often quantitative) where there are repeated and standardised measurements of outputs and outcomes.

Chen (2005:48) suggests that implementation evaluation studies have an enlightenment strategy and theory-driven approach, of which the latter will be discussed in detail during the last part of this chapter. According to Chen (2005:57) the overall aim of the enlightenment strategy is that of programme improvement and, as such, sees “...assessment as the means and program improvement as the end...”. It is in light of this means-to-an-end process that Chen argues the applicability of theory-driven evaluations. Thus, in order to achieve the overall aim of programme improvement, information with regard to programme implementation is required to inform the programme stakeholders. The overall aim is what leads to the differentiation

between the two kinds of evaluation: 1) formative and 2) summative evaluations. This differentiation is not in terms of evaluation design (type) but solely in terms of evaluation purposes. Additionally, it is quite often the case that a particular evaluation design type, such as impact assessment, can have both formative and summative aims; even though process evaluations are predominantly formative in intent, they sometimes require summative decisions. A decision as to which one of these two kinds of evaluation would be most appropriate for a particular study is influenced by the timing and objectives of that an evaluation study (Babbie & Mouton, 2005:345). This discussion indicates that the SAW training programme evaluation design would be a formative implementation (process) evaluation.

3.7. Formative implementation (process) evaluation

Formative implementation evaluation studies normally employ several data collection methods, such as a literature review of case documents and organisation records, observations and interviews to accurately describe the implementation of a programme (Herman, Morris & Fitz-Gibbon, 1987:13). Yet, formative evaluations are time-consuming, since they require prior familiarity with as much detail about the programme, so as to be able to provide information and insights for the programme personnel that will enable them to improve and finalise the programme (Wholey *et al.* 2004:67; Herman *et al.* 1987:16). To achieve improvement of a programme, Herman *et al.* (1987:16) point out that “...it is necessary to understand how well a program is moving toward its objectives so that changes can be made in the program’s components...”. This understanding can be achieved by focusing on Babbie & Mouton’s (2005:346) three functions of process implementation evaluation studies: 1) information on the extent of programme delivery to substantiate claims of programme usefulness; 2) information about programme coverage with regard to who has been reached by the intervention, and 3) information with regard to programme dissemination which will provide detail as to the implementation of the programme in order to inform replication somewhere else.

In addition to the three functions of process implementation, Wholey, Hatry & Newcomer, (2004:67-69) suggest a four stage process to implementation evaluation, for which a core set of

implementation evaluation questions can be developed. These questions could then assist with the development of an implementation evaluation plan. The four stages are: 1) assessment of programme need and feasibility; 2) plan and design of the programme; 3) delivery of the programme; and 4) improvement of the programme.

The first stage involves assessing whether the programme is needed, can be implemented – and would produce the intended outcomes for the target group this ensures that: a) an implementation research review is done to identify the implementation variables associated with programme success or failure; and b) key informant interviews are conducted about the programme implementation factors, so that the important implementation issues can be identified (Wholey *et al.* 2010:70–71).

The second stage focuses on the programme design, its internal structure and organisational factors (e.g. coordination, communication and resources) which shape the programme planning and delivery. Three tools can be applied during this stage of bridging planning with delivery: i) programme logic models – which clarify the intended outcomes and specific activities required to achieve those outcomes, inclusive of the required resources for the programme; ii) programme templates – which incorporate the logic model and go further in proving a programme rationale, mission, organisational structure and implementation plan; and iii) outcome hierarchies – which link together the programme outcomes and the programme theory by placing both within the sequence of programme operations needed to achieve the outcomes; i.e. identify the specific measures that are needed to monitor programme progress and provide early warning signs for possible problems in the programme design or implementation during programme delivery (Wholey, Hatry & Newcomer, 2004:73-74).

The third stage is the essence of implementation evaluation, as it deals with the two most important issues of programme evaluation: 1) programme coverage; and 2) the service delivery process. During this stage analysis of programme coverage and component components are done to assess and describe target group participation and the programme operations during each phase of its service delivery. After this analysis phase a comparison is done with the evaluation data in relation to actual implementation of the programme, resulting in the identification of potential problems in target group coverage and service delivery. A third step during this programme delivery phase is that of assessing programme records, as these documents provide information with regard to changes, if any, in programme implementation

in relation to the initial implementation plan and the relationship between implementation and outcomes.

The fourth and final step followed during the programme delivery stage is a case study. Case studies are most frequently used as a method during implementation evaluation in that they integrate quantitative and qualitative information from a variety of sources, so as to give an in-depth description of the programme as it is implemented (Wholey, Hatry & Newcomer, 2004:80-82).

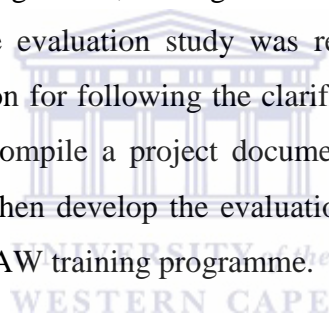
The fourth and last stage in implementation evaluation follows a proactive approach to ensure that the evaluation assists with managing the continuous changes that took place in the programme, in order to ensure positive outcomes with high quality programmes. This approach has led to the change in evaluations from a one-time report to a continuous and interactive process for programme improvement. It is at the improvement stage that implementation evaluation is used to improve the design and strengthen service delivery, by giving programme staff a greater understanding about the relationship between programme operations and outcomes. One of the tools used for programme improvement is client feedback with regard to meeting participant expectations and the achievement of short-term outcomes (Wholey, Hatry & Newcomer, 2004:90-92).

The four-stage approach described above has been applied in the implementation (process) evaluation of the SAW training programme – providing the format in which the data collection and analysis of the study are discussed in Chapters Five and Six. At the beginning of this chapter mention was made of Chen's (2005:11-12) contingency view, with regard to the decision on the evaluation approach or method to be followed during programme evaluation. The SAW training programme evaluation followed the contingency view, supported by the argument that there is no single best way to conduct programme evaluation, together with the fact that programme theory is a key evaluation perspective in the contingency view. This enabled the evaluator to understand the circumstances in which the evaluation approach and method used become appropriate for this evaluation study.

This chapter has so far dealt with the decision on the evaluation approach and method/design followed for the SAW training programme. Motivation was given for having to do an evaluability assessment before the actual process (implementation) evaluation design could be

applied to this evaluation study. Reference was made earlier to authors such as Wholey, Hatry & Newcomer (2004) and Chen (2005), who categorically state that evaluability assessment involves a logical step-by-step approach with regard to clarifying the programme theory of an intervention. Thus logic models are the end result of a clarificatory evaluation (evaluability assessment) that could be used for the development of the evaluation questions for a study. The remaining part of this chapter dealt with programme theory and the reason for its use during programme evaluation studies.

In this chapter an explanation was also given with regard to the utilisation, application and benefits of programme theory for evaluation studies. Clarification has been provided on the purpose and types of programme evaluation designs in order to explain the choice of a formative-learning improvement-orientated process evaluation study for the SAW training programme. With this clarification and explanation in mind, the focus in Chapter Four is on discussing the SAW training programme, ending with the SAW training programme logic (programme theory). When the evaluation study was requested, this information was not readily available; hence the reason for following the clarificatory evaluation steps of Wholey, Hatry & Newcomer (2004) to compile a project document inclusive of programme theory. This enabled the researchers to then develop the evaluation questions used for the formative process evaluation study of the SAW training programme.

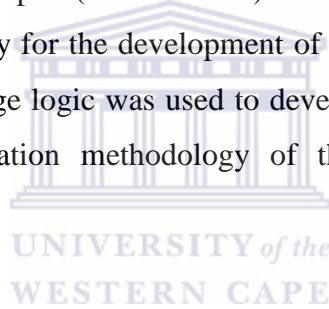


CHAPTER FOUR

SOCIAL AUXILIARY WORKER TRAINING PROGRAMME CLARIFICATORY EVALUATION

4.1. Introduction

This chapter presents the results of the Social Auxiliary Worker (SAW) training programme clarificatory evaluation, also referred to as evaluability assessment by some scholars, that was described in the previous chapter. The chapter begins with a brief history and description of the accredited provider – and of the need for SAWs that led to the planning and design of the SAW training programme. In the second part of the chapter the three phases of the SAW training programme are described, including its broad learning and assessment cycles for which SAW training logic models were developed (see Addenda). These logic models were developed to provide the information necessary for the development of the SAW training theory-of-change logic model. The theory-of-change logic was used to develop the evaluation questions for the implementation (process) evaluation methodology of the SAW training programme, as discussed in Chapter Five.



4.2. The accredited provider

4.2.1. Establishment

The accredited provider in this study was established in 2004 and accredited with the Health and Welfare Sector Education and Training Authority (HWSETA) as a service provider of learning programmes. The provider registered in 2007 as a Section 21 Not for Profit Company (NPC). This accredited provider not only offers training programmes in South Africa but has also expanded in 2009 to offer programmes in other countries, such as Kenya. Management comprises an executive director who heads a broad based team of non-executive directors and associates – backed by a small tight-knit administration team (CEFA, 2010:2).

4.2.2. Vision, Mission and Objectives

The vision of the accredited provider is “...to be the leading provider of continuing further education – in Africa and elsewhere – in the practical enhancement of personal wellbeing and life enrichment, leading to a better life for all; its mission is to empower learners with the theoretical and practical knowledge, skills and attributes with which they can enrich their own lives, thereby effecting meaningful, positive changes in their communities...” (CEFA, 2010:3).

The provider’s objectives well fit the purposes for which SAWs are trained – in that they aim to: a) train and prepare learners with theoretical knowledge, supported by practical work-based experience, which can lead to successful life enrichment; b) provide trainers and mentors with capacity to give learners the knowledge they need for successful learning that will improve themselves and their communities; c) maintain a quality and management support system which facilitates effective teaching and training of learners for successful prospective careers; and d) establish a body of scientific knowledge which will ensure maintenance of curriculum quality, standards and relevance (CEFA, 2010:3-4).

4.2.3. Programme Implementation

Implementation of the SAW training programme was one of the means by which this accredited provider sought to accomplish its vision, mission and objectives. This evaluation research study focused only on the accredited provider’s SAW training programme intake of 2009 for the Eastern Cape Province learner group.

4.3. The SAW training programme context

4.3.1. Origins and basics

SAW skills training in South Africa originated in response to the Government’s national priority of addressing the many socio-economic needs prevalent among individuals, families and communities, as well as in helping to alleviate the shortage of skilled Social Welfare Practitioners (SWPs). Taylor (2004:8) argues that the South African socio-economic development goal to improve and enhance the quality of life for all should be framed within the context of poverty alleviation, full employment and social integration. This goal is linked to

the aim of the DSD, which is to secure a better life for poor, vulnerable and excluded South Africans through partnerships with all those who are committed to building a caring South Africa [<http://www.dsd.gov.za/>].

SAWs training is one of the strategies designed to achieve both the South African socio-economic development goal and the DSD mission. In this the DSD and the broader Government priorities and mandate align with the Millennium Development Goals, especially in terms of the eradication of extreme poverty and hunger in the country [<http://www.pmg.org.za/report/20120529-social-development-its-response-recommendations-contained-committee-r>].

It is well recognised that one of the main challenges in achieving South Africa's socio-economic development goal is the country's shortage of SWPs – professionals who are recognised as being at the frontline of development in South Africa [<http://www.dsd.gov.za/>]. This shortage seriously detracts from service delivery in addressing socio-economic marginalisation and poverty, which in turn could result in South Africa not achieving the 2030 vision of Government's National Development Plan [<http://www.za.undp.org/>]. The DSD (2005:4) points out that capacity is lacking with regard to implementing policies and programmes related to addressing the national issues of poverty, unemployment and HIV/AIDS. Earle (2008:6) argues that the 63% of SWPs working with NGOs who focus on child welfare have caseloads of more than 60 each, whilst 36% have more than 100 cases each; SWPs in other NGOs can have caseloads exceeding 300 each. These figures show the overwhelming demand for the services of SWPs – and thus for SAWs to assist them; however, poor work conditions and low salaries have impacted negatively on their service delivery.

4.3.2. SAW training programme conceptualisation

To address the abovementioned issues, the SAW programme was introduced to assist SWPs in reducing their workload. This scarcity of SWPs has been the primary challenge that has led to the training of SAWs who can assist SWPs in managing their workload, thus strengthening the South African social welfare system [<http://www.dsd.gov.za/>]. In April 2013, Social Development Minister Bathabile Dlamini again recognised the need for Government to hasten the recruitment, training and retention of appropriately trained SWPs and SAWs (DSD, 2013).

The SAW curriculum and training programme was developed in South Africa in response to the demands made at community level, where SAWs are required to practise. In 2004 the accredited provider in this study implemented the SAW training programme, so as to meet the needs of learners to become fully prepared to respond to the socio-economic needs of communities and address issues relating to poverty. Such competency was achieved through implementation of a SAW training curriculum designed with a work integrated learning (WIL) component, whereby learners learnt by doing – i.e. by learning how to put theory into practice in the workplace. In completing this programme the trained SAWs would be able to understand the nature of development, have the capacity to tackle questions of cause and effect – together with the implications of actions taken affecting the future, as well as being able to deal with structural problems such as poverty, poor housing and malnutrition (Mamphiswana & Noyoo, (1997) cited in Mamphiswana & Noyoo, 2000:27–28; Hall, 1996;).

4.3.3. Evaluation study application

This evaluation study focused on the 2009 intake for the SAW training programme in the Eastern Cape. This project originated when the Managing Director of the Christelike Maatskaplike Raad (CMR [Christian Social Council]), as spokesperson for several NGOs in the Eastern Cape, approached the accredited provider to train SAWs. The intake comprised 48 learners who when qualified should, on average, each reach and support 100 people per year. Thus, the programme was planned to provide SAW support to approximately 4 800 people in need (Progress report, 2010:3). To be allowed to practise, SAWs must be registered with the South African Council for Social Service Professions (SACSSP) (CEFA 2010:3); NGOs who do not use registered SAWs do not qualify for Government subsidies for training. Thus, a training provider (the accredited provider of this study) and a funder were needed to provide training of SAWs. This would then result in the registration of SAWs with the SACSSP, as well as being able to access stipend funding from Government for the appointment of these SAWs at the NGOs (Eastern Cape Project Plan, 2010:3).

The training model of the accredited provider in this study reached further than only training SAWs; it also included the capacity building of existing SWPs to act as mentors, by enhancing the practical application of their theoretical knowledge; this provided existing SWPs with alternative opportunities of promotion and/or employment in the profession. A further benefit was that they received recognition for their contribution by awarding them with Continuing

Professional Development (CPD) points – towards their total points needed each year to maintain their professional registration status level. The CPD model of the accredited provider contributed to sustainable intervention programmes through building local capability, serving as a refresher course for professionals and creating new opportunities for individuals to contribute to the healthy development and care of the poorest of poor communities in the Eastern Cape (CEFA, 2010:3). This model of the accredited provider is therefore “...aligned with [its] principle of taking the service to the people/community...” (CEFA, 2010:4).

In the literature review (Chapter Two) of this study, it was stated that the SAW training project consisted of two parts or components: theoretical and practical. These components collectively equipped learners with the required knowledge, skills and competencies to carry out effective social auxiliary work duties – and apply them in the workplace for which the learning was intended, (Kuchinke, cited in Wrede, 2009:4; Olsen, 1998:61). In the SAW training programme, this was done through classroom theoretical training, followed by the practising of skills in the workplace after the successful completion of each theory module. This transfer of skills was necessary for a learner to be able to assist the community in addressing its socio-economic needs, marginalisation and poverty. However, there are factors that may affect the transfer of learning: they include the motivation to transfer, personal capacity to transfer, pre-training motivation, career and job variability and learner personality (Baldwin & Ford, (1988) cited in Baharim, 2008:21; Chang & Chiang, 2013:16). The extent to which these factors had an effect during the transfer of knowledge in the SAW training programme is discussed in Chapter Six.

Ganzalez (2008:19) points out that a training programme should result in outcomes such as the acquisition of knowledge and skills, which makes the course module output oriented. Thus, the knowledge and skills of the SAW programme are defined in the learning outcomes specific to each module (i.e. stated in each learner guide) in the programme; they are statements of what a learner should know, understand and be able to do as the result of the learning process (e.g. learning activities, tasks and assignments). These learning outcomes are specific measurable statements of achievement relevant to the subject matter (topics) of each module in the SAW training programme (Bulgarelli, Lettmayr & Kreiml, 2010:22–23). The SAW training programme’s Exit Level Outcomes (ELOs) are programme outcomes which are progressively accumulated in progressing from one training module to the next. These ELOs were

specifically aligned to the requirements of the discipline and its job functions – as well as to the requirements of society in general. In the case of the SAW training programme, the ELOs related to preparing learners to address the challenges relating to socio-economic needs, marginalisation and poverty in communities. Spread across the different training modules of the SAW training programme, these ELOs included learner ability to understand the South African social welfare context, interpret human behaviour and problems, explain the judicial system, apply research, write reports, demonstrate financial knowledge and implement intervention strategies [<http://www.cefa.co.za/content/social-auxiliary-work>].

The SAW training programme ELOs were therefore integrated in the theoretical training with its classroom and workbook activities, as well as in the practical component with its daily WIL duties and workplace tasks – resulting in the writing of two practical assignments for each module. Two forms of knowledge resulted from these activities: 1) *propositional knowledge*, which includes the facts, concepts, information and assertions that are sourced through the SAW modules (i.e. South African social welfare, communication, report writing, research, human behaviour and problems, the judicial system, intervention strategies, project management and community development); and 2) *procedural knowledge*, which included the techniques, skills and ability to secure the goals obtained through the SAW WIL practices (e.g. project management techniques and skills in mastering the following components of the social welfare context: research, report writing, communication, intervention strategies and community development) (Anderson, (1982) cited in Billett, 1996:2). Collectively the two forms of knowledge were referred to as cognate structures (Billett 1996:2). Mutually supportive, these cognate structures provided both the procedures and the understanding required for complex performance (integrated learning); in the case of the SAW training programme this amounted to the ability to apply knowledge and skills in addressing issues relating to socio-economic needs, marginalisation and poverty in the community – a hallmark of the type of expertise required for obtaining the SAW qualification.

4.3.4. SAW training programme rollout

The theoretical training sessions of the SAW training programme in this study were conducted in Port Elizabeth at the CMR office. This strategy by the accredited provider aimed at “...decentralised training to community level as far as possible...”, so that learners could receive training in an environment and context with which they were familiar. The training

involved learners from 24 NGOs, with the practical training conducted at each learner's workplace (CEFA, 2010:4); being linked to (i.e. employed or volunteering in) a workplace was one of the enrolment criteria of the SAW training programme.

This SAW training programme started with the registration of forty-eight (48) learners, which took place on 3 and 4 December 2009; training commenced on 22 February 2010. Learners were registered with the SACSSP as required; the accredited provider assisted individual learners to complete their application forms and pay their registration fees, which were funded by a Trust based in Cape Town. This SACSSP registration ensured that learners received certificates for practice on completion of the training programme; more importantly, it allowed learners to participate in the practical work component at the end of each training module (CEFA, 2010:5).

Before training commenced the accredited provider conducted a one-and-a-half days mentor and facilitator orientation training session for four (4) facilitators and twenty-eight (28) mentors from eight (8) different groups of NGOs representing twelve (12) towns in the Eastern Cape. These mentors were registered SWPs, who received CPD points for attending the session and becoming mentors to the SAW learners during the WIL component of the training programme. The purpose of this orientation training was to explain the concept and purpose of the SAW training programme, as well as to clarify the role and tasks of the mentors; mentors were provided with a mentor guide to assist them during the training programme (CEFA, 2010:3). The ratio of mentors to learners ranged from 1:1 to 1:3. This ensured the building up of relationships between learners and mentors, which contributed to enhanced learning.

The purpose statement of the South African Qualifications Authority (SAQA) SAW qualification framework states that: "...The purpose of the qualification is to equip qualifying learners with the following: a) basic knowledge and understanding of the South African context within which social services function and are delivered; b) understanding of social development in terms of the needs, policies and the role of the social auxiliary worker; c) basic knowledge of human behaviour, relationship systems and social issues and the ability to address social needs using appropriate social auxiliary work methods and techniques; and d) the skills to work as a team member and as a provider of support services to the social work team..." (SAW SAQA, 2012: ID 23993).

This purpose statement translated into the following thirteen (13) ELOs, for each of which a SAW learner should be able to demonstrate an understanding and application ability in the workplace: “...1) Demonstrate basic understanding of the South African social welfare context, the policy and practice of developmental social welfare services and the role of the social auxiliary worker within this context; 2) Define and demonstrate understanding of the purpose of social auxiliary work and the role and functions of a social auxiliary worker in relation to a social worker within the South African context; 3) Consistently reflect the values and principles contained in the Bill of Rights and the social work profession`s Code of Ethics in service delivery as a social auxiliary worker; 4) Demonstrate a basic understanding of the South African judicial system and the legislation governing and impacting on social auxiliary work and social work...; 5) Demonstrate a basic understanding of human behaviour, relationship systems and social issues...; 6) Implement appropriate social auxiliary work methods and techniques to address the social needs of Client Systems...; 7) Use appropriate resources in service delivery to client systems...; 8) Work effectively with social workers and members of multi-sectoral teams in social service delivery...; 9) Work effectively as a social auxiliary worker to address the special needs and problems experienced by at least 3 of the priority focus groups in social welfare...; 10) Keep precise records and compile accurate reports on social needs and social auxiliary work activities and file them appropriately...; 11) Provide an efficient research and administrative support service to the social worker; 12) Demonstrate basic knowledge of financial matters related to social auxiliary work; and 13) Demonstrate self-awareness regarding personal capacities, attitudes and skills and a willingness to develop them further under the supervision of a social worker...” (SAW SAQA, 2009: ID 23993).

Furthermore, SAQA prescribes critical cross-field outcomes (CCFOs), relevant to the National Qualification Framework (NQF) Level of the specific qualification, to be achieved by learners. The ELOs in which the learner should, on qualification, be equipped to demonstrate application ability are: a) “... Identify and solve problems using creative thinking. (*Exit Level Outcomes 6 and 9*); b) Work effectively with others as a member of a team, group, organisation and community; (*Exit Level Outcomes 2, 7 and 8*); c) Organise and manage oneself and one`s activities responsibly and effectively. (*Exit Level Outcomes 10 and 13*); c) Collect, analyse, organise and evaluate information. (*Exit Level Outcomes 6, 10 and 11*); d) Communicate effectively using visual, mathematical and/or language skills in the modes of

oral and/or written presentation. (*Exit Level Outcomes 5, 6, 8, 9 and 10*); e) Demonstrate cultural and aesthetic sensitivity in dealings with clients, colleagues and communities. (*Exit Level Outcomes 3, 5, 6, 7, 8 and 9*); f) Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. (*Exit Level Outcomes 5,7,8 and 9*); g) Demonstrate ethical and professional behaviour. (*Exit Level Outcomes 3, 6, 8 and 9*); and h) Lay the foundation for life-long learning and ongoing competency. (*Exit Level Outcome 13*)...” (SAW SAQA, 2012: ID 23993).

Overall, the SAW training ELOs are the standards against which the SAW training programme should be measured. The outcomes in question are the qualities that a learner should be able to demonstrate and apply in the workplace in addressing the socio-economic needs, marginalisation and poverty in the communities – in support of SWPs. Thus a successful learner who has achieved the required outcomes can qualify for a certificate at NQF Level 4 in Further Education and Training in Social Auxiliary Work. The qualified learner can then register with the SACSSP as a SAW in terms of Section 18 of the Social Service Professions Act 110 of 1978 [<http://www.cefa.co.za/content/social-auxiliary-work>]. Continuation of learning is also then possible, with the learner being able to gain access to studies for a Bachelor of Social Work degree (NQF Level 8 qualification) (SAW SAQA, 2009: ID 23993).

The aforementioned ELOs were combined by the accredited provider into four learning objectives – to be achieved through the learning material making up the curriculum. These four objectives, which shaped the overall focus area clusters assessed in this evaluation study, were: i) basic knowledge and understanding of the South African context within which social welfare services function and are delivered; ii) understanding of social development in terms of the needs of communities, the role of the SAW and the relevant policies; iii) basic knowledge of human behaviour, social issues and relationship systems and the ability to address social needs using appropriate social auxiliary work methods and techniques; and iv) the skills to work as a team member and as a provider of support services to the social work team. These evaluation focus area clusters are discussed in detail in Chapter Five – along with their formal assessment in accordance with the Kirkpatrick model shown in Chapter Two.

4.4. SAW training programme content

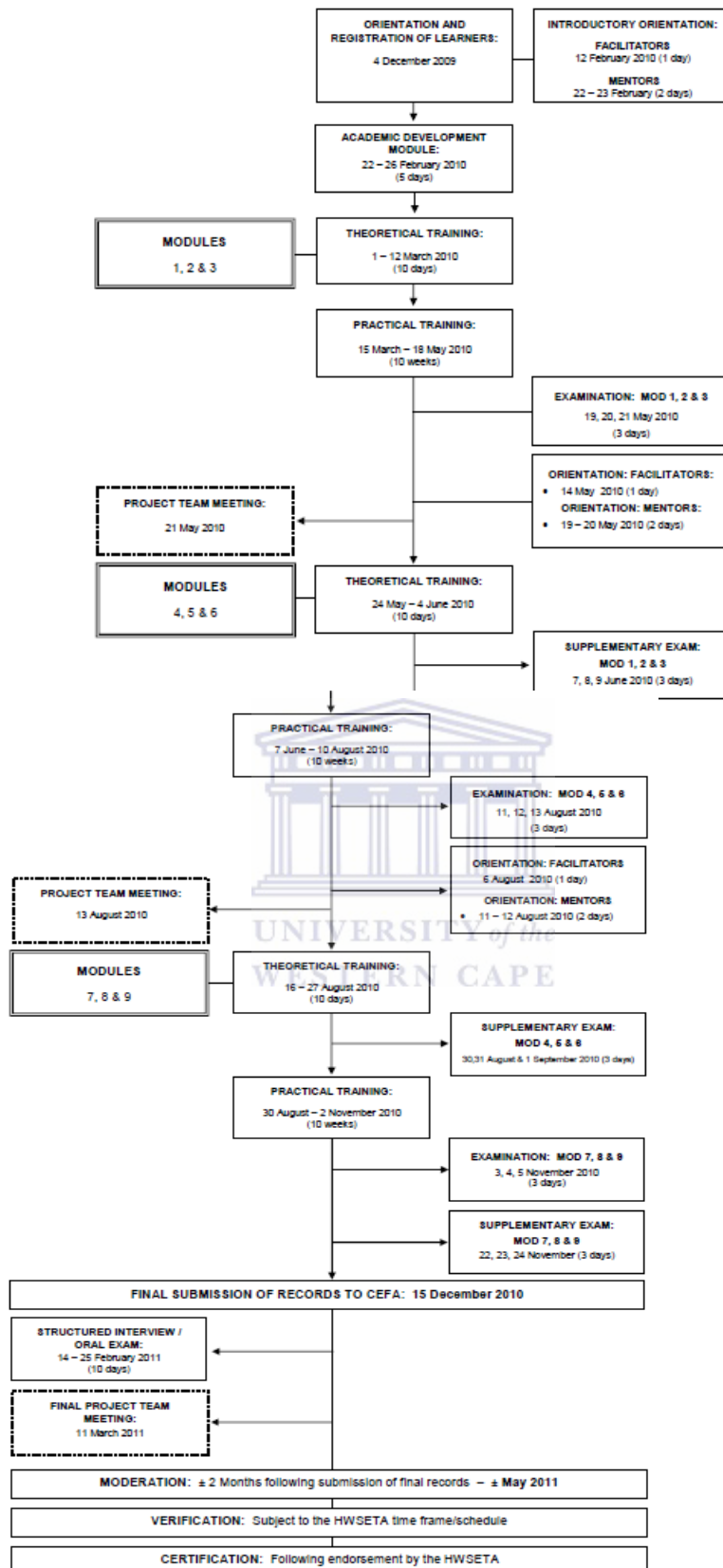
4.4.1. The Schedule of Learning

The SAW training programme was implemented in accordance with a Schedule of Learning (SoL) consisting of three (3) training clusters, each in turn made up of three training modules – i.e. a total of nine (9) training modules for the SAW qualification; their content is described later on in this chapter. Each of the three (3) clusters consisted of a theoretical and practical component that was formatively assessed (i.e. by assignments and an examination) after completion of the cluster, before moving on to the next cluster. After the formative assessment of the third cluster learners each went through a structured interview (oral exam) for the purpose of a summative assessment in order to obtain the SAW Further Education and Training Certificate at NQF Level 4.

4.4.2. Timetable

Learners attended a five (5) day academic development module (non-credit bearing) before training for of the first cluster commenced. This academic module purpose was to equip learners with the skills needed to perform academic writing, literature searches and referencing for post-school education. Introductory orientations of facilitators and mentors were presented before training of each cluster began. Time scheduling for the tasks and activities of the three clusters was similar: ten (10) days theoretical training, then ten (10) weeks of practical WIL activity – followed by a formative assessment at the end of each cluster in a forty-five (45) week training schedule. The SAW SoL of this evaluation study is illustrated below.

Diagram 1: The Eastern Cape 2011 SAW SoL



(CEFA, 2010)

4.4.3. SAW training programme learning and assessment criteria

As learners were equipped with the necessary knowledge and skills, they were enabled to contribute towards addressing the challenges of socio-economic marginalisation and poverty in South Africa. The aim of the SAW training programme was to equip learners with knowledge, skills and understanding (such as understanding the South African welfare context, interpreting human behaviour and problems, explaining the judicial system, applying research, writing reports, enhancing community development and managing project implementation) (Mtey & Sulle, 2013:2). Such knowledge, skills and understanding were fundamental to reaching the SAW training ELOs which could enable learners to assist the community in addressing the issues of socio-economic marginalisation and poverty. Whether or not the SAW training offered by the accredited provider in this study did in fact equip learners with these necessary knowledge, skills and understanding is demonstrated in Chapter Five.

The Council for Higher Education CHE (2011:45), as mentioned in Chapter Two, has stated that to assess the SAW training programme, there should be a link between the intended outcome of the programme and its teaching and learning activities with their related assessment tasks – all of which must be aligned at the appropriate NQF Level. To assess this, a pre-test questionnaire was developed – with sixty-six (66) questions covering the thirteen (13) ELOs arranged in four (4) outcome domains that were also the focus areas of this evaluation: 1) basic knowledge and understanding of the South African context within which social welfare services function and are delivered; 2) understanding of social development in terms of the needs of communities, the role of the SAW and relevant policies; 3) basic knowledge of human behaviour, social issues and relationship systems and the ability to address social needs using appropriate social auxiliary work methods and techniques; and 4) the skills to work as a team member and as a provider of support services to the social work team (SAW SAQA, 2009: ID 23993).

4.4.4. Outcomes and results

The questionnaire results, ELOs and outcome assessment data results (presented in a graph in Chapter Six) constituted the research matrix aspects of this SAW training evaluation. The pre-test data served as baseline data, from which any change in proficiency was measured in the post-test. The questionnaire measurement of learners' standing was conducted before training

of Module 1 commenced. The pre-test revealed the results of each of the four (4) outcomes domains mentioned above as a construct. The post-test data is presented in Chapter Five as a benchmark, together with the pre-test baseline data results.

The thirteen ELOs were integrated in the theoretical as well as practical components of the nine (9) learning modules, each with their respective outcomes to be achieved by the learner – described in the next section. Integration and the learner results relevant to the associated outcomes for the respective learning modules of the accredited provider are dealt with in Chapter Five.

4.4.5. The training programme modules

The SAW training programme of the accredited provider consisted of nine (9) modules; their contents are briefly described below. Contents were structured into learning units for each module – transferred by means of facilitating learner participation for each of the module clusters of the training programme as follows: a) ten (10) days (two weeks) theoretical training; b) ten weeks (15 days) of workplace WIL – executing workplace tasks and duties; c) submission of two (2) practical assignments; and d) three (3) days of formative assessment (an assessor marked the exam paper) (CEFA 2010).

Mention was made in Chapter Three of clarificatory evaluations which present logic models at the end of such an evaluation study – as a result of the data gathered and the clarification gained. Contents descriptions of the nine (9) modules of the SAW training programme, each with their related outcomes assessment criteria, are presented in nine (9) logic modules compiled during the clarificatory evaluation of this research study – as presented in Addenda). An integrative logic module presenting the theory-of-change for the SAW programme is in the Addenda; this formed the basis from which the evaluation questions were formulated for the data to be gathered for the implementation evaluation of this study (see Chapter Five).

4.4.5.1. Module 1: The South African social welfare context

The aim of this module was to equip learners with knowledge and understanding of the key concepts within the social welfare context, the basic principles underlying a healthy community, the South African welfare context – including the White Paper for Social Welfare

(1997), an eco-systemic approach to communities, the process of policy formulation as well as the role and task of the SAW in the community (CEFA, 2010).

The module was structured around six (6) learning units: i) introduction and key concepts, ii) what is meant by a healthy community, iii) a developmental approach to social welfare, iv) an eco-systemic approach to social welfare, v) social welfare policy, and vi) the role and task of the SAW in the South African welfare context. Participation was supposed to result in a learner achieving the module learning outcomes, which included learners being able to: i) identify and analyse different approaches to a development context – for which the assessment criteria included the ability to analyse the systems theory, to interpret social exclusion and to discuss sustainable livelihoods critically; ii) outline the global development context by means of a scenario; the assessment criteria linked to this outcome included the ability to identify the characteristics of this context, to place Africa and South Africa within this global context – and to indicate the interrelationships; iii) develop the ability to analyse the concept of context – specifically with regard to the community context; assessment criteria included the ability of the learner to define the concept of context and to analyse a community in terms of sectoral and operational components; iv) observe and identify social exclusion, with assessment criteria linked to the ability of the learner to describe social exclusion, to identify factors that exclude people – and to identify strategies to address social exclusion; v) analyse a sustainable livelihood – assessed against criteria which had to indicate the ability of the learner to explain the practice of livelihoods, the relationship between livelihoods and development context and analyse the strategies applied by livelihoods for survival; vi) describe a community in terms of the operational and the sectoral system – linked with assessment criteria to measure the ability of the learner to outline the operational system, to discuss the sectoral system and to compare the two (2) systems; vii) identify and apply the strengths of a community – assessed against their ability to discuss the operational resources of a community, as well as indicate the relationship between these resources and the sectoral resources; viii) compile a community profile; assessment criteria included their ability to compile a framework for the analysis of a community, to outline a community profile, to chart the community profile – and to compile a development agenda; and lastly ix) reflect on the execution of tasks – assessed against their ability to analyse the execution of tasks in the light of the integration of theory and practice, to determine whether tasks complied with the assessment criteria, to identify other situations in

which tasks can be applied – and to identify ways in which tasks can be improved (CEFA, 2010).

4.4.5.2. Module 2: Human behaviour

This module aimed to equip learners with: a) knowledge and understanding of human behaviour, - development, - problem solving and - relationships; b) skills to analyse human behaviour, to approach people according to their life cycle phases and to analyse the impact of culture on people's lives; c) skills to facilitate the problem-solving process; and d) values that ensured learners approached people as systems with problems and not as problems as such. To be equipped with these skills and this knowledge, learners had to become competent in the following learning units of the module: i) human functioning, ii) human development, iii) human problems, and iv) human problems - including three (3) challenges in the process of problem solving. The content of this module was transferred in the same manner as for all the modules with regard to theoretical and practical learner hours, formative and summative assessments as mentioned at the beginning of this section (4.4).

Participation in these outputs was intended to result in learners achieving the following module learning outcomes, for which the respective assessment criteria are as indicated: i) understand people as systems with sub-systems – assessed against learner ability to describe this and explain the relationship systems within which people live; ii) understand human development, for which the assessment criteria included the ability to describe the human development concept, as well as identify the different phases in the life cycle and the life tasks that have to be carried out during each life phase; iii) understand the systems of people, their problems and contexts – assessed through learner ability to describe problem concepts, people and their contexts, and apply these concepts to a problem of unemployment; iv) understand the systems and context of people's problems, assessed against criteria such as their ability to describe the concepts of the problem, its context and how these concepts were applied to a problem – e.g. HIV/AIDS; v) become competent in facilitating human development against the background of the life cycle phases assessed against their ability to give an explanation of the life history of a person as realised in the various life cycle phases, compile a learning programme with the theme of human development – and evaluate human development in the three (3) different life cycle phases in terms of life tasks; vi) show a positive attitude towards people – assessed in terms of their ability to demonstrate an accepting and caring attitude towards people, believe in

the inherent value of people and show respect and sensitivity to people of all cultures; and lastly vii) ability to reflect on the execution of tasks; assessment criteria included the ability to analyse the execution of tasks in the light of the integration of theory and practice, to determine whether tasks complied with the assessment criteria, to identify other situations in which tasks could be applied – and to identify ways in which tasks can be improved (CEFA, 2010).

4.4.5.3. Module 3: The judicial system

The aim of this module was to: a) equip learners with knowledge of the South African judicial system, as well as policy and policy formulation; b) an understanding of the most relevant legislation and regulations pertaining to social work and social auxiliary work, social service delivery and the working environment; and c) values that ensure a positive approach towards the South African judicial system. The learning content of the module included introductory concepts, the legislation impacting on social work and social auxiliary work, the legislation impacting on social service delivery, the Children's Act 38 of 2005, the Children's Amendment Bill and the legislation impacting on the working environment (CEFA, 2010).

This learning content was structured around five (5) learning units, each with their related learning outcomes to be achieved by learner understanding of: i) the main concepts of policy, legislation and regulations, assessed against their ability to accurately describe the concepts of policy, legislation and regulations, to accurately highlight the process of how legislation is passed – and to accurately describe the steps of policy formulation; ii) the South African judicial system, with assessment including their ability to accurately highlight the various courts, their role players and their scope within the judicial system from a social auxiliary work perspective; iii) the main legislation that impacts on social work and social auxiliary work, for which assessment criteria included learner ability to clearly tabulate the provisions of the Social Service Professions Act 110 of 1978, to clearly describe the section in the Act pertinent to social auxiliary work – and to describe the relevance of the Act for the SAW; iv) the main legislation that impacts on social service delivery, assessed against learner ability to clearly tabulate the provisions of the different Acts and, in particular, the Children's Act 38 of 2005 and the Children's Amendment Bill, to clearly identify the significant sections of legislation impacting on social service delivery, to describe the relevance of the act for the SAW – and to accurately identify appropriate resources and link them to client systems that stem from the different Acts; and v) the main legislation that impacts on the working environment, for which

the assessment criteria included learner ability to clearly tabulate the provisions of the different Acts, to identify the significant sections of legislation impacting on the working environment, to describe the relevance of the Act for the SAW – and to accurately identify appropriate resources and link them to client systems that stem from the different Acts (CEFA, 2010).

4.4.5.4. Module 4: Communication

This module aimed to equip learners with ability to communicate effectively with people, have knowledge and understanding of the relationships among people and within groups – and have a positive attitude towards a communicative approach and communication issues. The learning content of this module included communication skills, the fundamentals of working with groups, group phases, solving problems in groups, conducting group sessions in social auxiliary work.

This learning content was presented in seven (7) learning units, each with its respective learning outcomes abilities and assessments: i) understand and analyse the concepts of inter-personal and intra-personal communication – assessed against learner ability to describe and define communication concepts, to identify the basic components of communication – and to compare the concepts of inter-personal and intra-personal communication; ii) outline the communication process – assessed against learner ability to outline the communication process, to identify the phases of the process and to identify the barriers to effective communication; iii) apply communication skills – assessed against learner ability to apply the communication skills of listening, constructive feedback and non-verbal communication; iv) understand the fundamentals of working with groups – assessed against learner ability to define the concept of group work – and to identify and explain the basics of group work; v) understand the basics of group dynamics – assessed against learner ability to illustrate the difference between groups and teams, to identify the characteristics of small groups and analyse roles within groups; vi) outline the phases of the group process – assessed against learner ability to outline these phases and draw up a conceptual framework that reflects them in the group process; and vii) ability to reflect on the execution of tasks – assessed against learner ability to analyse the execution of tasks in light of integration of theory and practice, determine whether tasks comply with the assessment criteria, identify other situations in which tasks can be applied and, as a result, identify ways in which tasks can be improved (CEFA, 2010).

4.4.5.5. Module 5: Research

The aim of this module was to equip learners with knowledge and understanding of the concept, objectives, values and types of research, together with the various research methods and processes – inclusive of ethical considerations and the role and task of the SAW relating to research.

This learning content was structured around the following four (4) learning units, each with their related learning outcomes to be achieved by the learner and their assessment criteria: i) understand the concept of research, assessed learner ability to describe the concept, explain the objective and identify and define the types of research; ii) understand the research process, assessed against learner ability to define the research process and identify the ethical considerations applicable during the research process; iii) display a positive attitude towards research, assessed through learner ability to demonstrate a positive attitude towards research, to regard oneself as a producer of knowledge – and realise the value of the dual role of the social welfare practitioner researcher; and iv) ability to reflect on the execution of tasks, assessed against learner ability to analyse the execution of research tasks in light of the integration of theory and practice, determine whether tasks comply with the research criteria, identify other situations in which tasks can be applied – and as a result identify ways in which tasks can be improved (CEFA, 2010).

4.4.5.6. Module 6: Report writing

This module aimed to equip learners to understand and demonstrate the basic concepts of report writing, to nurture a positive attitude towards administrative procedures – and to understand their role and tasks. This module was structured around six (6) learning units, each with its respective learning outcomes to be achieved by the learner and their assessment criteria: i) understand the concept of report writing, assessed against learner ability to define the concept of report writing; ii) identify the function of report writing, assessed against learner ability to identify the general functions and values of report writing for welfare institutions, the value of reports for the SAW – and the report writer's ability to maintain the principle of confidentiality; iii) distinguish between the various types of report, for which the assessment criteria included learner ability to distinguish between process and summary reports, demonstrate skills in report writing with ability to identify the basic format of report writing,

demonstrate report writing according to prescribed criteria – and have a positive attitude towards report writing; iv) display knowledge and an understanding of the requirements related to the administrative management of reports, for which assessment criteria included learner ability to demonstrate knowledge and understanding of the legislative requirements regarding the handling and storage of reports; and v) integrate theory and practice in the execution of assignments, assessed against learner ability to analyse the execution of assignments in light of the theory used, to determine whether the assignments complied with the assessment criteria – and identify ways in which reports could be improved (CEFA, 2010).

4.4.5.7. Module 7: Intervention strategies

The aim of this module was to equip learners with knowledge and understanding of the five (5) intervention methods of social work, the accompanying role and tasks of the SAW – and their application in practice – i.e. i) the ability to implement appropriate social auxiliary work methods and techniques, ii) to address the socio-economic needs of client systems, iii) to demonstrate a basic knowledge of financial matters related to social work, iv) to define and demonstrate an understanding of the purpose and the role of a SAW in relation to social work within the South African context, and v) to work effectively with SWPs and members of multi-sectoral teams in social services delivery. The module's learning content consisted of primary and secondary methods: primary methods included casework, the helping process, interviewing, SWP skills, financial management, group work, community work and presentation (public speaking), whilst secondary methods consisted of management and administration, meetings and research.

Output participation was intended to result in learners achieving eight (8) learning outcomes – for which the respective assessment criteria for measuring learner achievements are indicated: i) identify and describe the five (5) methods on which social work service delivery is based, assessed against learner ability to identify and explain the three (3) primary and two (2) secondary methods in social work; ii) understand, describe and apply the helping process in social work, assessed against learner ability to describe and understand the processes of intake, actual helping and termination; iii) understand, describe and conduct an interview, with assessment criteria including the ability to describe and understand preparation, contact, contract and action, evaluation, termination skills; iv) definition and description of community work as both a concept and a process, assessed against learner ability to define community

work, describe its purpose and the phases of the community work process; v) plan and do a presentation (public speaking), assessed against learner ability to plan and give a presentation as well as describe and understand the purpose of presentation tools; vi) conduct a meeting and be able to describe the process, roles and responsibilities that it implies, for which assessment criteria included the ability to define and describe the concept functions of meetings, identify and describe the types of meeting, describe the respective portfolios of office bearers – and understand the purpose of documents related to the conduct of meetings; vii) assist the client in financial management, assessed against learner ability to understand and do planning with the client, as well as understand and describe budgeting and how to manage grants; and lastly viii) ability to reflect on the execution of tasks, assessed on learner ability to analyse the execution of tasks in the light of the integration of theory and practice, determine whether tasks complied with the assessment criteria, identify other situations in which tasks could be applied – and identify ways in which tasks can be improved (CEFA, 2010).

4.4.5.8. Module 8: Project management

The aim of this module was to equip learners with knowledge and understanding of project management, the skills to analyse and implement a project cycle, the knowledge to compile a business plan – and values to ensure that learners promote the importance of management.

Participation in these outputs was intended to result in learners achieving seven (7) module learning outcomes, for which the respective assessment criteria for measuring learner achievements are indicated: i) analyse the concepts of programmes and projects, assessed against learner ability to assess the programme outcome, inclusive of its projects directed at common goals and projects that are objective specific (with a beginning and an end); ii) outline a project cycle, assessed against learner ability to identify needs and assets, to formulate, implement and evaluate a project plan – and to terminate a project; iii) analyse the concept of project management, for which the assessment criteria included learner ability to formulate and implement a management plan, as well as to evaluate and apply project management; iv) develop a business plan, assessed against learner ability to describe the project purpose, outline its scope – and describe its development path; v) analyse the registration process of a social welfare organisation, assessed on learner ability to establish a committee and a constitution, complete an project application form – and submit audited financial statements; vi) advise and support clients on their financial position, assessed against learner ability to plan with clients,

carry out enquiries into household income and expenses – and draw up a budget; and vii) reflect on executed tasks, assessed on learner ability to analyse the execution of tasks in light of the integration of theory and practice (CEFA, 2010).

4.4.5.9. Module 9: Community development

The aim of this module was to equip learners with knowledge concerning sustainable development, skills to facilitate a community development process – and values to enable SAWs to approach the members of a community as worthy human beings of value. This was structured around six (6) learning units, each with its respective learning outcomes to be achieved by the learner: i) analyse and describe the concept of sustainable community development, assessed against learner ability to interpret community development as process, distinguish between the components of sustainability action – and identify the components of sustainable development for improved quality of life; ii) analyse participation as a principle of community development, assessed against learner ability to explain guidelines that are important in community participation, indicate the relationship between human development and participation – and explain the institutionalisation of community participation; iii) describe and explain the project cycle, assessed against learner ability to identify the three (3) main phases of the project cycle, describe the six (6) practical steps in the cycle – and discuss the role of the project team; iv) outline the process of community development, assessed on learner ability to conduct a dialogue and identify the main tasks for each of the phases in the community development process; v) determine practical sustainability of community development, assessed against learner ability to distinguish amongst and between project, target system, community and organisation, as well as identify the key requirements for an organisation that will ensure sustainability; and vi) reflect on the execution of tasks, assessed against learner ability to analyse the execution of tasks in the light of the integration of theory and practice (CEFA, 2010).

This chapter has so far dealt with the origin of the SAW training programme, together with the history, vision, mission and objectives of the accredited provider (the implementation organisation). The SAW training programme is a response to the needs and problems faced by the DSD in addressing socio-economic marginalisation and poverty in communities.

4.5. Template, theory and logic

The problems due to the increasing shortage of social welfare professionals and the DSD's lack of resources to employ adequate numbers of SWPs are issues which were discussed in the preceding chapters. The focus in this chapter is on the programme developed as an answer to the problems in social welfare in South Africa; from this development came a need to develop a programme template to establish a standard SAW training programme evaluation framework.

Programme templates are also defined by Wholey *et al.* (2004:76) as "... a summary of the key aspects of a programme in a format that is clear to managers, staffs and program evaluators [...] templates may be updated to provide an ongoing diary of the program development even after the first evaluation..." In addition, the authors point out that the greatest benefit of programme templates is their ability to assist with a systematic description of the programme content to be evaluated, in other words, the programme theory with regard to the context in which the intervention was implemented. Thus, Wholey *et al.* (2004:11) define programme theory as "...assumptions about resources and activities and how these lead to realising intended outcomes..." Wholey *et al.* (2004:74) argue that programme theory is illustrated diagrammatically by means of the programme logic model that shows "...how the programme theoretically works to achieve benefits for the participants..." A logic model is designed and used in order to assist with the development of evaluation questions, which results in a comprehensive evaluation study as the model highlights the areas of focus for the evaluation study.

The remainder of this chapter will discuss the SAW training logic to clarify the programme theory-of-change for the SAW training programme evaluation study, described in the next chapter.

4.6. Programme logic models and theory-of-change

The SAW training programme intervention consisted of nine (9) modules. In order for an evaluation study to be comprehensive and of value, it is important to have an evaluation theory-of-change (programme logic) to "...specify the mechanism by which change is achieved, not just the activities or characteristics that are associated with change [...] as it

matters to know whether a program works by one route rather than the other [...] so that staff can maximise the components that turn out to be operative in attaining the objectives...” (Weiss: 1997:511). The programme theory of an intervention can be indicated in the form of either an articulated or an implicit programme theory. Articulated programme theory is when the programme theory of an intervention is clearly indicated in the programme documents – and is well understood by all the staff and stakeholders involved in the intervention. Implicit programme theory is when there may be reasonable assumptions as to the benefits of the intervention, but these assumptions are not clearly described by an explicit theory – i.e. the theory is not clearly articulated.

The lack of articulation implies that the evaluator would first have to extract and describe the intervention in order to indicate the programme theory – i.e. the evaluator aimed at depicting the programme’s intent in order to identify the expected results that might follow from it (Rossi, Lipsey & Freeman, 2004:146). This process of articulating an implicit programme theory into an explicit programme theory is done by means of developing a logic model flowchart, which could then be further developed into a theory of change logic model. Rossi et.al. (2004:146) state that this process needs to be followed by the evaluator in order for an intervention to be analysed and assessed.

The theory of the SAW training programme was initially implicit, which necessitated the development of flowchart- and theory-of-change logic models before the development of evaluations questions for the study could be done. The SAW training programme theory of programmatic action derived from the nine (9) modules that constituted the programme are diagrammatically indicated in the Addenda). The SAW training logic model adopted a template designed by UW Extension (<http://www.uwex.edu/ces/lmcourse/#>) that was used to develop the SAW training programme theory-of-change.

The SAW training programme overall theory-of-change presented in the Addenda was based on a template designed by the W.K. Kellogg Foundation (2004:31). The main aim of a theory-of-change logic is to describe the relationships among the parts of a logical flowchart. These relationships can be indicated by using boxes and arrows; which indicates these relationships for the SAW training programme. Once these relationships become apparent then it is possible for the evaluator to achieve clarification concerning the paths which the programme would produce to achieve the programme outcomes and impact. Thus, the programme theory-of-

change logic indicates the change strategy for a programme, together with the inputs, outputs and outcomes resulting into programme impact. The vital point of assessment in a theory-of-change logic is to determine what effects (outcomes and impact) the programme had in relation to the required inputs and outputs (Rossi *et al.* 2004:150).

The SAW training programme theory-of-change indicated in the Addenda is demonstrated in Chapter Six to specify how the SAW training programme evaluation questions and the data sources for implementation of the evaluation study were determined. The empirical part of the clarificatory evaluation for the SAW training programme is described in the next chapter.



CHAPTER FIVE

SOCIAL AUXILIARY WORKER CLARIFICATORY EVALUATION DESIGN, METHODOLOGY AND RESULTS

5.1. Introduction

In this chapter and in Chapter Six the empirical part of this study is discussed and presented – i.e. operationalisation and results of the clarificatory and implementation evaluations of the Social Auxiliary Worker (SAW) training programme in 2010.

The SAW training programme adopted an implementation (process) evaluation design with the purpose of improving the programme for future offerings. Herman, Morris and Fitz-Gibbon (1987:16) mention that improvement evaluations of programme implementation are important to establish whether a programme is achieving its objectives, so that recommendations for change can be made. This understanding is feasible, just as Wholey *et al.*'s (2010:68–69) four-step evaluation approach is applicable, namely: a) assessing programme need; b) planning and design of the programme; c) implementation of the programme and d) conclusion and judgements regarding the programme delivery.

In this chapter the first two of the four stages are discussed, as they relate to clarificatory evaluation – which is the first step in any evaluation study. The key evaluation questions that were developed, as well as how the methods of data collection and the data sources were identified for the clarificatory evaluation of the study, are discussed. Findings, additional to those discussed in Chapters Three and Four, from the clarificatory data collection process are also presented.

5.2. Clarificatory evaluation stages and related methods

It has been mentioned earlier in Chapter Three that clarificatory evaluation refers to “...a process that helps evaluators to identify evaluations that might be useful, explore what evaluations would be feasible and design useful evaluations...” (Wholey *et al.* 2010:33). Rossi *et al.* (2004:80) propose a two-step approach that elaborates on the first step of applying a four-

step evaluation approach for implementation evaluation, based on the use of the chronological model to describe the programme's life cycle. The second step results in matching the evaluation method's approach to every one of the four clarificatory evaluation stages where the implementation evaluation questions would be developed. The first two of the four stages of Wholey *et al.* (2010:68) speak to the clarificatory evaluation phase of a study. Wholey *et al.*'s (2010:68) four stages for implementation evaluation are: Stage 1: Need and feasibility assessment of the programme; Stage 2: Planning and design of the programme; Stage 3: Implementing the programme; and Stage 4: Improving the programme. Key implementation evaluation questions must be asked throughout each of the four stages. These questions will be discussed later on in this chapter and in Chapter Six, when the SAW implementation evaluation is discussed.

The importance of good evaluation questions and the usefulness of articulating the questions to the programme theory are emphasised by Rossi *et al.* (2004:68). Hence, the identification and formulation of the evaluation questions is the most critical phase. These authors emphasise the fact that a distinction should be made between evaluation research questions and social science research questions. This distinction is based on the fact that evaluation questions focus on performance and criteria from which performance is judged. Thus the identification of pertinent criteria ensures that evaluation questions are answerable (Rossi *et al.* 2004:73). Likewise, performance criteria take different forms for a range of programmes and Rossi *et al.* (2004:77–78) and Wholey *et al.* (2010:68–69) suggest that the typical research questions of evaluation studies may be similar but not as comprehensive.

5.3. Evaluation research questions

Rossi *et al.* (2004:77) point out that evaluation research questions have to be real and specific to the programme. In this SAW study, the evaluation was a formative implementation (process) study which assessed the SAW training programme action model – and how it resulted in a SAW training programme change model that provided recommendations for future implementation of the SAW training programme (see Chapter Three, Chen's (2005) conceptual programme theory framework). The implementation evaluation research questions dealt with four main research questions pertaining to each of the abovementioned four stages of Wholey

et al.'s (2004) evaluation approach. These main research questions, relating to each of the four stages, were subdivided into sub-evaluation research questions specifically tailored to the SAW training programme.

The design of the evaluation objectives and research questions was done in collaboration with the SAW programme personnel, using Wholey *et al.*'s (2010:6–69) key implementation evaluation questions template as the foundation for developing these objectives and research questions. The main objective of this evaluation study was to determine whether the SAW learnership training programme offered by an accredited training provider did in fact equip SAWs with knowledge and skills to assist social work practitioners (SWPs) with addressing socio-economic needs in communities. The main and sub-evaluation research questions developed for the evaluation of the SAW training programme are presented in the next section.

The four sub-evaluation objectives that followed from the study's main objective (see Chapter One), related to the four stages of the implementation evaluation study of the SAW training programme: 1) assess the need for, and feasibility of, the accredited SAW training programme; 2) evaluate the SAW training programme planning and design of an accredited training provider; 3) evaluate the implementation of the SAW training programme by the accredited training provider; and 4) provide conclusions about and judgements of the SAW training programme.

The evaluation research questions that were developed for these four sub-objectives were:

Sub-Objective 1: Assess the need for the accredited SAW training programme.

1. What constitutes skills development training, learning, mentoring and its performance evaluation for improved social welfare services to communities?
2. What challenges was the country facing that contributed to the design of the SAW training programme?

Sub-Objective 2: Evaluate the SAW training programme planning and design of the accredited training provider.

- (a) Was the SAW training programme theory designed to assist SWPs to address the socio-economic challenges that South Africa was facing?

- (b) What action model (components and activities) was needed for the success of the SAW training programme?
- (c) Did the action model of the SAW training programme support the change model of the programme?

Sub-Objective 3: Evaluate the implementation of the accredited SAW training programme.

- (a) Was the SAW training programme serving the right target group?
- (b) What were the opinions of the learner participants in the SAW training programme?
- (c) Was the SAW training programme producing the expected outputs?
- (d) Was the SAW training programme reaching its intended short-term outcomes?

Sub-Objective 4: Provide conclusions about and judgements for improvement of the SAW training programme.

- (a) Was the SAW training programme meeting its implementation goals and targets?
- (b) What were the SAW training programme's strengths and weaknesses?
- (c) What were the areas of the SAW training programme that required improvement?

The methods of data gathering and the results obtained from the questions developed for the first two sub-objectives of the SAW training evaluation study are presented in this chapter.



5.4. The need for the accredited SAW training programme

Assessing the need of a programme could improve its design. This improvement is based on the fact that implementation issues should be based on the need for the programme, which would assist with the clear formulation of programme goals in order to achieve the required programme outcomes. In other words, first answer the question: Is the programme capable of addressing the need for which it has been requested, thereby producing the intended outcomes? (Wholey, *et.al.*, 2010:74). However, in many cases this is not done at the design stage of a programme, which is why evaluators can have the difficult task of working retroactively to design programme logic models during clarificatory evaluation – i.e. before the actual evaluation (i.e. implementation evaluation) of the programme can begin. This was also the case with regard to this SAW training programme evaluation study.

The evaluation study of the SAW training programme started with semi-structured interviews that enabled the evaluator to find out from the key staff members the reason and motivation for the SAW training programme conceptualisation. A small team of frontline staff from the accredited provider, who were knowledgeable about the SAW training programme, was interviewed. The evaluator also conducted a literature review (i.e. content analyses) on SAW training, as well as a review of documents from the accredited provider regarding SAW training service delivery. The main purpose for the content analyses was to learn about the existing SAW training programme and its service delivery, accomplishments and the problems that it wants to address – as well as how to solve the problems, limitations and challenges faced in its service delivery. The literature review contributed to answering the two research questions of the first sub-objective; the findings are presented later on in this chapter – and summatively in Chapter Six.

5.4.1. What constitutes the SAW training programme?

In the literature review (see Chapter Two) it was indicated that in the socio-economic context of South Africa and its great need for social welfare and development services formed the backbone of the design of the nine module SAW training programme of the accredited provider – described in detail in Chapter Four. In short the SAW training programme content (curriculum) focused on the South African welfare context, human behaviour and problems, judicial system, communication, research, report writing, intervention strategies, programme management and community development. The analyses also found that each module consisted of learning objectives and Exit Level Outcomes (ELOs) – defined, described and also measured (i.e. scored) in this chapter, in so far as the extent to which the objectives and outcomes were achieved. The content analyses highlighted the module learning objectives which were to equip learners with:

- (a) knowledge and understanding of the key concepts within the social welfare context, the basic principles underlying a healthy community, the South African welfare context and the White Paper for Social Welfare (1997) , the eco-systemic approach to communities, the process of policy formulation and the role and task of the SAW regarding the community (*Module 1*);

- (b) knowledge of human behaviour, human development and human relationships, skills to analyse human behaviour, skills to approach people, skills to analyse the impact of culture on people's lives and skills to facilitate the problem-solving process (*Module 2*);
- (c) knowledge of the South African judicial system as well as policy and policy formulation, an understanding of the most relevant legislation and regulations pertaining to social work, social auxiliary work, social service delivery and the working environment, and values that will ensure a positive approach towards the South African judicial system (*Module 3*);
- (d) the ability to communicate effectively with people, knowledge and understanding of the relationships among people and within groups, and a positive attitude towards a communicative approach and communicative issues (*Module 4*);
- (e) knowledge and understanding of the concept of research, the objectives of research, the types of research, research methods, the research process, ethical considerations, the role and task of the SAW relating to research and the value of research (*Module 5*);
- (f) understand and demonstrate the basic concepts of report writing, to understand the different types of reports – and to understand their role in this regard (*Module 6*);
- (g) knowledge and ability to implement appropriate social auxiliary work methods and techniques to address the socio-economic needs of the clients, basic knowledge of financial matters related to social auxiliary work – and the skills to work effectively with SAWs and members of multi-sectoral teams in social service delivery (*Module 7*);
- (h) knowledge and understanding of project management, skills to analyse and implement the project cycle, and knowledge to compile a business plan (*Module 8*); and
- (i) knowledge concerning sustainable development, skills to facilitate a community development process and values to approach the members of a community as worthy human beings (*Module 9*).

The literature study in Chapter Two also indicated the SAW training programme overall ELOs, from which the aim for each module – translated into module learning units (module content) with their respective assessment criteria – were formulated. Overall ELOs were aligned with module specific ELOs to be achieved by the learner (i.e. in which to become competent) before progressing to the next module.

The ELOs for Module 1: The South African welfare context (CEFA, 2010) were that the learner had to be able to:

- (a) identify and analyse different approaches to a development context;
- (b) analyse the concept of context and specifically the community as context; and
- (c) analyse a sustainable livelihood.

The ELOs for Module 2: Human behaviour (CEFA, 2010) were that the learner had to be able to:

- (a) understand people as systems with subsystems;
- (b) understand human development; and
- (c) understand the systems of people, problems and context.

The ELOs for Module 3: Judicial system (CEFA, 2010) were that the learner had to:

- (a) understand the main introductory concepts of policy, legislation and regulations;
- (b) understand the South African judicial system; and
- (c) understand the main legislation that impacts on social work and social auxiliary work.

The ELOs for Module 4: Communication (CEFA, 2010) were that the learner had to have:

- (a) the ability to communicate effectively with people;
- (b) knowledge and understanding of the relationships among people and within groups; and
- (c) a positive attitude towards a communicative approach and communication issues.

The ELOs for Module 5: Research (CEFA, 2010) were that the learner had to:

- (a) understand the concept of research;
- (b) understand the research process; and
- (c) display a positive attitude towards research.

The ELOs for Module 6: Report writing (CEFA, 2010) were that the learner had to:

- (a) understand the concept of report writing;
- (b) be able to distinguish among the various types of report; and
- (c) be able to demonstrate report writing skills.

The ELO for Module 7: Intervention strategies (CEFA, 2010) were that the learner had to:

1. understand the five (5) intervention methods of social work; and
2. understand the accompanying role and tasks of the SAW – and their application in practice.

The ELOs for Module 8: Project management (CEFA, 2010) were that the learner had to be able to:

- (a) analyse the concepts of programme and projects;
- (b) develop a business plan; and
- (c) analyse the registration process of a social welfare organisation.

The ELOs for Module 9: Community development (CEFA, 2010) were that the learner had to be able to:

- (a) analyse and describe the concept of sustainable development;
- (b) determine practically the sustainability of community development; and
- (c) describe and explain the project cycle.

These module ELOs were achieved through the theoretical and work integrated learning (WIL) in the SAW training programme, together with the continuous support of the facilitators and mentors. In Chapter Two mention was made that the SAW training programme should result in outcomes such as the knowledge and skills which make the programme module centred or output oriented (Ganzalez, 2008:19). Thus, knowledge and skills defined the SAW programme learning outcomes, which were statements of what a learner had to know, understand and be able to do as a result of a learning activity; these ELOs (learning outcomes) were applied as specific measurable achievements within the SAW training programme (Bulgarelli, Lettmayr & Kreiml, 2010:22–23).

They were therefore achieved as a result of learners being involved in WIL activities, such as the writing of two practical assignments for each module, in the execution of specific workplace duties and tasks (practical training), as well as in the theoretical (in the classroom) training.

Two forms of knowledge resulted from these activities: (a) propositional knowledge, which included the facts, concepts, information and assertions sourced through the nine SAW modules; and (b) procedural knowledge, including the techniques, skills and ability to secure the goals obtained through the SAW WIL practices (e.g. project management technique and skills in mastering the following components of the social welfare context: research, report writing, communication, intervention strategies and community development) (Anderson, (1982) cited in Billett, 1996:2). The two forms of knowledge are collectively referred to as cognate structures, which are mutually supportive and provide both the procedures and the understanding required for complex performance as well as the ability to apply knowledge in

solving issues relating to socio-economic marginalisation and poverty in the community or workplace; this is a hallmark of the type of expertise that is required to obtain the SAW qualification (SAW SAQA, 2012: ID 23993).

5.4.1.1. WIL Mentorship

The literature from several authors (Leong & Kavang, 2013:6–7; Bood & Falchikov, (2006) cited in Leong & Kavang, 2013:3; O’Shea, (2008) cited in Leong & Kavang, 2013:6–7; SAQA, 2012:7–8; Bulgarelli, Lettmayr & Kreiml, 2010: 22–23; Ganzalez, 2008:19; King, 2001:4) indicates the SAW training programme as having a cognate structure due to its two types of knowledge requirements. The WIL (procedural knowledge) component included a professional practicum, work placement, community projects and work related samples of training at a specific workplace. The professional practicum included the work-based placement that provided each learner with the opportunity to develop and demonstrate the significant professional standards, competencies and ethics gained in the SAW training programme. In the work placement, each learner worked under the supervision – and with the support – of a mentor to fulfil the requirements of the SAW professional role. The community-focused nature of the projects offered a learner the opportunity to put his or her newly acquired knowledge and skills into practice. Lastly, the work related samples of training involved work that was designed, delivered and supervised in terms of the SAW training programme relevant to the specific organisation for the work placement, which included both programme related case studies and participation in community activities.

A key aspect of the SAW training programme WIL component was the combination of classroom learning tasks and theory in the workplace. WIL requires that learners integrate classroom gained knowledge with skills acquired and apply them in practice to workplace activities related to addressing socio-economic needs, marginalisation and poverty challenges of communities. Thus, WIL integration occurs in the workplace and community where a learner learns by doing (Bood & Falchikov, (2006) cited in Leong & Kavang, 2013:3). On the one hand, the integration of knowledge and skills in the SAW WIL ensured achievement of the SAW training programme ELOs needed to equip a learner with the ability to understand the South African welfare context, interpret human behaviour and problems, explain the judicial system, apply research, write reports, enhance community development and manage the implementation of projects [<http://www.cefa.co.za/content/social-auxiliary-work>]. On the other

hand, it ensured achievement of the NQF Level 4 outcomes, which enabled the learner to demonstrate the following attributes:

- (a) scope of knowledge and ability to demonstrate a fundamental knowledge of the most important areas of one or more fields or disciplines in addition to the fundamental areas of study, together with a fundamental understanding of the key terms, rules, concepts, established principles and theories in one or more fields or disciplines;
- (b) an understanding that knowledge in one field can be applied to related fields;
- (c) method and procedure to demonstrate the ability to apply essential methods, procedures and techniques in the field or discipline to a given familiar context, as well as the ability to motivate a change using relevant evidence;
- (d) accessing, processing and managing information to be able to demonstrate a basic ability in gathering relevant information, applying analysis and evaluation skills – and the ability to apply and carry out actions by interpreting information from text and operational symbols or representations;
- (e) producing and communicating information to demonstrate the ability to communicate and present information reliably and accurately in written and in oral or signed form;
- (f) management of learning, which enabled a learner to demonstrate capacity to take responsibility for his or her own learning within a supervised environment, together with capacity to evaluate his or her own performance against given criteria; and
- (g) accountability, which enabled a learner to demonstrate capacity to take decisions about – and responsibility for – necessary actions, together with the capacity to take the initiative in addressing any shortcomings found (SAW SAQA, 2012, ID 23993:7–8).

The SAW training programme ELOs, together with the NQF Level 4 overall outcomes, provided the standards against which the success of the SAW training programme had to be measured. These outcomes were what a qualified learner had to be able to demonstrate and apply in the workplace in addressing socio-economic marginalisation and poverty challenges in communities.

It was these ELOs and NQF Level 4 outcomes that were made operational by a support system composed of mentors put in place by the accredited provider. These mentors ensured that learners were able to deliver services to communities and address related socio-economic needs, marginalisation and poverty challenges. The mentors were required to contribute their

professional experiences so that they could provide motivating work opportunities for the learners, as well as create an appropriate learning climate for them. In addition, they were required to act as role models who could enable the learners to view and acquire a suitable orientation to their work in terms of the SAW ethics (CEFA, 2010:1–2). King, (2001:4) found that, in terms of the workplace, mentors needed a full understanding of the learners' academic programme, in order to be able to support learners in applying theory – and then practising in real life what they had learnt in the classroom. Mentors had to be aware of the different types of learner assessment, as well as of the assessment criteria, in order to be able to help the learners to identify the necessary knowledge and skills (King, 2001:4).

The support of mentors to learners in theory and in practice – combined with their awareness of the different types of learner assessment and respective assessment criteria – were essential in ensuring that the knowledge and skills needed for successful completion of the SAW training programme were acquired through positive associations of mentorship with the SAW training programme. These positive associations of mentorship in the SAW training programme included the facilitation of achievement of the SAW training programme objectives, which equipped learners with the knowledge and skills necessary to address challenges relating to socio-economic needs, marginalisation and poverty in communities. Yet, reluctance of mentors to offer guidance could result in some learners not achieving the SAW training objectives, as a result of limitation to learning in the workplace. To overcome such reluctance, prior to commencement of the SAW training the accredited provider conducted mentor and facilitator orientation sessions to explain what was expected of them and what were their duties and responsibilities.

McKimm, Jolie & Hatter (2007, cited in King, 2001:3) argue that there are positive implications in mentoring learners in an organisation. Keating (2012:93) urged mentors to facilitate the learning success of those whom they were mentoring – and that they should help to guide them towards career development. King, (2001:4) suggested that it was imperative that mentors understood the meaning of work-based learning (i.e. WIL), both in principle and in practice, in order that the work experience of those whom they were mentoring could be effective, appropriate and valid. Accordingly, the data to be presented assessed the extent to which the SAW mentors understood these requirements. Mentoring in the work-based learning environment tends to focus on the career-related development of workplace skills;

consequently, mentors should be experienced in a role similar to that which the learner strives to fill. Nicolaides (2006:7) argued that learners should be mentored on a one-on-one basis.

Even though mentors had an essential role in the implementation of the SAW training programme WIL component, which was a source of knowledge and skills, this role could also have presented potential limitations in respect of achieving the learning outcomes relevant to effective workplace learning. These limitations could have included:

- (a) acquisition of inappropriate knowledge, as Verodonik *et al.* (1988) cited in Billett, 1996:9, pointed out – not all knowledge accessed in the workplace is desirable; resultant inappropriate work practice could have a negative impact on work place practical experience;
- (b) absence of expertise impacting negatively on learners in the workplace; a small degree of external expertise in terms of guidance, coaching and modelling is required from the community that the SAW serves (Billet, 1996:8);
- (c) reluctance of experts to offer coaching, advice, ongoing support and modelling which could inhibit the satisfying of workplace learning outcomes.

The assessment findings of the mentors' support to learners in the workplace and thus towards the achievement of the SAW training ELOs is presented in the module learning objective tables further below, as well as in Chapter Six.

5.4.1.2. SAW training programme and module specific ELOs

The ELOs described above and in the previous chapter were mainly related to equipping learners with the necessary skills and knowledge that had to help them work effectively in their communities. The assessment criteria described in Chapter Four were applied towards assessing this effectiveness using the Kirkpatrick (1994) four-level evaluation model. This model guided the evaluator with respect to the types of question that should be asked and the appropriate criteria to be applied for each measurement. In addition, the model reduced the measurement demands made in respect of this training programme evaluation. Assessing the extent to which individual knowledge, skills and attitude were transferred through the SAW training programme was essential and for which the comprehensive results and findings are presented in the next chapter. Kirkpatrick's model includes the following four levels:

- i) *Reaction*: reactive perceptions towards a course or programme;
- ii) *Learning*: quantifiable indicators of new knowledge, skills and attitudes which occur – and which were gained – in training;
- iii) *Behaviour*: attitudes and application of knowledge and skills gained in training as applied in the job; and
- iv) *Results*: training impact on overall organisational goals and objectives (Kirkpatrick, 1994).

In this study, at Level 1 the SAW learner attitudes and opinions were assessed on their perceptions of the SAW training programme – as to whether or not they liked the training and found the SAW programme material to be relevant to their work. Level 2 involved: i) the pre-test of learners, which measured the amount of knowledge and skills that learners had in terms of the content of the nine modules to be presented in the SAW training programme; and ii) the post-test, which measured the amount of learning that had occurred in the nine modules of the SAW training programme. Level 3 entailed the measurement of how much of the newly acquired knowledge and skills from the nine modules had been found to be applicable on a daily basis during the learners' work placements. Level 4 was not applicable as this evaluation study could not yet assess the impact of the SAW training programme to be made by the qualified learners, once employed, in the respective communities where they would work.

For the purpose of assessment in this study, eleven tables were developed to measure the extent (i.e. score) to which the SAW training programme defined, described and related to: a) the module learning objectives, and b) the SAW training programme ELOs and associated assessment criteria. A measurement score was developed and included in the tables for this purpose – as follows: 4 = completely, 3 = to some extent, 2 = to a lesser extent, and 1 = not at all. The scores were then totalled up for the tables illustrating the learning objectives and ELOs respectively, in order to plot the extent of their achievement in the SAW training programme. The first set of tables, further below, therefore depicts the dimensions of the learning objectives for the nine modules constituting the SAW training programme and the score that was allocated to each dimension. This is followed by the tables illustrating the ELOs and associated assessment criteria for the nine modules – and the score allocated to each ELO. The measurement tables presented in the next section therefore relate to the first research question mentioned at the beginning of this chapter: what constitutes the SAW training programme?

Table 1: Module 1: South African welfare context learning objectives

Learning objective	The SAW training programme findings quoted from programme documents (CEFA, 2010)	Score
Equip learners with knowledge and understanding of the following:		
(a) Key concepts of the social welfare context	“Health, education, socio-economic support, personal rights and political freedom, empowerment, sustainable development, RDP.”	3
(b) Basic principles underlying a healthy community	“Unity, self-determination, collective work and responsibility, cooperative economics, creativity, purpose and faith.”	2
(c) SA welfare context and the White Paper for Social Welfare (1997)	“A concern for basic needs, equitable distribution of resources and services and participation by beneficiaries, accessibility, appropriateness, accountability, self-reliance, participation, universal access, partnership, social integration, efficiency and effectiveness.”	2
(d) Eco-systemic approach to communities	“The micro-level, which is the client’s most immediate environment, is inter-personal, composed of the individuals with whom the client interacts and the family cycle.”	1
(e) Process of policy formulation	“Concern over an unmet need or social problem or gap in service; development of formal structured groups, both lay and government sponsored; structured information gathering on the nature, scope and characteristics of the need/social problem and on affected groups; development of general policy solutions and goals; lobbying for change by formal concerned organisations; actual enactment of law or programme; implementation of the programme; evaluation and assessment of programme”.	3
(f) Role and task regarding community.	“The attitude of the person: don’t regard yourself as a superhuman that will save people, have respect for the knowledge and wisdom of people, respect people as human beings, respect people’s views and feelings, guard against paternalism and maternalism, regard yourself as servant and supporter, be humble, align yourself with people’s success.”	4
Total Module 1 score		15/24

Table 2: Module 2: Human behaviour learning objectives

Learning objective	The SAW training programme findings quoted from programme documents (CEFA, 2010)	Score
Equip learners with the following:		
(a) Knowledge of human behaviour, human development	“[T]o know human behaviour, the point of departure is that our self-talk determines our feelings.	3

Learning objective	The SAW training programme findings quoted from programme documents (CEFA, 2010)	Score
and human relationships	Human development is a process of development; it is linked to particular life phases from which a person cannot be isolated. The process is known as the life cycle.”	
(b) Skills to analyse human behaviour, to approach people, to analyse the impact of culture on people’s lives	“[T]wo approaches are used to analyse the human problem, namely a linear and a systems approach.”	2
(c) Skills to facilitate the problem-solving process.	“[I]t is practically not possible to discuss all existing problems/challenges in our communities; three challenges currently facing all of us in South Africa were selected. The following three dilemmas were selected as they form a direct link with the vulnerable groups identified in the White Paper for Social Welfare (1997): HIV/AIDS, unemployment and abuse.”	4
Total Module 2 score		9/12

Table 3: Module 3: Judicial system learning objectives



Learning objective	The SAW training programme findings quoted from programme documents (CEFA, 2010)	Score
Equip learners with the following:		
(a) Knowledge of the South African judicial system as well as policy and policy formulation	“The measures for enforcing a certain norm of society re normally contained in laws (legislation) and regulations of the state. The state sees to it that the regulations contained in the laws are honoured by the citizens. They are therefore enforced. Any person, including a social worker and an SAW, may take the initiative to formulate a policy on social welfare-related issues to amend existing policies. Thus the SAW should be sensible of policies that are not effective and that, for example, do not give people equal opportunities for development and should discuss these concerns with the social worker. The final decision of amending existing policies and legislation remains the responsibility of the relevant state department.”	3
(b) Understanding of the most relevant legislation and regulations pertaining to social work and social auxiliary work, social service delivery and the working environment	“There are a number of legislations impacting on social service delivery that the SAW should be aware of. It is, however, important to note that the SAW works under the guidance of the social worker who should be the expert in the specific legislation that impacts on their field or focus area of practice. An overview of the most relevant legislation is, however, necessary to more effectively assist clients and the social worker in service delivery.”	3
(c) Values that will ensure a positive approach	“We believe that every human being has unique value and potential, irrespective of origin, ethnicity, sex,	4

Learning objective	The SAW training programme findings quoted from programme documents (CEFA, 2010)	Score
towards the South African judicial system.	age, beliefs, socio-economic status and legal status. Each individual has the right to the fulfilment of their innate and acquired skills. The social worker and SAW have a responsibility to devote their knowledge and skills to benefiting each individual, group, community and humankind.”	
Total Module 3 score		10/12

Table 4: Module 4: Communication learning objectives

Learning objective	The SAW training programme findings quoted from programme documents (CEFA, 2010)	Score
Equip learners with the following:		
(a) The ability to communicate effectively with people	“There should be a supportive climate, effective interaction and progression.”	3
(b) Knowledge and understanding of the relationships among people and within groups	“[M]embers have something in common. They learn that other people struggle with the same problems, feel similar emotions and think similar thoughts. Members learn social skills and socially accepted behaviour patterns so that they can function effectively in the community.”	2
(c) A positive attitude towards a communicative approach and communicative issues.	“[This focus on communication] provides a greater variety of resources and viewpoints. Solving problems, exploring personal values or concerns and sharing common feelings.”	3
Total Module 4 score		8/12

Table 5: Module 5: Research learning objectives

Learning objective	The SAW training programme findings quoted from programme documents (CEFA, 2010)	Score
Equip learners with basic knowledge and understanding of the following:		
(a) The concept of research	“In social work, research is structured inquiry done to solve human problems and create new knowledge. It is aimed at the study/investigation of the theory and practice of social work.”	2
(b) The objectives of research	“Key research objectives revolve around the following concepts: exploration (investigation –to find out what is going on); understanding (comprehension/insight – to understand why something is happening); description (to describe what you found out in writing); explanation (to explain what you found in writing); programme of action (to formulate/make a plan to address the programme or need/solve the	3

Learning objective	The SAW training programme findings quoted from programme documents (CEFA, 2010)	Score
	issue at hand).”	
(c) The value of research	“[This] helps us to understand more about people’s difficulties, tells us about the impact of laws and government policies on people’s lives, informs us about the difference (or not) that social work makes in the lives of clients, makes an impact on how social work policies and practice develop, helps us to improve service delivery to our clients, contributes to making us accountable for our actions.”	3
(d) Types of research	“Qualitative or qualitative research.”	3
(e) Research methods	“Research methods mean the different ways that are used to collect information/data. Following are some of the most common methods: literature review, documentary research, interviews, questionnaires, ethnographic research, longitudinal studies, randomised controlled trials and case studies.”	2
(f) The research process	“[T]he SAW will assist during this process; knowledge of what each step entails is the essence. The process includes determining the problem/need, gathering information/data, analysing and interpreting the information/data and communicating the results.”	4
(g) Ethical considerations	“Ethical considerations during the research process can be summarised as protection of participants, doing not harm, informed consent, correct information, respecting the privacy of the participants, making findings known and no plagiarism.”	2
(h) The role and task of the SAW relating to research.	“[This is best seen] in [the] identification of a problem/need/issue/ of which the SAW became aware while observing/interacting with clients/members of the community; administrative tasks, i.e. distribution of questionnaires to respondents, the coding of respondents, distribution of research findings to relevant role players and the scheduling of appointments (i.e. with members of a community).”	3
Total Module 5 score		22/32

Table 6: Module 6: Report writing learning objectives

Learning objective	The SAW training programme findings quoted from programme documents (CEFA, 2010)	Score
Equip learners with understanding of and ability to demonstrate the following:		
(a) The basic report	“[The] SAW can provide a trail of evidence and be accountable to him-/herself, the organisation, the client	3

Learning objective	The SAW training programme findings quoted from programme documents (CEFA, 2010)	Score
	and the greater community. To give an accurate and standardised account of services rendered, provide information that can be used in the planning of and/or changing of policy being conducted in a specific community, to facilitate decision making and make recommendations.”	
(b) Report writing	“[R]eport writing is an important component of social work. The SAW spends considerable time on this activity and it is an essential aspect of the practice of social work.”	4
(c) Type of report	“[A] process note, a process report, a progress report and a summarised report.”	3
(d) Understanding their role.	“[t]he SAW’s role regarding report writing is primarily an internal one.”	3
Total Module 6 score		13/16

Table 7: Module 7: Intervention strategic learning objective

Learning objective	The SAW training programme findings	Score
Equip learners with knowledge and the ability to demonstrate an understanding of the following:		
(a) To implement appropriate social auxiliary work methods and techniques to address the social needs of the clients	“[Examples include] social casework (micro level), group work (meso level), community work (macro level), management and administration, and research.”	4
(b) Basic knowledge of financial matters related to social auxiliary work	“[I]t is important that the SAWs understand that the people are unique and everyone is influenced by their financial circumstances in a unique way. The SAW should also take the different phases in the client’s/family’s life into consideration as a change in expenditure needs might also be implicated in this regard. A SAW should know the three factors that are important in drawing up a household budget: knowledge of the household income, knowledge of all the household expenditure and an exact recording system to keep track of household expenditure.”	3
(c) To work effectively with social workers and members of multi-sectoral teams in social service delivery.	“[Consider the] importance of participation by all relevant role players in compiling a budget. All the members of the household need to be present when the budget is drawn up; in this way each one will know exactly how much money is available. Write down what is needed together with the cost; let everyone understand why certain things cannot be bought/viewed as a priority; keep all the proof of items on which money is spend, i.e. cash slips and receipts; it is important to include the money that was saved in the	4

Learning objective	The SAW training programme findings	Score
	budget.”	
Total Module 7 score		11/12

Table 8: Module 8: Project management learning objectives

Learning objective	The SAW training programme findings	Score
Equip learners with the following:		
(a) Knowledge and understanding of project management	“[This] is a discipline of organising and managing resources in such a way that these resources deliver all the work required to complete a project within the defined scope, quality, and time and cost constraints. A project is a temporary and one-time endeavour undertaken to create a unique product or service that brings about beneficial change or added value. Three critical elements must be continuously held in balance, namely time, cost and scope.”	4
(b) Skills to analyse and implement the project cycle	“[E]very project passes through a sequence of stages. Six identified practical steps are part of the project management process: (a) identify the problem, (b) compile a project team, (c) define the project, (d) formulate a project plan, (e) implement the project and (f) monitor, evaluate and terminate the project.”	4
(c) Knowledge to compile a business plan.	“[It] is a comprehensive document. The purpose of presenting a document for discussion between the organisation and the funder is for the business plan to be compiled – this document serves as an introduction to the business plan (service plan) and it is only a draft presentation. The purpose of a business plan is to give direction to the activities of the business/organisation; to help in identifying objectives, problems and opportunities; to set standards for achievement; to evaluate and monitor achievement; to serve as a means of making decisions; to assist in obtaining capital; and to serve as a guide for the organisation[.]”	3
Total Module 8 score		11/12

Table 9: Module 9: Community development learning objectives

Learning objective	The SAW training programme findings	Score
Equip learners with the following:		
(a) Knowledge concerning sustainable development	“[P]eople are at the heart of the quest for sustainability. It is impossible to think about sustainable development without thinking about building human capacity in order to achieve development. Social capital is like the glue that binds a community together. It is the characteristics of social organisation within a community. It focuses on relationships and networks.”	4
(b) Skills to facilitate a community development process	“[These] processes include collective action by the local community to bring about development (change) by building the capacity of people so that they will improve their quality of life and wellbeing.”	4
(c) Values with which to approach the members of a community as worthy human beings.	“[I]nvolve the people from the local community and make sure that all role players make decisions themselves. Develop leadership by building on the existing strengths and skills. Develop networks among people and promote social capital across borders; strengthen community organisations so that the needs of the people can be addressed; build partnerships among community organisations; update existing knowledge regularly and make sure that indigenous knowledge is used so that what the people want and how they want it can be taken into consideration.”	3
Total Module 9 score		11/12

5.4.1.3. The SAW training programme ELOs and associated assessment criteria

The accredited provider claimed that that the SAW training material has been compiled in harmony with the SAQA unit standards and ELOs. This evaluation study therefore had to assess the extent to which such a claim was or was not plausible. Mention has been made several times of the training programme ELOs, as well as of the NQF Level 4 overall ELOs associated with the SAW FET certificate (CEFA, 2009:22); these are now presented in the tables below inclusive of the assessment scores for plausibility of the extent to which the training material was in fact aligned with the respective ELOs.

Table 10: SAW module ELOs.

Exit Learning Outcome 1: Understand the South African welfare context		
Exit outcomes	Assessment criteria	Score
(a) The learner must be able to identify and analyse different approaches to a development context.	(a) Analyse the systems theory. (b) Interpret social exclusion. (c) Discuss sustainable livelihoods critically.	4
(b) The learner must be able to analyse the concept of context and especially the community as context.	(a) Define the concept of context. (b) Analyse a community in terms of the sectoral and operational components.	3
(c) The learner must be able to analyse a sustainable livelihood.	(a) Explain the practice of livelihoods. (b) Indicate the relationship between livelihoods and the development context. (c) Analyse the strategies applied by the livelihood system.	3
Total score		10/12
Exit Learning Outcome 2: Interpret human behaviour and problems		
Exit outcomes	Assessment criteria	Score
(a) The learner must understand people as systems with subsystems.	(a) Describe people as systems with subsystems. Explain the relationships within which people live.	4
(b) The learner must understand human development.	(a) Describe the concept of human development. (b) Identify the different phases of the life cycle. (c) Identify the life tasks that have to be carried out during each phase of life.	4
(b) The learner must understand the systems of people, problems and context.	(a) Describe the concepts of problem, people and context. (b) Apply these concepts to a problem. (c) Describe the problem of unemployment in the light of this system.	3
Total score		11/12
Exit Learning Outcome 3: Explain the South African judicial system		
Exit outcomes	Assessment criteria	Score
(a) The learner must understand the main introductory concepts of policy, legislation and regulations.	(a) Accurately describe the concepts of policy, legislation and regulations. (b) Accurately highlight the process of how legislation is passed. (c) Accurately describe the steps of policy formulation.	3

(b) The learner must understand the South African judicial system.	(a) Accurately highlight the various courts, their role players and their scope within the judicial system from a social auxiliary work perspective.	3
(c) The learner must understand the main legislation that impacts on social work and social auxiliary work.	(a) Clearly tabulate the provisions of the Social Service Professions Act. (b) Clearly describe the sections in the act pertinent to social auxiliary work. (c) Describe the relevance of the act for social auxiliary work.	3
Total score		9/12
Exit Learning Outcome 4: Apply research		
Exit outcomes	Assessment criteria	Score
(a) The learner must understand the concept of research.	(a) Describe the concept of research. (b) Explain the objective of research. (c) Identify and define the types of research.	3
(b) The learner must understand the research process.	(a) Define the research process. (b) Identify the ethical considerations applicable during research.	4
(c) The learner must display a positive attitude towards research.	(a) Demonstrate a positive attitude towards research. (b) Regard oneself as a producer of knowledge. (c) Realise the value of the dual role of practitioner/researcher.	2
Total score		9/12
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Exit Learning Outcome 5: Write reports		
Exit outcomes	Assessment criteria	Score
(a) The learner must understand the concept of report writing.	(a) Define the concept of report writing.	3
(b) The learner must be able to distinguish among the various types of report.	(a) Distinguish between process reports and summaries.	4
(c) The learner must be able to demonstrate report writing skills.	(a) Identify the basic format of report writing. (b) Organise and analyse information in reports. (c) Demonstrate report writing according to prescribed criteria. (d) Demonstrate a positive attitude towards report writing.	4
Total score		11/12

Exit Learning Outcome 6: Enhance community development		
Exit outcomes	Assessment criteria	Score
(a) The learner must demonstrate the ability to analyse and describe the concept of sustainable development.	(a) Interpret community development as process. (b) Distinguish community development as collective action. (c) Identify components of sustainable development. (d) Define quality of life.	4
(b) The learner must determine practically the sustainability of community development.	(a) Distinguish among project target system, community and organisation. (b) Identify key requirements for an organisation that must ensure sustainability.	4
(c) The learner must be able to describe and explain the project cycle.	(a) Identify the three main phases of the project cycle. (b) Describe the six practical steps. (c) Discuss the role of the project team.	3
Total score		11/12
Exit Learning Outcome 7: Manage the implementation of projects		
Exit outcomes	Assessment criteria	Score
(a) The learner must be able to analyse the concepts of programme and projects.	(a) Collect projects. (b) Direct projects towards a common goal. (c) Projects are temporary with beginning and end.	4
(b) The learner must be able to develop a business plan.	(a) Describe the purpose of the project. (b) Outline the scope of the project. (c) Describe the development path of the project.	4
(c) The learner must be able to analyse the registration process of a social welfare organisation.	(a) Complete an application form. (b) Establish a committee and constitution. (c) Submit audited financial statements.	3
Total score		11/12

A consolidated table of module learning objectives and SAW training programme ELOs is presented below and scaled. The table presents the overall total score of the SAW training programme for the modules from which the ELOs originated.

Table 11: SAW module learning objectives and Exit Learning Outcomes (ELOs)

SAW modules learning objectives and ELOs					Content analyses findings
	Learning objectives	Score	Exit Learning Outcomes	Score	
(a) The South African welfare context	Equip learners with knowledge and understanding of the following:		The learner must be able to do the following:		The literature indicates that the SAW exit learning objectives and outcomes will be achieved through theoretical and practical hours for each module. To achieve the above, the practical hours per module are as follows: (a) the South African welfare context module has 77 practical hours; (b) the human behaviour module has 238 practical hours; (c) the judicial system module has 56 practical hours; (d) the communication module has 280 practical hours; (e) the research module has 133 practical hours; (f) the report writing module has 28 practical hours; (g) the intervention strategy module has 371 practical hours; (h) the project management module has 21 practical hours; and (i) the community development module has 56 practical hours . A total of 1 260 hours (126 credits) of practice (WIL) for a total number of 180 credits is thus required. Authors such as Rahimi and Ebrahimi (2011) indicate that knowledge and skills are not independent of the learners but are constructed. The knowledge and skills construction occurs as SAW learners complete the required hours in the real world of community/workplace practice and enables the achievement of the learning objectives of the modules and SAW training ELOs. The workplace enables a learner to gain a deeper understanding of what is happening in the socio-economic context. The integration of the socio-
	Key concepts of social welfare context	3	To identify and analyse different approaches to a development context	4	
	White Paper for Social Welfare (1997)	2	To analyse the concept of context and specifically the community as context	3	
	Role and task regarding community	4	To analyse a sustainable livelihood	3	
Total score		9/12		10/12	
(b) Human behaviour	Equip learners with the following:		The learner must understand the following:		
	Knowledge of human behaviour, human development and human relationships	3	People as systems with subsystems	4	
	Skills to analyse human behaviour, to approach people and to analyse impact of culture on people's lives	2	Human development	4	
	Skills to facilitate problem-solving process	4	People, problems and context	3	

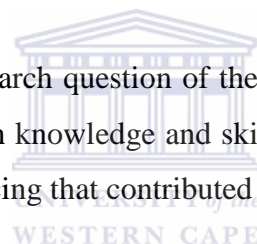
Total score		9/12		11/12	<p>economic context, which is that of socio-economic marginalisation and poverty, is fundamental to the SAW training. The WIL programme enables learners to develop skills, increase competence and acquire technical knowledge and skills (CHE, 2011:6), which are required to assist communities in addressing their socio-economic marginalisation and poverty.</p> <p>The SAW training WIL offers opportunities to learners to learn from their workplace by transferring theory and a wide diversity of skills into practice in solving problems. The SAW training WIL is both a source of learning and a site of knowledge production where learners are acculturated in classroom and workplace knowledge systems (CHE, 2011:7).</p> <p>The literature also indicates that SAW training modules' learning units/content through the WIL activities result in two forms of knowledge that are key in addressing socio-economic marginalisation and poverty in communities: procedural knowledge (techniques, skills and ability to secure goals are obtained through the SAW WIL practices) and propositional knowledge (facts, concepts, information and assertions derived from the SAW modules).</p> <p>The propositional and procedural knowledge in the SAW training programme originate from the modules' learning objectives and are required SAQA ELOs and unit standards that a learner should be equipped with.</p> <p>There are limitations that can hamper the achievement of the SAW training ELOs. These include a) acquisition</p>
(c) Judicial system	Equip learners with the following:		The learner must understand the following:		
	Knowledge of the South African judicial system, as well as policy and policy formulation	3	The main introductory concepts of policy, legislation and regulations	3	
	An understanding of the most relevant legislation and regulations pertaining to social work and social auxiliary work, social service delivery and the working environment	3	The South African judicial system	3	
	Values that will ensure a positive approach towards the South African judicial system	4	The main legislation that impacts on social work and social auxiliary work	3	
Total score		10/12		9/12	
(d) Apply research	Equip learners with basic knowledge and understanding of the following:		The learner must understand the following:		
	The concept of research	2	The concept of research	3	
	The role and task of the SAW relating to research	3	The importance of a positive attitude towards research	2	
	The research process	4	The research process	4	
Total score		9/12		9/12	
(e) Write reports	Equip learners with understanding of and the ability to demonstrate the following:		The learner must understand and be able to do the following:		
	The basic report	3	Demonstrate report writing	4	

	Report writing	4	Understand the concept of report writing	4	of inappropriate knowledge, (b) absence of expertise impact on learners in workplaces and (c) reluctance of experts to offer coaching, advice, ongoing support and modelling, which inhibit the workplace learning outcomes.
	Types of report and their role	3	Distinguish among the various types of report	3	
Total score		10/12		11/12	
(f) Community development	Equip learners with the following:		The learner must be able to do the following:		
	Knowledge concerning sustainable development	4	To analyse and describe the concept of sustainable development	4	
	Skills to facilitate a community development process	4	To determine practically the sustainability of community development	4	
	Values to approach the members of a community as worthy human beings	3	To describe and explain the project cycle	3	
Total score		11/12	11/12	11/12	
(g) Implementation of projects	Equip learners with the following:		The learner must be able to do the following:		
	Skills to analyse and implement the project cycle	4	To analyse the concepts of programme and projects	4	
	Skills to implement appropriate SAW methods and techniques to address the socio-economic needs of the clients	4	To analyse the registration process of a social welfare organisation	4	
	Knowledge to compile a business plan	3	To develop a business plan	3	
Total score		11/12	11/12	11/12	

Overall total score		69/84		72/84	
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The overall scores of the SAW training programme learning objectives and ELOs are 69 and 72 out of a maximum total of 84. This enabled the evaluator to plot the project by scoring the extent to which the SAW training programme addressed the ELOs needed to be achieved. This SAW training programme offered by the accredited provider therefore did meet the requirements as a type of training that equipped learners with knowledge and skills as per the earlier in this chapter as well as each of the description of evidence and assigned scores provided for the respective modules further above. Mention was made in Chapter Two of the SAW training ELOs that originate from the above modules. The ELOs were thus the yardstick used to assess the SAW training programme. In addition, the above seven modules were assessed by using Kirkpatrick's four-level model.

This then concludes the findings with regard to the first research question of the programme assessment with the result that the SAW training programme of the accredited provider did equip learners with knowledge and skills. The next step was to provide data results in support of the second research question: What challenges are the country facing that contributed to the design of the SAW training programme?



5.4.2. Challenges that contributed to the design of the SAW training programme.

What were the challenges that South African welfare was facing that contributed to the design of the SAW training programme – discussed in Chapter Two? A literature review was conducted – and the findings from authors such as Zola (2009), the DSD (2005), *The Herald* (2006), Earle (2008), Erasmus and Breier (2009), Bathabile Dlamini (2013), were then consolidated by the researcher and presented in the following eight categories:

- (i) Socio-economic issues: Social service delivery was ineffective in addressing the issues of socio-economic marginalisation and poverty in communities. In addition, when the constitutional rights of the affected people are compromised, the result is an insufficiency or lack of basic social services. The priorities and goals of the NDP: Vision 2030 are of importance in this regard.
- (ii) Development demand: Inability to meet increased demand for social service development because of the insufficient number of available SWPs resulted in difficulty providing social services where needed.
- (iii) SWP shortage: The SWP shortage was caused by a drain in the numbers available due to many leaving the public service for better paying jobs abroad and locally in different fields. This drain has had a huge negative impact on the lives of vulnerable South Africans (such as people with disabilities, older persons, children and families affected by HIV/AIDS, the poor, the unemployed and victims of family violence who require psychological services) – i.e. people who depend especially on the services that social workers provide. The poor work conditions and low salaries causing the drain have impacted negatively on SWP service delivery. The resultant SWP shortage is a major stumbling block in achieving national priorities because of the key role that SWPs play in development – precisely because they are at the frontline of service delivery to the poorest and most vulnerable segments of society.
- (iv) Lack of capacity: There is a lack of capacity with regard to implementing policies and programmes related to addressing, for example, the national challenges of poverty, unemployment and HIV/AIDS. This lack of capacity concerns the very SWPs who have to implement the policies and programmes and help vulnerable children.

- (v) Work overloads: 63% of SWPs working with NGOs handling child welfare have caseloads of more than 60 per person, whilst 36% have caseloads of more than 100 per person. Social workers in other NGOs can have caseloads exceeding 300 each. Consequently, case overloads are a serious problem in service delivery; neglect of duty can be a real threat. This shows that the demand for services provided by SWPs has become overwhelming.
- (vi) HIV/AIDS elimination: Achieving the goal of a HIV/AIDS-free generation requires strict SWP interventions to help the young cope with the physical and emotional challenges associated with adolescence and HIV/AIDS. This affliction, which destroys the social fabric that holds families and communities together, continues occurring at an alarming rate. There is a growing number of Orphans and Vulnerable Children (OVCs), many without support – and mostly due to HIV/AIDS. In South Africa, out of an estimated 2.1 million OVCs, only 200 000 are reached by both Government welfare services and NGOs; the remaining 1.9 million are without support. SWPs are needed to protect the rights of and bring healing to the most vulnerable of South African citizens.
- (vii) Childcare workload: The process of applying for foster care grants could take in excess of two years, due to the insufficient number of SWPs to deal with applications. In addition, the caseloads of SWPs have been increased by the growing number of children in foster care, which has made effective social welfare and development service delivery far more difficult – if not impossible.
- (viii) Rural areas: Social service requirements in rural areas are more demanding and frustrating because the community needs are many, travel distances are greater – and the number of SWPs available to assist families in rural areas is fewer.

With these findings in hand, a literature review on the SWP shortage in South Africa and its impact on social service delivery was then conducted. In all the documents reviewed, it was obvious that South Africa was – and still is – facing serious challenges in providing social development and welfare services to its citizens through addressing their socio-economic needs and poverty challenges. This answered the questions of the first sub-objective, in that the need for SAWs was clear – and that these SAWs needed to be trained to provide full back-up support to the too few SWPs.

The next section deals with the second sub-objective for this evaluation study, which was to evaluate the SAW training programme planning and design.

5.5. The SAW training programme planning and design

In order to assess the SAW training programme planning and design, three evaluation questions were formulated: (i) Is the SAW training programme designed to assist SWPs to address the socio-economic challenges that South Africa is facing? (ii) What action model (components and activities) is needed for the success of the SAW training programme? (iii) Does the action model of the SAW training programme support the change model of the programme?

The SAW training programme planning and design that took place before its implementation was based on an identified need (Rossi *et al.* 2004:134), as discussed in the previous section. In Chapter Four, and at the beginning of this chapter, a motivation was given for the use of programme theory and its benefits for designing the SAW training programme evaluation research questions. In Chapter Four there was mention by Rossi *et al.* (2004:146) of the process of articulating an implicit programme theory into an explicit programme theory through the development of a logic model. The SAW training theory was initially implicit and necessitated the development of a theory-of-change (flowchart) logic model. Drafting logic models for the nine modules constituting the programme was done in partnership between the researcher and the accredited provider's management, administration and training staff – through a series of clarificatory meetings and workshops.

Rossi *et al.* (2004:135) argued that the assessment of a programme theory required that the theory be in a form amenable to analysis. In addition, the authors mentioned that the process consists of two stages: 1) *clarificatory evaluation*: the evaluator expresses and explicates the programme theory in a form that is representative of the understanding of all the stakeholders involved in the programme, thus the evaluation purposes are workable; and 2) *implementation evaluation*: the evaluator assesses the programme theory quality that has been articulated (Rossi *et al.* 2004:135).

Employment of the first of these two stages was presented in Chapter Four (clarificatory evaluation), which produced the logic models for the programme modules and overall programme theory-of-change for the SAW training programme. These logic models were then used to develop the SAW training research questions for the implementation evaluation part of the study; the results are presented in Chapter Six. The second stage of assessing the quality of the programme theory relates to the SAW training programme research question of whether the SAW training programme was designed to assist SWPs to address the socio-economic challenges that South Africa was facing. The empirical part of this question is dealt with in the next section.

5.5.1. Assessing the SAW training programme in relation to assisting SWPs

Assessment of the programme theory for the SAW training was built on the results of the needs assessment, linked to the literature review of Chapter Two, as well as the content analysis results applied during the clarificatory evaluation in Chapter Four. This was based on a comprehensive understanding of the needs that the SAW training was intended to address for its target population. This process certainly required assumption calls in the case of process theory, and judgement calls in the case of impact theory, as there was no template procedure that an evaluator could use to assess whether a programme theory described a suitable conceptualisation of how to meet the need. The more critical the assessment was, the higher was the validity of its judgements (Rossi, Freeman & Lipsey, 2004:153). Furthermore, the authors argue that validity critique is ensured through collaborating with appropriate social science experts and programme stakeholders and, in so doing, broadening the range of perspectives and expertise in the evaluation of a programme.

The SAW training programme evaluation was thus conducted by a social researcher. The development of programme theory and verification was done through conducting interviews and workshops in combination with the accredited provider's SAW training administrators, experienced management staff, the project coordinator and implementation staff – all of whom were very familiar with the SAW training programme.

Programme process theory represents assumptions about the programme capability of providing services that address the needs of the target population. These programme (i.e. intervention)

assumptions are made through a critical assessment of the logic and plausibility of aspects of the programme theory (Rossi *et al.* 2004:155). Rossi *et al.* (2004:157–159) argued that process theory assessments are relatively unstructured and open-ended, yet they should at least emphasise and provide conclusions about the following five questions: 1) “Are the programme goals and objectives well defined?” 2) “Are the programme goals and objectives feasible?” 3) “Is the change process assumed in the programme theory plausible?” 4) “Are the procedures for identifying members of the target population, delivering service to them and sustaining that service through completion, well defined and sufficient?” 5) “Are the constituent components, activities and functions of the programme well defined and sufficient?”

These five questions served as a guide for the SAW training programme theory evaluation assessment. In Chapter Three, mention was made of the five components of logic models that were based on the objectives of the SAW training programme: i.e. i) resources/inputs; ii) activities; iii) outputs; iv) outcomes; and v) impact. The impact of the SAW training programme was not assessed in this evaluation study, since the evaluation requested was for the implementation phase only of the SAW training programme. As a result, the study was a process implementation evaluation study – starting with a clarificatory evaluation for which the end results were logic models and an overall theory-of-change flowchart.

A secondary data content analysis was conducted on the contents of the SAW training programme documents that were available. These documents consisted of newsletters, brochures, minutes and monthly reports. Secondary data analysis provided the background information used to conduct the semi-structured interviews of the SAW training programme staff and stakeholders. Therefore, the purpose of conducting the secondary data analysis and semi-structured interviews was to gain a clear understanding of the SAW training programme planning and design, so evaluation of the planning of the SAW training programme was done retrospectively. This process took place over a period of eighteen months and ended with a project document, namely: ‘Understanding the SAW Training Programme’ (also referred to as the SAW training document). This document was then used to develop the SAW training programme logic models described in Chapter Four. The components of the SAW training programme logic model were then used to the programme theory.

5.5.1.1. Defining the overall objective of the SAW training programme

Defining the programme overall objective was done using the programme document. The objective that could be derived from the document was to indicate the overall objective of the SAW training programme in this study. A multi-component logic model was then developed (see Chapter Four) to evaluate the SAW programme and assess the validity of its objective. Thus, a multi-component (multifaceted) model consisting of an overall logic model followed by subsidiary models, each with its expected outcomes was applied.

In this study the following objective was formulated for the SAW training programme derived from the programme documents – and related to the overall logic model assessment and purpose: To assist with equipping 48 learners with the relevant knowledge and skills for social auxiliary work.

The process of formulating the SAW training programme overall objective during the clarificatory evaluation was, for most of the time, based only on the amount of detail in the secondary data of the SAW training programme. The evaluator then formulated the objective (*see above*) in ‘isolation’ and was left with the critique that maybe a better objective could have been formulated. Rossi *et al.* (2004:153) suggested that validity critique could be ensured by collaboration with appropriate social research experts and project stakeholders. This suggestion by Rossi *et al.* (2004) was applied in every part of the development of each module logic model for this study. A workshop was conducted with the accredited provider SAW training programme administrators, experienced management staff, the project coordinator and implementation staff to obtain their input. This process gained clarification of, and support for, the logic models; in other words, support and modification of the SAW training programme objective, in order for the end claim to have been made that the objective was formulated adequately to describe the SAW training programme.

The next step in the development of the logic models was to tie the SAW training programme activities to the identified objective. The SAW activities were also derived from the project document; likewise, the process of clarification and support mentioned above for the objective was followed as soon as the activities, outputs and outcomes were developed for the overall

SAW training programme logic model – as well as for the subsidiary models for the modules that constitute the SAW training programme.

5.5.1.2. Activities to address the overall objective of the SAW training programme

The activities were explicitly formulated in the SAW training programme document; a description of the intervention that was planned was given in the programme document. This ensured that the development of explicit activities for the programme logic models was again confirmed with the SAW training programme staff. The formulated activities were indicated in the logic models (see logic models addenda) inclusive of their close relationship with the project outputs. The SAW training programme activities were what the programme did with its resources, as was indicated in the logic models presented in Chapter Four. The outputs were closely related to the activities as they were direct products of the activities of the SAW training programme.

5.5.1.3. Expected outputs from the activities for the SAW training programme

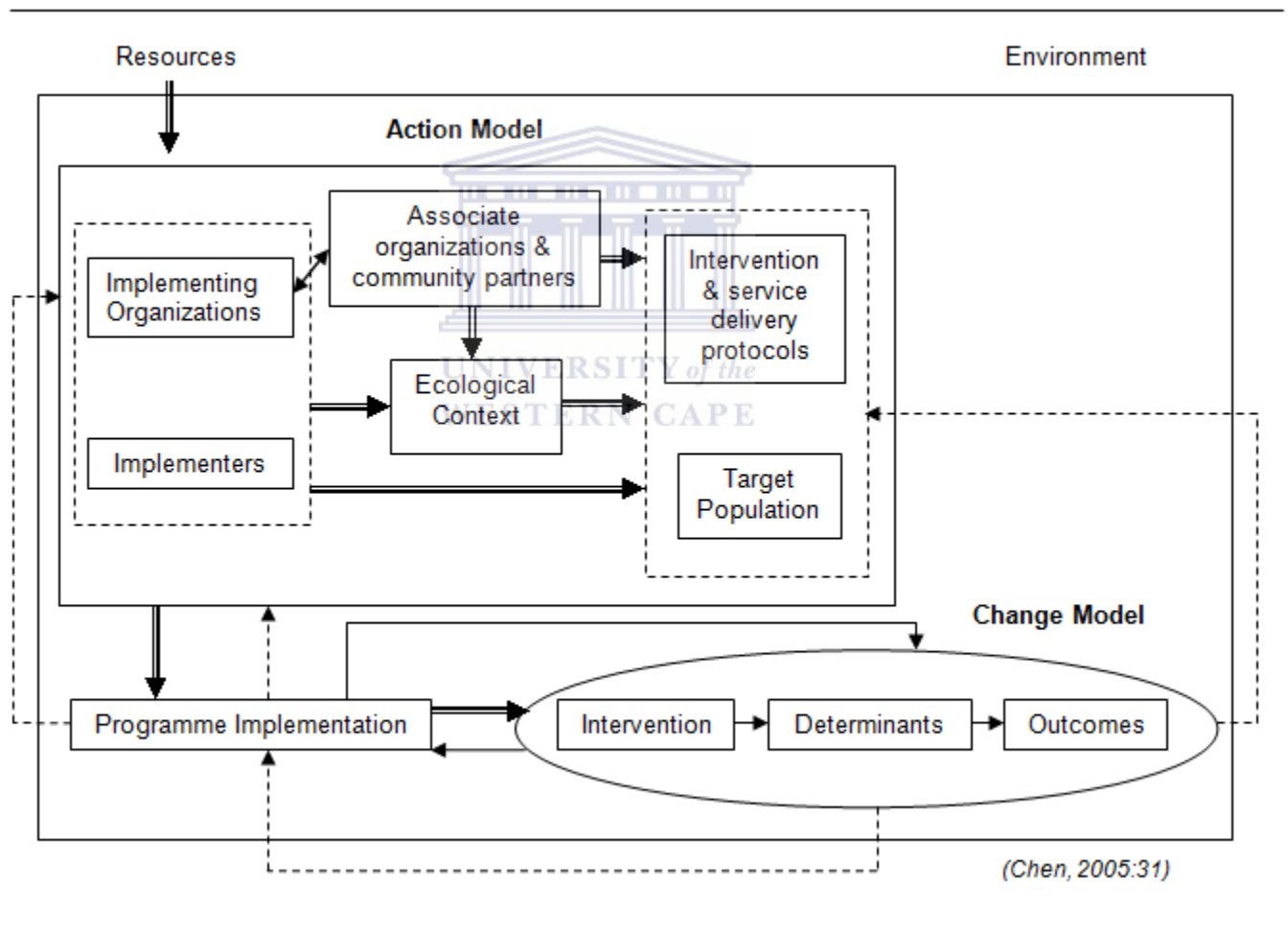
During the SAW training programme clarificatory evaluation, it was possible to identify all the different stakeholders who were involved in the identification and implementation of the programme. Therefore, the beneficiaries of this evaluation study results, at the end of the study, were the SAW training programme accredited provider's staff (who implemented the programme) as well as the SAW training programme funder. Stakeholders in this context were those who were directly responsible for the implementation of the objectives of the SAW training programme, identification of the stakeholders was an important step that assisted with the groundwork preparation for the data collection, as they presented possible sources of data from which information could be obtained.

The first question under Sub-objective 2 has been dealt with in this section, as well as in Chapter Four. Descriptions of the SAW training programme action model – and whether this model supported the SAW training programme change model – are dealt with in the remaining part of this chapter.

5.5.2. The SAW training programme action and change models

Chen’s (2005) programme theory conceptual framework, which was discussed in Chapter Three, was used as a framework to describe the action and change models of the SAW training programme. This addressed the remaining two questions under Sub-objective 2, which dealt with what action model was needed for the success of the SAW programme – and whether the SAW training action model supported the change model of the programme. Chen’s programme theory conceptual framework is shown again below for ease of reference.

Figure 4: Chen’s programme theory conceptual framework



Chen’s framework assisted with the identification and description of the resources and support (inputs) required for the SAW training programme action model, which led to the design of the

change model that related to the SAW training programme overall objective. The outcomes of the SAW training programme were due to the joint effect of implementation of the action model and the factors in it that are indicated in the aforementioned diagram.

The SAW training resource requirements were a) human resources: project staff, trainers (facilitators), mentors, assessors, moderators and trainees; b) the funder of the SAW training programme; c) training materials; d) formative and summative assessment forms, questionnaires and interview schedules; e) SAW training overview documents, brochures and newsletters; and f) training material (curriculum) and training reports. Human resources consisted of a project coordinator, facilitators, mentors, assessors and moderators. The action model could be implemented once the resources were mobilised (Chen, 2005:30–35).

The SAW training programme action model that was developed indicated that the accredited provider was the implementing organisation and the human resources mentioned above were the SAW training programme implementers. This represented the first dotted-line box in Chen's (2005:31) conceptual framework. The accredited provider together with the implementing agents (human resources) of the SAW training programme collaborated with the funder, the Health and Welfare Sector Education and Training Authority (HWSETA) and the South African Council for Social Service Professions (SACSSP) to develop the SAW training programme curriculum. This material (discussed in Chapters Three and Four) covered a SAW training programme overview and environment and the nine modules for the SAW training programme.

The above process was carried out in order to provide a service to the learners, who were the SAW training programme target population, indicated by the second dotted-line box in Chen's (2005:31) framework. In order for the SAW training programme to be effective, its action model had to be sound and its change model plausible; in other words, the SAW training programme activities needed to be coordinated, reach the target group and provided adequate exposure to the group (Chen, 2005:30). Implementation of the action model (inclusive of all its factors) was what could lead to the activation of the change model (programme theory) (Chen, 2005:30–32). This is dealt in Chapter Six, in a discussion of the SAW training programme implementation evaluation results.

The discussion presented above with regard to the SAW training programme conceptual framework, together with the comprehensive discussion of: a) the South African SWP shortage challenges (see Chapter Two), b) the SAW training programme (see Chapter Three), and c) the SAW training programme logic models and overall programme theory-of-change model (see logic model addenda) all warrant the conclusion that the SAW training programme action model did indeed support the programme's change model.

The first two sub-objectives of the SAW training programme evaluation study, which relate to the clarificatory evaluation, have been discussed in this chapter. In the next chapter the third sub-objective of the study, related to the SAW training programme implementation evaluation, will be discussed.



CHAPTER SIX

SOCIAL AUXILIARY WORKER TRAINING PROGRAMME IMPLEMENTATION EVALUATION DESIGN, METHODOLOGY AND RESULTS

6.1. Introduction

This is the second and last chapter dealing with the empirical part of the Social Auxiliary Worker (SAW) training programme evaluation study. The first two sub-objectives, relating to the clarificatory evaluation study carried out on the SAW training programme, were dealt with in Chapter Five. The focus in this chapter is on the implementation (process) evaluation study relating to the third sub-objective mentioned in Chapter Five, namely the design, methodology and results of the SAW training programme evaluation study, leading to the fourth sub-objective, namely judgements and conclusions about the SAW training programme. Mention was made in Chapter Four that “...process evaluation designs aim to answer the question of whether or not an intervention or program has been properly implemented, whether the target group has been adequately covered and whether the intervention was implemented as designed...” (Mouton, 2001:158). Wholey, Hatry & Newcomer (2010:68–69) made mention of the four-stage approach to programme evaluation; this approach of developing evaluation questions for each of the four stages was adopted in this SAW training programme implementation evaluation study.

In this chapter, the implementation evaluation methodology, data collection methods and results pertaining to each of the research questions formulated for the third and fourth of the SAW training programme evaluation study, are discussed. The third sub-objective aimed to evaluate the extent to which the SAW training programme was well implemented. For this sub-objective, the following four evaluation research questions were developed: 1) Is the SAW training programme serving the right target group? 2) What is the opinion of the participants of the SAW training programme? 3) Is the SAW training programme producing the expected outputs? 4) Is the SAW training programme producing its intended short-term outcomes? The fourth sub-objective aimed to provide conclusions about the extent to which the SAW training programme

was achieving its objectives, together with judgements with regard to the delivery of the SAW training programme and will be dealt with in the last part of this chapter. For this sub-objective, the evaluation questions developed were: 1) Is the SAW training programme meeting its implementation goals and targets? 2) What are the SAW training programme's strengths and weaknesses? 3) What are the areas of the SAW training programme that need improvement?

6.2. SAW training programme implementation evaluation methodology

Mouton (2001:159) pointed out the use of multiple methods of data collection in programme evaluation studies. These methods included: a) structured methods, such as questionnaires; and b) less structured methods, including individual and focus group interviews as well as content analysis of documents. These methods were applied in the SAW training programme implementation evaluation; data for the evaluation was collected by using both: i) qualitative (e.g. interviews, questionnaires, tasks and assignments (formative assessment) results of the learners); and ii) quantitative (e.g. questionnaires, exam (summative assessment) results methods.

This implementation evaluation study involved only the 2009 learner intake from the Eastern Cape for the SAW training programme, which formed the unit of observation and analysis for this evaluation. Firstly, it was an implementation evaluation, which therefore focused only on the short- and medium-term outcomes of the SAW training programme. The long-term outcome (impact) of the programme was not included in this evaluation. Secondly, the SAW training programme was evaluated for the first time, thus the choice of an improvement evaluation purpose. In order to explain what was evaluated, it was important to look at the outputs and outcomes of the SAW training programme. The following framework of analysis (data matrix) was therefore applied, derived from the SAW training logic models that were developed during the clarificatory evaluation phase of this study.

6.2.1. The data matrix aspects of the SAW training programme implementation evaluation

This data matrix was derived from the SAW training programme logic models used with the development of the aspects for evaluation. Table 12 below indicates these different aspects developed for the relevant objectives (i.e. thirteen Exit Level Outcomes (ELOs)) quoted from the SAQA qualifications framework for the SAW training programme (SAW SAQA, 2012: ID 23993; CEFA, 2010).

Table 12: The SAW training programme data matrix

Matrix	Aspects for evaluation
Demonstrate a basic understanding of the South African social welfare context, the policy and practice of developmental social welfare services and the role of the SAW within this context.	Learners' ability to: <ul style="list-style-type: none"> – Describe the social welfare context, including the principles and characteristics of the developmental paradigm. – Describe the South African social welfare context with an understanding of the need to implement the developmental approach to service delivery. – Assess the social service programme and identify and incorporate the fundamental developmental approach principles. – Describe precisely how social welfare policies are formulated and accepted.
Define and demonstrate an understanding of the purpose of social auxiliary work and the role and function of SAW in relation to a social worker within the South African social welfare context.	Learners' ability to: <ul style="list-style-type: none"> – Clearly define social auxiliary work and social work and highlight the differences between the two and their relationship with each other. – Accurately highlight the fundamental elements that provide support and complementary service to social workers. – Pinpoint the substantial elements of the critical role of the occupation within the social welfare context.
Demonstrate a basic understanding of human behaviour, relationship systems and social issues.	Learners' ability to: <ul style="list-style-type: none"> – Explain human behaviour in terms of the human life cycle and clearly describe the nature, extent, cause and impact of pertinent social issues from an SAW perspective. – Identify the importance, type and nature of human relationships. – Develop and maintain a professional relationship

Matrix	Aspects for evaluation
	with client systems.
Work effectively as a SAW to address the special needs and problems experienced by at least three of the priority focus groups in social welfare.	Learners' ability to: <ul style="list-style-type: none"> - Describe the social and physical conditions/circumstances that have an impact on people's social functioning. - Demonstrate correctly the role of an SAW in conjunction with other professionals in assisting people with special needs. - Implement SAW interventions effectively with at least three of the priority focus groups.
Demonstrate self-awareness regarding personal capacities, attitudes and skills and a willingness to develop them further under the supervision of a social worker.	Learners' ability to: <ul style="list-style-type: none"> - Plan to address weaknesses and build skills, and show a clear motivation to develop personal capacities, attitudes and skills under the guidance of a social worker. - Work as a SAW under the supervision and guidance of a social worker.
Consistently reflect the values and principles contained in the South African bill of the rights of 1993 and the social work profession's code of ethics in service delivery as a SAW.	Learners' ability to: <ul style="list-style-type: none"> - reflect concern for and commitment to social justice, respect for human diversity and protection of human rights in their practice. - Provide service delivery that consistently reflects ethical and professional practice, relationships and attitudes.
Use appropriate resources in service delivery to client systems.	Learners' ability to: <ul style="list-style-type: none"> - Demonstrate a basic knowledge of a range of resources for the type of service delivery involved. - Demonstrate a basic knowledge of the kind of appropriate resources made effective according to accepted procedure. - Demonstrate a basic knowledge of the type of networking that supports the client system.
Provide an efficient research and administrative support service to the social worker.	Learners' ability to: <ul style="list-style-type: none"> - Explain the importance of efficient administration and management in an organisational setting. - Explain the types of practice that reflect an understanding of the composition and procedures of meetings. - Describe the nature, value and processes of introductory research. - Explain the SAW's role as supportive to that of the social worker.
Keep precise records of and compile accurate reports on social needs and social auxiliary work activities and file them appropriately.	Learners' ability to: <ul style="list-style-type: none"> - Identify the necessity for accurate record keeping and reporting as well as appropriate interventions by the

Matrix	Aspects for evaluation
	social work team. - Identify the SAW's scope of practice related to records and reports and meet the required standard for clarity, efficiency, effectiveness and purpose.
Implement appropriate social auxiliary work methods and techniques to address the socio-economic needs of client systems.	Learners' ability to: - Describe the basic theory of communication from an SAW perspective - Incorporate appropriate social services plans for intervention to individuals, families, groups and communities. - Show effective and appropriate use of communication skills in working with individuals, families, groups and communities. - Demonstrate appropriate use of basic knowledge of the dynamics of working with individuals, families, groups and communities.
Work effectively with social workers and members of multidisciplinary/-sectoral teams in social service delivery.	Learners' ability to: - Describe the purpose and value of the team approach. - Describe the role and functions of multidisciplinary/-sectoral teams and identify social work team members' roles and the ethics of teamwork.
Demonstrate a basic knowledge of financial matters related to social auxiliary work.	Learners' ability to: - Explain the elements related to the funding of social services according to organisational context. - Explain their understanding of procedures and methods for budgeting, financial administration and accountability when working in an organisation and with clients' money. - Explain the scope and procedures regarding all types of social security grants and demonstrate consistent accountability practice in terms of financial budgeting, procedures and administration.
Understand basic policies, legislation and organisational functioning and possess the ability to respond as an SAW in community development within the team context	Learners' ability to: - Identify personal strengths, attitudes and weaknesses as an SAW with clarity and maturity. - Plan to address weaknesses and build skills, and show a clear motivation to develop personal capacities, attitudes and skills under the guidance of a social worker. - Demonstrate a willingness to work as a SAW under the supervision and guidance of a social worker and a clear understanding of what this entails.

Once the above evaluation aspects had been developed, the next step was to identify: a) which of these aspects should be evaluated, and b) how they should be included in the interviews, questionnaires and content analysis (e.g. SAW training documents and learners' formative and summative assessment documents and papers). Data concerning the content of the SAW training programme was collected from programme brochures, minutes of meetings, training programme reports, training manuals and administrative records. Focus group discussions were set up with the SAW training programme stakeholders after identification of the relevant aspects for evaluation. This was done in order to better understand each of the evaluation aspects and the context in which they were to be assessed. Furthermore, these focus group discussions allowed for the introduction of the planned learner questionnaire and the interviews to be conducted with the SAW training recipients. These focus group discussions resulted in different levels of understanding of the SAW training evaluation aspects and the measurement thereof; they therefore created an opportunity for obtaining further input from the SAW training programme stakeholders before the commencement of data collection.

6.3. Compiling the SAW training programme implementation evaluation questionnaire

A 'tailor-made' questionnaire was developed for feedback from the participants in the SAW training programme implementation evaluation. Oppenheim (1992:100) mentions that a questionnaire has the ability to measure a phenomenon and, as such, that it is an appropriate and very important tool for data collection. Thus, a questionnaire was used in this study as a data collection tool. Filter questions were used at times to determine the subsequent questions to ask. Both open- and closed-ended questions were used in the questionnaire. The closed-ended questions were divided into questions with two alternatives, as well as questions with multiple choices (Sudman & Bradburn, 1989:291).

In developing the questionnaire, two decisions were made. First, the questionnaire had to be as short as possible, in order not to overstretch respondents, thus possibly compromising the achievement of good responses. Second, there had to be as many open-ended questions as possible, in order to ensure a better understanding of the perceptions and opinions of the learners

with regard to the SAW training programme. After development of the questionnaire, it was presented to the SAW training programme stakeholders for final agreement on input coverage of the aspects for evaluation, together with possible rephrasing of items to promote the clarity of questions in the questionnaire.

6.3.1. Questionnaire design

Questionnaire design was the final step before operationalisation of data gathering. According to Babbie & Mouton (2005:233), research variables are operationalised when researchers ask people questions to gather data. Consequently, questionnaires could probably disclose as many statements as questions; if both were used, the researcher would have more flexibility (Babbie & Mouton, 2005:233). Neuman (2006:277) stated the following two key principles for good questions: “1) ...avoid confusion, and 2) keep the respondent’s perspective in mind...” The author illustrated these principles by suggesting the things to avoid in designing a questionnaire are: a) jargon, abbreviations and slang; b) confusion, vagueness and ambiguity; c) prestige bias and emotional language; d) double-barrelled questions; e) leading questions; f) questions that are beyond the respondent’s capacity; g) false premises; h) questions about distant future intentions; and i) double negatives and overlapping or unbalanced response categories (Neuman, 2006:278–281).

Two types of questions are found in questionnaires: i) open-ended questions – to which the respondent gives his or her own answer, and ii) closed-ended questions – to which the respondent selects or rates an answer from a provided list. Closed-ended questions are popular owing to their uniformity, since they make the data collection process easier, but their shortcoming lies in the researcher’s structuring of the responses. Consequently, two structural requirements must be met: 1) “...response categories provided should be exhaustive, and 2) answer categories must be mutually exclusive...” (Babbie & Mouton, 2005:234). Punch (2005:95–98) points out that validity of an instrument is about inference. Thus the validity question only applies to the inferences we draw from what we observed. Three approaches apply to instrument validation: 1) content validity, 2) criterion-related validity, and 3) construct

validity. In the design of the SAW training programme evaluation questionnaire, the above factors pointed out by Babbie & Mouton (2005), Punch (2005) and Neuman (2006) were taken into consideration.

The SAW training evaluation questionnaire consisted of questions which covered aspects presented above in Table 12, which constituted the foundation of the data matrix for the SAW training programme implementation evaluation. Furthermore, the questionnaire aimed to assess the perceptions and opinions of the learners with regard to the SAW training programme content and its accredited provider. The results of the questionnaire are presented in the second half of this chapter.

The next section, which deals with the presentation of the results of the implementation evaluation of the SAW training programme, presents the results of the content and questionnaire analysis; a discussion of the results follows.

6.4. Results of the content analysis of the SAW training programme implementation evaluation

The SAW training programme implementation evaluation results presented in relation to Section 6.2 above (see Table 12) dealt with the aspects for evaluation and the sources of data collection. This ensured progressively reducing the extent of the data feed-back into the overall SAW training programme logic models format. Where appropriate, extracts from administrative and programme documents, minutes and interviews are presented in the following section, which deals with the SAW training programme modules of the accredited provider. Presentation of evidence and findings is followed by judgement as to the extent to which each of the Training Objectives have been met in terms of the ELOs of the SAW training programme framework of SAQA (2012, ID 23993).

6.4.1. Module 1: The South African social welfare context

Module 1 related to the successful achievement of the following two objectives (ELOs: Objective 1: Demonstrate a basic understanding of the South African social welfare context, the policy and practice of developmental social welfare services and the role of the social auxiliary worker within this context; and Objective 2: To define and demonstrate an understanding of the purpose of social auxiliary work and the role and function of a social auxiliary worker in relation to a social worker within the South African social welfare context.

Enabling learners to demonstrate a basic understanding of the knowledge, purpose, role and functions of the SAW within the South African social welfare context was done through implementation of the theoretical and practical components of Module 1: The South African social welfare context of the SAW training programme. Thus the evaluator wanted to assess the information contained in the learning material, as well as the process followed to assess the level of equipping learners with an understanding of the knowledge, purpose, role and function of the SAW within the South African social welfare context. This information was obtained from material such as the learners' workbooks, practical assignment questions and examination questions related to the SAW SAQA (2012, ID 23993 framework assessment criteria, together with the learners' performance levels found in the summative results files (CEFA, 2012).

Activities related to both Objectives, together with outputs and outcomes relevant to Module 1 of the SAW training programme, described in detail in Chapter Four, are presented in the respective logic models annexed to this thesis. The evaluation judgements about the extent to which each objective has been met are presented in the next section, as well as in the consolidated Table 13 further below.

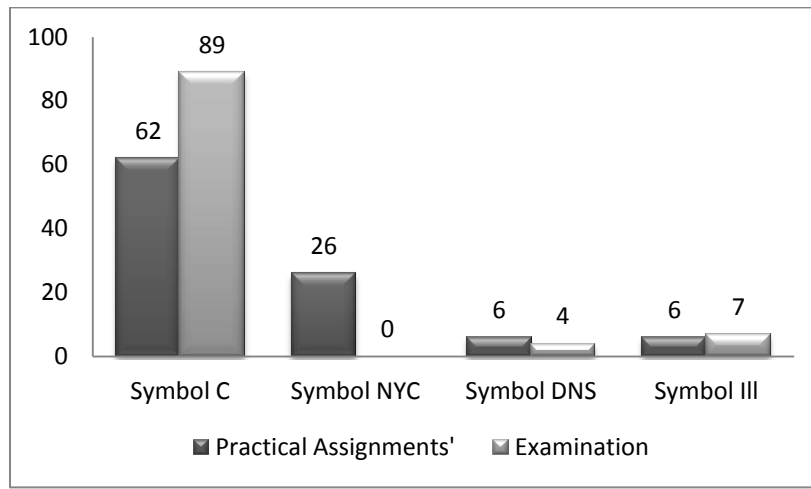
6.4.1.1. Evaluation evidence related to outputs for Objectives 1 and 2, related to knowledge and understanding of the South African social welfare context

In order to make judgements about the achievements of Objectives 1 and 2, evidence was gathered from the accredited provider's SAW training programme documents, such as learner workbooks, practical assignment questions and examination questions – covering topics linked to the requested associated assessment criteria for SAW qualification framework. Likewise,

evidence was found in the pre- and post-test questionnaires. Learners' marks and summative results files and reports related to the outputs for Objectives 1 and 2, were then also assessed. Further evidence with regard to learners' performance was found in the summative examination results files and the progress reports.

The assessment topics relevant to Module 1 in which the learner had to become competent included: i) describe the social welfare context, including the principles and characteristics of the developmental paradigm; ii) describe the South African social welfare context with an understanding of the need to implement the developmental approach in service delivery; iii) assess the social service programme and identify and incorporate the fundamental developmental approach principles; iv) the SAW's role in the South African social welfare context; v) social welfare policies formulation and the developmental paradigm; vi) the differences between the SAW and the social worker and their relationship with each other; vii) the fundamental elements that provide support and complementary service to the social worker; viii) substantial elements of the occupation's critical role within the social welfare context; ix) social welfare versus social work; x) the meaning of a healthy community; xi) an eco-systemic approach to communities; xii) fundraising; xiii) introduction to the South African social welfare context and key concepts; xiv) the Millennium Development Goals (MDGs) and social exclusion; xv) the Domestic Violence Act 116 of 1998; and xvi) the White Paper for Social Welfare (CEFA, 2010). The first type of evidence showed that the learning material content indeed covered – and was in conformity with – the SAQA (2012, ID 23993) SAW qualification assessment criteria for the outputs and outcomes for Objectives 1 and 2. Additional evidence gathered in this regard related to learners' performance in the practical assignments and examination. Data results of the Learners' practical and examination performance for the South African social welfare context are presented in the figure 5 below

Figure 5: Learners’ practical and examination performance for the South African social welfare context



Symbols: C = Competent; NYC = Not yet Competent; DNS = Did Not Sit (or Attempt); Ill = Ill. These symbols apply also to the further charts shown below.

The data in the bar chart depicted above shows that learners performed overall very well (89%) in their examinations (theoretical assessments), but less well (62%) in their practical assessments. These percentages could have improved later as Learners who were marked NYC had the opportunity to resubmit and rewrite their practical assignments and examination.

The evidence presented in this section enabled the researcher to that: a) learning did occur through the outputs of Module 1; thus the outcomes linked to Objectives one and two were achieved; and b) this learning that took place was in conformity with the SAW SAQA (2012, ID 23993) assessment criteria – i.e. the standards applied to assess Objectives one and two. Objectives 3, 4 and 5 are presented in the next section. In Section 6.5.3 the above findings for Objectives one and two are validated or refuted based on the results from the questionnaire for the SAW training programme implementation evaluation.

6.4.2. Module 2: Human behaviour

Module 2 was linked to the following three objectives to be achieved: Objective 3 – aimed at the learner ability to demonstrate a basic understanding of human behaviour, relationship systems

and social issues; Objective 4 – linked to the learner capability of having to work effectively as a SAW to address the special needs and problems experienced by at least three of the priority focus groups in social welfare; and Objective 5 – which required from the learner a requirement to demonstrate self-awareness regarding personal capacities, attitudes and skills and a willingness to develop them further under the supervision of a social worker. The evaluator therefore had to assess the learners' basic understanding of human behaviour, relationship systems and social issues, their ability to work effectively as SAWs in addressing special needs, and their self-awareness regarding personal capacities, attitudes and skills and willingness to develop these further (CEFA, 2010).

To assess how well Objectives 3, 4 and 5 were met, the evaluator outlined their relevant outputs and outcomes as per the theory-of-change model and respective logic models (shown as addenda to this thesis), which were described in Chapter Four. Secondly, the content of the SAW training documents (see Section 6.4.1) was analysed. Questions from the questionnaire were also used; their results are discussed in detail in Section 6.5.

Assessing the content of the learning material, outputs and outcomes for the above objectives enabled the evaluator to make judgements based on the evidence with regard to achievement of these objectives. The next section, presents Examples of evidence for the evaluation judgements.

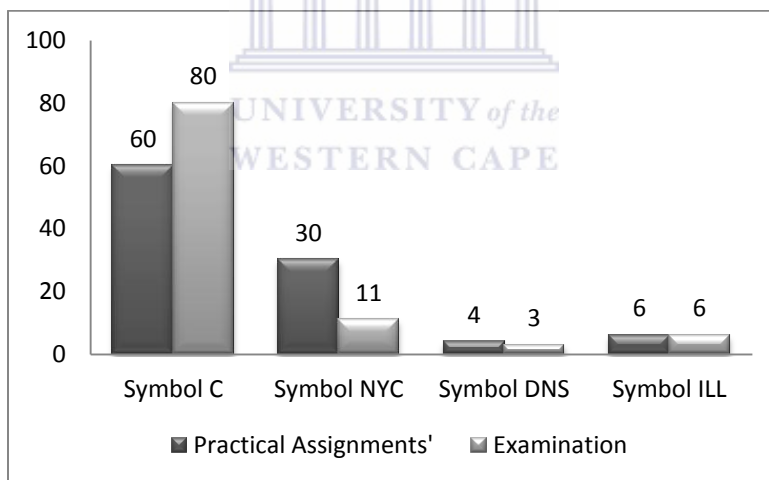
6.4.2.1. Evidence for the implementation evaluation of outputs for Objectives 3, 4 and 5 related to human behaviour

The implementation evaluation data gathering process presented evidence with regard to the learning material topics which were covered in practical assignments and exam questions, as well as in the pre- and post-test questionnaires. These topics included: i) human behaviour; ii) the human life cycle; iii) the nature, extent, cause and impact of pertinent social issues from a SAW perspective; iv) the importance, type and nature of human relationships; v) development and maintenance of a professional relationship with client systems; vi) social and physical conditions/circumstances and a basic understanding of the impact thereof on people's social functioning; vii) the role of the SAW in conjunction with other professionals in assisting people with special needs; viii) effective SAW interventions with at least three of the priority focus

groups; ix) human functioning and human development; x) human problems and challenges and the problem-solving process; xi) a system of people and context; xii) the mentally healthy person; xiii) abuse; xiv) Max-Neef's wheel of fundamental human needs; xv) developmental tasks; xvi) stages in the family life cycle; xvii) HIV/AIDS; and xviii) the causes of unemployment (CEFA, 2012).

These topics were linked to the SAW SAQA (2012, ID 23993) qualification framework required associated assessment criteria – previously described in Chapter Four. Learners' performance evidence – found in the summative results files, the funder progress report, the programme report and the memoranda – were then assessed and aligned with the evaluation data. The results of which are presented below in Figure 6 below.

Figure 6: Learners' practical and examination performance for Module 2: human behaviour



As in the previous bar chart further above, the data in this bar chart shows that learners performed mostly better in their examination than in their practical assignments; higher percentages were marked NYC, fewer were marked C. Thus, learners performed again, as was the case with Figure 5 – Objectives 1 & 2, much better in the examination than in the practical assignments.

The evidence presented above contributed to the judgement by the evaluator that that learning did occur with regard to Objectives 3, 4 and 5 in relation to the SAQA (2012, ID 23993) required associated assessment criteria. However, the practical application of the learning was not at the same standard than that of the theoretical learning component of the Modules presented thus far. The next section will present objective six which link to Module 3 of the SAW training program. In Section 6.5.3 the above findings will be validated or refuted based on the results from the questionnaire for the SAW training programme implementation evaluation. The evaluator's conclusions and judgements for Module 2 are presented in a consolidated programme Table (Table 13) towards the end of this chapter.

6.4.3. Module 3: The judicial system

Module 3 of the SAW training programme was linked to Objective 6, which required from the learner to consistently reflect the values and principles contained in the South African bill of the rights of 1993 and the social work profession's code of ethics in service delivery as a social auxiliary worker.

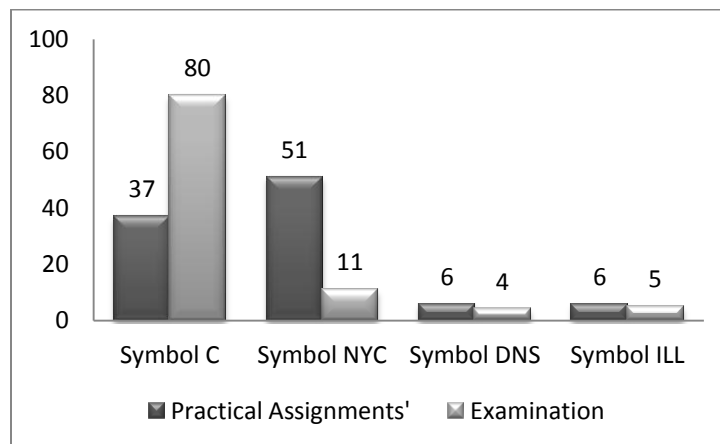
The outputs and outcomes related to this Objective were dealt with in the same manner as described for the previously indicated Objectives – and as a result the conclusions and judgements for Module 3 by the evaluator, outlined in the theory-of-change logic model presented in Chapter Four, will also be presented in the same manner. Again the SAW training programme documents mentioned in Section 6.4.1, as well as the assessment criteria (described in Chapter Four) for Module 3, were analysed in the same manner to find the necessary evidence. The pre- and post-test questionnaire was assessed, as well as the learners' marks and summative results files and reports related to the outputs for Objectives 6 – linked to Module 3, were assessed. Again, further evidence with regard to learners' performance was found in the summative examination results files, the funder progress report, programme report and memorandums. The following section will discuss some evidence found in the abovementioned

documents and the remaining evidence will be presented at the end of this chapter as supporting evidence towards the final conclusions and judgements of the evaluator for this Module 3.

6.4.3.1. Evaluation evidence for the outputs of Objective 6, related to the knowledge and understanding of the judicial system

All available learning documents and training materials with regards to Objective 6 were assessed enabling the evaluator to make judgement and conclusion on evidence found for the outputs and outcomes of Objective 6. Aspects for evaluation were cross-referenced between the learning materials, practical assignments questions and examinations questions; and the SAQA (2012, ID 23993) associated assessment criteria for the SAW training programme. The learners' performance was also assessed as to make judgement and conclusion for evidence of this objective. The questionnaire results are dealt with in Section 6.5.2. The learner's performance of this Objective showed that: in practical assignment 37 % of learner's obtained a C (competent) symbol, 51% obtained an NYC (not yet competent) symbol, 6% obtained a DNS (did not submit) symbol and 6% were ill (ILL symbol). In the examination of this Module, 80% obtained a C symbol, 11% obtained an NYC symbol, 4% obtained a DNS symbol and 5% were ill. This performance evidence is indicated in Figure 7 below.

Figure 7: Learners' practical assignments and examination performance for Module 3 - the judicial system



The data in this bar chart illustrates that learners yet again did not perform as well in their practical assignments as in their (theory) examinations. Evidence from the documents used for assessment showed that Module 3 seemed to be more difficult than the other Modules, as legislation can be a challenging topic for learners to translate into practice. This was the first time that learners had been introduced to such material, and they did not have any background concerning the subject matter (topic). The accredited provider had foreseen this and, as a result, some additional measures were put in place – such as: a) the facilitators needed to ensure that learners had a thorough understanding of the terminology (thus dealing with the language barrier and new terminology); b) the facilitators discussed each practical assignment with the learners during the theoretical sessions to prepare them for their tasks; c) the mentors needed to ensure that each learner had a clear understanding of what was expected of him or her in each assignment – and needed to pay attention to learner motivation in completing assignments. Furthermore, the accredited provider stated recommendation was that “... mentors need to pay attention to learner motivation in completing the second assignment. Mentors are to be requested to assist learners to understand specially Section B of all practical assignments ... and ... follow up on possible reasons for the decrease in the level of performance in the practical assignments for Module 3 ...” (CEFA, 2010:12).



However, learners still did not perform well in the practical assignment component of this Module. Learners indicated to mentors, at the time, that the practical assignments were phrased in such a way that they could respond in a closed-ended manner. In addition, it was found that learners were not allowed to spend any time during work hours on the practical assignments (CEFA 2010:1). They had to conduct the interviews with social workers and community members after hours. This made it very difficult for them to comply with the requirements of the practical assignment, as people of the community and social workers were not readily available after normal working hours. Learners were also very concerned that they were not able to comply with the amount of practical hours of the training programme. It seems, also, that learners were confused about what activities they could put in their logbooks in order to comply with the required hours. Some learners indicated that they were working as child care workers and, according to their mentors, were not allowed to log time spent on performing such duties as

practical hours. Learners were also under the impression that they were not allowed at all to log activities of their current work duties as practical hours – and were therefore concerned that they would not meet the required practical hours for the training programme (CEFA, 2010:1).

This information, provided by the learners at the time, resulted in the accredited provider allowing learners with a NYC rating to repeat their assignments. This time the assessor reformulated the assignment questions and added guiding information to give learners who had obtained a NYC symbol a clearer indication of the expected responses; mentors were asked to ensure that learners were comfortable and clear as to what was expected of them. Learners were thus guided more clearly and enabled to be more successful in redoing their practical assignments; this resulted in a 50 % pass rate in their second attempt (CEFA, 2010:12-13).

The evaluator concluded that the learning material was covered in the practical assignment and examination questions – and that it conformed with the SAQA (2012, ID 23993) qualification framework assessment criteria relevant to Objective 6. Even though the practical assignments were challenging, the evidence showed that measures mentioned above ensured that the pass rate of learners increased. The evaluation questionnaire results, to validate or refute the findings, are dealt with in Section 6.5.2. The final conclusions and/or judgements for Objective 6 are provided in a consolidated form, together with all other Objectives, in Table 13 in the last part of this chapter.

6.4.4. Module 4: Communication

Module 4 was linked to Objective 7 – aimed at learners being able to use appropriate resources in service delivery to client systems, as well as the aspects and process involved in using those resources. This Module also consisted of both a theoretical and a practical component, as described in the previous chapter as well as in the theory-of-change and logic models shown as addenda to this thesis. Content analysis was applied to assess the evidence from the SAW training programme learning material and other documents mentioned earlier, as well as assessing the learners' performance with regard to their practical assignments and examination.

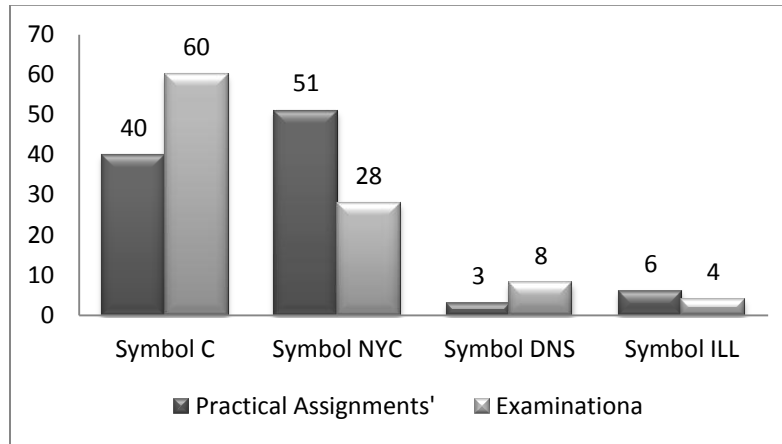
Conclusions formed and judgements made by the evaluator were derived from assessment of whether there was evidence of the outputs and outcomes being implemented, as well as the implementation of learning material content that had to be aligned to the outcomes. Thus the following aspects were assessed: 1) topics covered in the learning material – e.g. workbook, practical assignment questions and examination questions; 2) the extent to which the topics covered were linked to the SAQA (2012, ID 23993) qualification frameworks associate assessment criteria; and 3) learners’ performance in their practical assignment and examinations – drawn from the summative learner results files. Evidence found in the documents and the extent to which Objective 7 was met; are discussed in the next section.

6.4.4.1. Evaluation evidence related to communication outputs for Objective 7

The first type of evidence found was related to the learning material topics, which were covered in the practical assignments and examination questions, which were integrated into the assessment criteria (described in Chapter Four). These topics included: i) understanding and describing communication; ii) communication skills; iii) fundamentals of working with groups; iv) process of group phases; v) solving problems in groups; vi) techniques for working with a group and individual; vii) conducting group sessions; viii) roles and tasks regarding group work for the SAW; ix) the communication process; x) questioning; xi) techniques and types of listening; xii) principles of interpersonal communication; xiii) barriers to communication; xiv) advantages and limitations of group work; xv) public communication; xvi) paying attention to the pre-group planning phase; xvii) analysing the SAW’s communication behaviour; xviii) basic knowledge of a range of resources for the types of service delivery; and xix) the type of networking that supports the client system.

The second type of evidence found was related to learners’ performance in the practical assignments and examination, as indicated in Figure 8 below.

Figure 8: Learners' performance in the practical assignments and examination for communication



Once again these percentages in this bar chart indicated that learners did not perform as well in their practical assignments (40%) as in their examination (60%). The evidence assessed for this Module did, however, enable the evaluator to conclude that learning did take place with regard to Objective 7 – and that the learning material was aligned to the outputs and outcomes required to be achieved by learners. As with the previous Modules, validation of the findings for this Module 4 was based on the evaluation questionnaire results, together with the results presented in the consolidated Table 13 towards the end of this chapter.

6.4.5. Module 5: Research

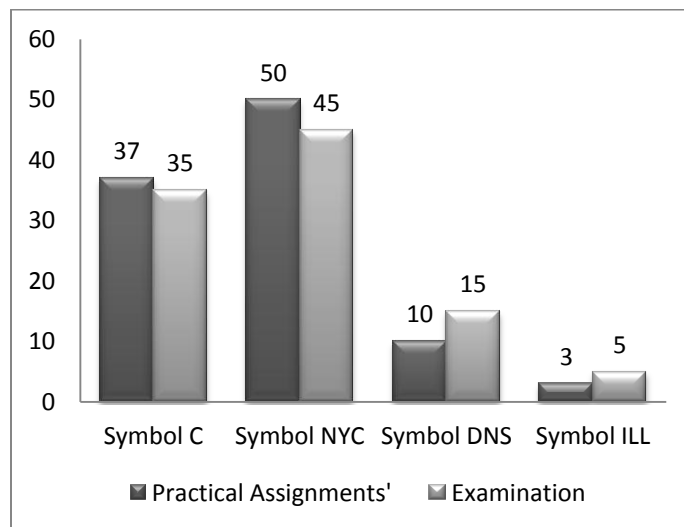
Module 5 related to conducting basic research linked with Objective 8 of the SAQA (2012, ID 23993) SAW qualifications framework. Objective 8 aimed at providing the learner with the knowledge and skills needed to provide an efficient research and administrative support service to the social worker. The outputs and outcomes for Objective 8 were outlined in the theory-of-change model and logic models (shown as addenda to this thesis); they were also described in Chapter Four. In order for the evaluator to make judgements regarding this Objective, the following data assessments were applied: 1) content analysis of the learning material related to

Objective 8; 2) the extent to which the learning material of Module 5 covered the topics which related to the SAQA (2012, ID 23993) SAW qualification framework associated assessment criteria; 3) the extent to which the practical assignments and examination questions papers covered topics in the learning material; and 4) the performance of learners in their practical assignments and examination for this Objective. Examples of evaluation evidence for the evaluation judgements and the elaborative conclusions and judgements are presented below.

6.4.5.1. Evaluation evidence related to outputs for Objective 8.

The first type of evidence with regard to Objective 8 was found in the Module learning material linked to the SAQA (2012, ID 23993) associated assessment criteria, as well as to the practical assignments and examination question papers. This evidence included the following topics: i) what research was about; ii) description of the research process and methods; iii) ethical considerations; iv) the role and task of the SAW related to research; v) key objectives of research and components of the research report; and vi) administrative tasks of a SAW during a research project. The second type of evidence related to learner performance in their practical assignments and examination, which were found in the summative examination results files and the funder progress report, the programme report and in memoranda. Learner performance evidence is presented in the next Figure 9.

Figure 9: Learners’ practical assignments and examination performance for Research



By contrast with the results shown in the previous bar charts, in Research marginally more learners (37%) were marked C in their practical assignments than in their examination (35%). However, in the practical assignments a high 50% of the learners were found to be NYC; 45% with the examination. Thus, on average, learning in the two components for this Module only took place with 48% of the learners.

The evaluator found that the learning material topics were implemented and covered in the practical assignments and examination questions, as well as being linked to the SAQA (2012, ID 23993) associated assessment criteria. Content analyses data findings from the programme documents indicated that the accredited provider made provision for the NYC 50 % of learners to resubmit and rewrite the assignments and examination. The mentors of these learners were instructed to re-explain the subject, so as to improve the learner performance in both the practical assignments and the examination. The elaborative conclusions and judgements relevant to this Module are validated or refuted in Section 6.5.3 of this chapter. It is important to note already that judgements are closely related to the extent to which the learners were able to bring the theory into practice by means of the practical assignments – which is a fundamental WIL component of the SAW training programme (CEFA, 2010:3).

6.4.6. Module 6: Report writing.

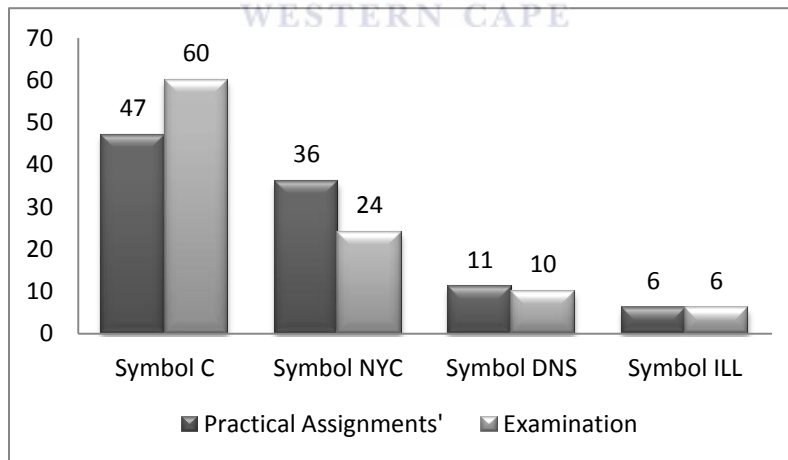
Module 6 focused on report writing and was linked to the successful achievement of Objective 9 of the ELOs for the SAW qualification at NQF Level 4. The aim of Objective 9 was to: a) equip learners with the ability to keep precise records; b) compile accurate reports on social needs and social auxiliary work activities; and c) file the records appropriately (SAW SAQA, 2012, ID 23993:3). Assessment of Objective 9 was by the extent to which learners kept precise records, compiled accurate reports on social needs and social auxiliary work activities – and filed them appropriately. The outputs and outcomes related to Objective 9 were described in Chapter Four; they were also diagrammatically indicated in the theory-of-change and logic models shown as addenda to this thesis. Even though this Objective only related to one output, it was still necessary for the evaluator to find evidence in this regard and these are presented next.

6.4.6.1. Evaluation evidence related to the output for Objective 9.

The first evidence found was that the learning material topics were covered in the practical assignment questions and examination questions. These topics included: i) the function of report writing; ii) the types of reports written by the social worker and the SAW; iii) the format for report writing; iv) report reflection; v) the requirements for writing a good report; vi) the handling and storage of reports; vii) determining who may write and sign a report; viii) the necessity for accurate record keeping and reporting as well as interventions by the social work team; ix) the SAW's scope of practice related to records and reports; and x) meeting the required standards for clarity, efficiency, effectiveness and statement of purpose.

The second set of evidence related to the learning materials topics, with regard to their associated assessment criteria set by the SAQA (2012, ID 23993) SAW qualifications framework. The third (and last) set of evidence was the assessment of learners' performance in their practical assignments and examination – presented in the bar chart below.

Figure10: Learners' performance in the practical assignments and examination for report writing



This bar chart shows that here (as in most performance results) learners did relatively well in their examination (60 %) compared with their practical assignments (47%). Whilst learner performance was low, here again learners marked NYC were given the chance to resubmit and rewrite their practical assignments and examination. Findings for validating or refuting

Objective 9, based on the results from the questionnaire for the SAW training programme implementation evaluation, are shown in Section 6.5.3.

6.4.7. Module 7: Intervention strategies.

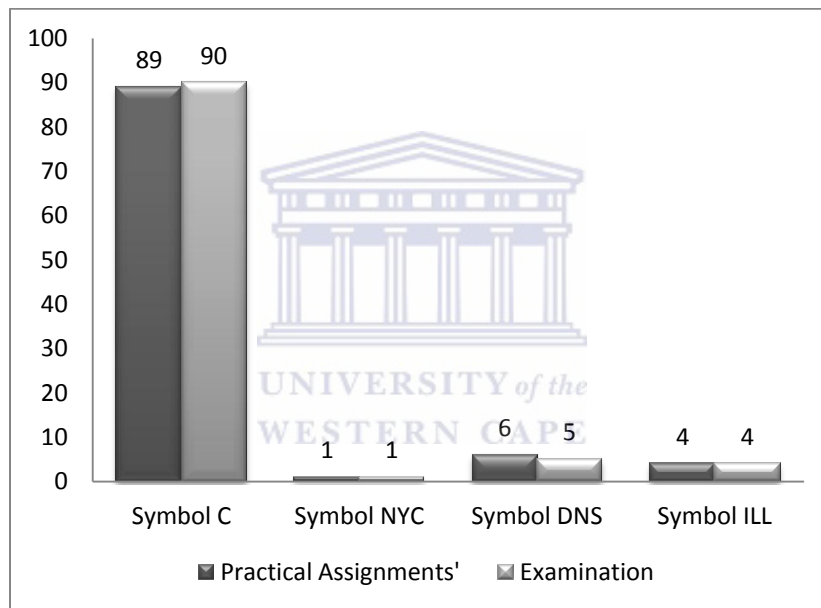
Module 7 related to the successful achievement of Objective 10: to implement appropriate social auxiliary work methods and techniques to address the social needs of client systems; and Objective 11: to work effectively with social workers and members of multidisciplinary and sectoral teams in social service delivery (SAW SAQA, 2012, ID 23993:3). Learner knowledge and skills development was done during the implementation of the learning material associated to these two Objectives in the SAW training programme. The evaluator to assess: a) whether these above Objectives were achieved, b) the content of information disseminated in the learning material for these Objectives; c) whether the learning material had been aligned with SAQA (2012, ID 23993:4) associated assessment criteria; and d) the extent to which the learners' performed well in their practical assignments and examination for this Module. The activities, outputs and outcomes of both Objectives, relevant to Module 7 of the SAW training programme, were described in detail in Chapter Four, as well as also presented in the theory-of-change and logic models addenda of this thesis. Brief evaluation judgements are presented below; the elaborative conclusions and judgements for Module 7 are presented towards the end of this chapter.

6.4.7.1. Evaluation evidence related to outputs for intervention strategies

Three sets of data were collected for evaluation evidence relevant to Module 7. The first set of evidence focused on the learning material topics which had to be covered in the practical assignment questions and examination questions. These topics included: i) helping project process phases; ii) interview phases and skills; iii) budgeting; iv) drawing up a household budget and financial accounting; v) community development and community work; vi) community work phases and processes; vii) characteristics and functions of a meeting; viii) portfolio development; ix) presentation/public speaking; x) methods in social work; xi) community profile (resources identification); and xii) fundraising.

The second set of evidence was linked to the extent to which the above-mentioned topics were aligned to the required SAQA (2012, ID 23993: 4) associated assessment criteria. The third set of evidence assessed the extent to which the learners performed well in their practical assignments and the examination of the topic for this Module 7 and is presented in Figure 11 below.

Figure 11: Learners’ performance in the practical assignments and examination for intervention strategies



This bar chart shows that learners, for the first time in the training programme, did very well both in their practical assignments and their examination. The evaluator could conclude from the content analysis of the learning material for Objectives 10 and 11 that the learning content had been implemented in accordance with meeting these Objectives, as there was evidence that learners could use appropriate social auxiliary work methods and techniques to address the social needs of client systems – and that they were working effectively with social workers and members of multidisciplinary and sectoral teams in social service delivery. There was also evidence that the learning content was linked to the SAQA (2012, ID 23993:4) assessment

criteria for the outcomes of Objectives 10 and 11. Furthermore, learners' performance in the practical assignments and examination showed very good results, which implied that the learning material content was understood and well applied by the learners.

Another possible reason for the better performance by learners could have been due to the cumulative training of mentors, by now more than in the previous Modules – as shown by the accredited provider's progress and mentor report findings. This resulted in: 1) mentors being better able to integrate their professional experience and stimulating the work environment, so creating a climate for optimal learning; 2) mentors acting more as role models for the learners in their ethical orientation as social auxiliary worker ; 3) mentors better sharing their knowledge and skills, as well as investing more in the training programme; and 4) learners being better instructed by mentors, with improved clarification from mentors about their practical assignments and daily activities (CEFA, 2010: 2). In the reports relevant to Objectives 1 to 9 it was recorded that mentors agreed that they had problems to: "...control their learners, ...brushing up on their acts, ...taking ownership of the mentor's guide and guideline of what was expected of them as mentors..." (CEFA, Progress Report, 2010:11).

The evidence above contributed to the judgement that learning did occur with regards to Objectives 10 and 11. The elaborative conclusions and judgements are presented in Section 6.5.3, where findings are validated or refuted based on the evaluation questionnaire results of the SAW training programme.

6.4.8. Module 8: Project management

Module 8 of the SAW training programme was linked to Objective 12 of the SAQA (2012, ID 23993:3) ELOs – aimed at demonstrating a basic knowledge of matters related to social auxiliary work (SAW SAQA, 2012, ID 23993:3). To assess this Objective, content analysis of learning material was used from the documents referred to earlier. This content analysis focused on: 1) assessing whether the learning material was incorporated in the practical assignments and the

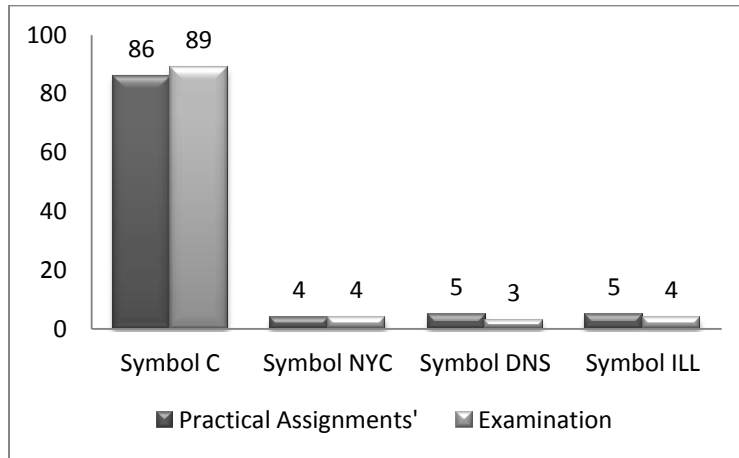
examination questions; 2) whether the learning material for this Objective was linked to the SAQA associated assessment criteria used as a benchmark to assess the learning programme aligned to the SAQA (2012, ID 23993) qualification framework for SAW; and 3) how the learners performed in practical assignments and examination relevant to Module 8.

The outputs and outcomes linked to Objective 12 were addressed in Chapter Four and the addenda attached to this study. Evidence had to be gathered relevant to the outputs and outcomes for Objective 12 in order to reach conclusions and make judgements with regard to the extent to which the Objective was met. The next section will discuss Examples found in the programme documents relative to this Objective are discussed in the next section.

6.4.8.1. Evaluation evidence related to the outputs for Objective 12

The evidence found related to the learning material covered in the practical assignments and examination questions, which also had to be aligned with the SAQA (2012, ID 23993:4) associated assessment criteria. The topics covered in the learning material for this Module included: i) a definition of the programme and project; ii) steps of the project cycle; iii) origin of project ideas; iv) a description of a project; v) the role, characteristics, responsibilities, tasks and abilities of a project manager; vi) the effective project team; vii) the project concept; viii) monitoring and evaluation of the project; ix) elements of project management; x) formulation of project goals and aims; xi) funding for a project; xii) procedures and methods for budgeting, financial administration and accountability in an organisation; xiii) and scope and procedures regarding all types of social security grant procedures and administration (CEFA, 2010:4). The next section deals with the set of evidence relating to the results found from the learners' performance in their practical assignments and examination is presented in the next section.

Figure 12: Learners' performance in the practical assignments and examination for project management



Here again the bar chart shows that learners for the second time, round did very well in both their practical assignments and their examination; the accredited provider progress reports again pointed out that this performance was related to the same mentor reasons mentioned for Module 7 above (CEFA, 2010:2-3). Furthermore, the progress report (2010) indicated that: i) all role players especially the facilitators and mentors were committed, participated and dedicated in their tasks; ii) facilitators and mentors had ensured that learners understood the terminology (language barriers and new terminology) which resulted in learners understanding well the practical and theoretical questions; iii) facilitators had discussed the practical assignments with learners during the theoretical session, so as to prepare them for the tasks; and iv) mentors ensured that each learner had a clear understanding of what was expected of him or her on each assignment. The accredited provider also reported that the link between the every-day activities of learners in the workplace and the underlying theories created opportunities for learners to develop, resulting in better learner performance (CEFA, 2010:2). The accredited provider was of the opinion that learners took ownership of their learning and argued that: "...it is evident that learners took their studies seriously and were committed to succeed and complete the study..." (CEFA, 2010:3).

From the evidence presented in this section, the evaluator could conclude that the content of the learning material for Objective 12 was applicable and relevant to the outcomes that the SAW

training programme aimed to achieve by means of this Objective. Learner performances in their practical assignments and examination showed that the content of the learning material was understood and applied by the learners, as they performed well in the practical assignments as well as the examination (CEFA, 2010:10 & Progress Report, 2010:11). This again was most likely due to the efforts made by the facilitators and mentors for this Module, by comparison to the first six (6) Modules of the training programme in which the learner performance was not as good. Later in this chapter, the above findings are validated or refuted based on the results from the questionnaire for the SAW training programme implementation evaluation.

6.4.9. Module 9: Community development

Module 9 was linked to the purpose of Objective 13, which was: a) to understand basic policies, legislation and organisational functioning; and b) to possess the ability to respond as a SAW in community development within the team context (SAW SAQA, 2012, ID 23993:3). The assessment of this Objective had to be aligned to the following SAW training programme topics: i) understanding of basic policies; ii) legislation and organisational functioning; and iii) the ability to respond as a SAW in community development within the team context (CEFA, 2010:4). The outputs and outcomes for Objective 13 were described in Chapter Four and outlined in the theory-of-change and logic models shown as addenda to this thesis. In order to reach conclusions and make judgements regarding the outputs and outcomes for Objective 13, an assessment had to be made as to whether there was evidence of the implementation of these outputs and outcomes, as well as application of the information in the learning material. The elaborative evaluation conclusion and judgement about the extent to which Objective 13 was met is presented towards the end of this chapter, as well as in the consolidated Table 13 further below.

Some evidence and brief evaluation judgements are presented below with regard to learner performance in their practical assignments and examination relevant to Objective 13. Such evaluation judgements were based on evidence collected and assessed from the content analysis

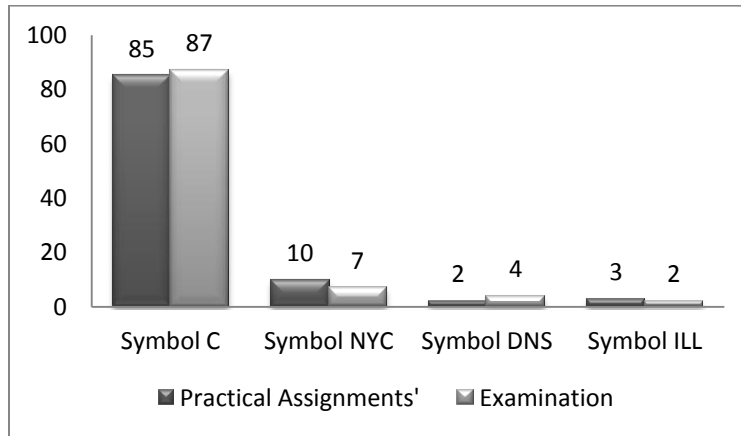
of the learning materials as well as the learner workbooks practical assignment questions and examination questions.

6.4.9.1. Evaluation evidence related to outputs for community development

The first type of evidence found was related to the learning material topics covered in the practical assignment questions and the examination questions – and integrated into the assessment criteria for this Objective (described in Chapter Four). These topics included: i) development; ii) the aim of community development; iii) the MDGs; iv) community's strengths; v) the concept of community development; vi) community participation; vii) the process of community development; viii) factors that influence the quality of people's lives; ix) ethical principles of community development; x) practical principles of community development; xi) components of social development; xii) phases in the process of community development; xiii) conducting non participatory observation; xiv) phases of the project cycle; and xv) people-centred planning (CEFA, 2010:4).

The second set of evidence for assessment related to learning materials for this Objective that had to be designed and implemented according to the required SAQA (2012, ID 23993) associate assessment criteria, which had to be aligned to the third set of evidence which focused on the learner performance in practical assignments and examination. Figure 13 below indicates the learners' performance in the community development practical assignments and examinations.

Figure 13: Learners' performance in the practical assignments and examination for community development



The bar chart shows that learners did well in both the practical assignments (85% C) and the examination (87% C). The evidence in the above bar charts contributed to the conclusions and judgements being made by the evaluator. The evaluator could conclude that the content of the learning material was implemented in accordance with the SAQA (2012, ID 23993) qualification framework ELO 13 and aligned with the associated assessment criteria prescribed in the qualification framework, which resulted in the learners understanding basic policies, legislation and organisational functioning as well as ability to respond as a SAW in community development within the team context. The response ability could again also be justified by the approach followed by the facilitators and mentors for the previous two Modules. Later in this chapter, these findings are validated or refuted based on the results obtained from the questionnaire for the SAW training programme implementation evaluation.

This section has thus far dealt with the actual formative and summative learner performance results with regard to the nine (9) Modules which integrated the thirteen (13) ELOs of the SAQA (2012, ID 23993) SAW qualifications framework at NQF Level 4. The next section deals with the perceptions and opinions of the learners with regard to the SAW training programme, as well as the accredited provider. At the end of the next section the consolidated results for the content

analysis (formative & summative results) are shown, together with the learners' perceptions of the SAW programme and accredited provider.

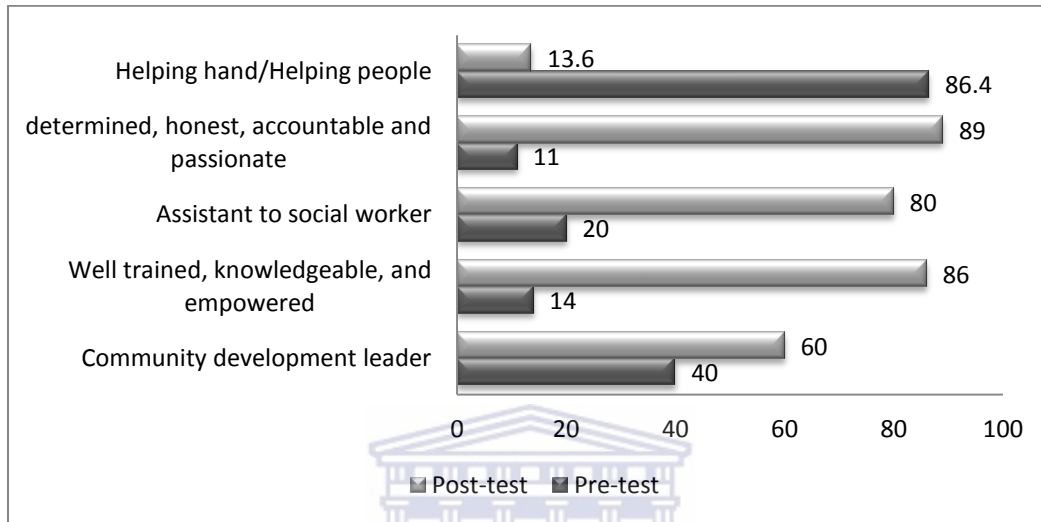
6.4.10. Results of learners' perceptions of a SAW and of the SAW training programme offered by the accredited provider

This section deals with the learners' perceptions of the SAW and the overall SAW training programme offered by the accredited provider. In order to determine the learners' perceptions of a SAW, the researcher started the evaluation by asking questions relevant to what the learners thoughts were regarding a SAW. This questioning was done before (pre-test) and after the SAW training (post-test). The pre- and post-test questionnaires consisted mostly of open-ended questions, which were coded using grounded theory in order to develop the categories and sub-categories for the data capturing, in order to produce the summative perception differences bar chart shown below (Babbie & Mouton, 2007:499; Creswell, 2009:13). The data was categorised and coded in relation to similarities, dissimilarities and omissions relating to learners' perceptions and thoughts with regard to the SAW.

The pre- and post-test measurement results enabled the researcher to track possible perception changes associated with a SAW as a result of the training. It can be seen from the bar chart below that there was a clear shift in learners' understanding of the roles and functions of a SAW. This shift related to a dominant initial perception in the pre-test of a SAW as a person helping people and lending a helping hand to a more professional understanding, after training, that a SAW is determined, honest, passionate and accountable, an assistant to the social worker and a well-trained, knowledgeable and empowered person with emphasis on community development. Mention was made in Chapter Two that the SAW had an essential role to play in helping the (SWP) address the socio-economic needs that communities face. This has been evidenced in the learners' perception that the SAW is an assistant to the SWP in community development. Yet, a SAW is also a well-trained, knowledgeable and empowered person in his or her own right, a requirement for being an assistant to a SWP involved in community development. The accredited provider had thus developed and implemented a SAW training programme with which learners

could be prepared to contribute towards the socio-economic needs and addressing of communities' poverty related issues. Figure14 below indicates the learners' perceptions before and after their training.

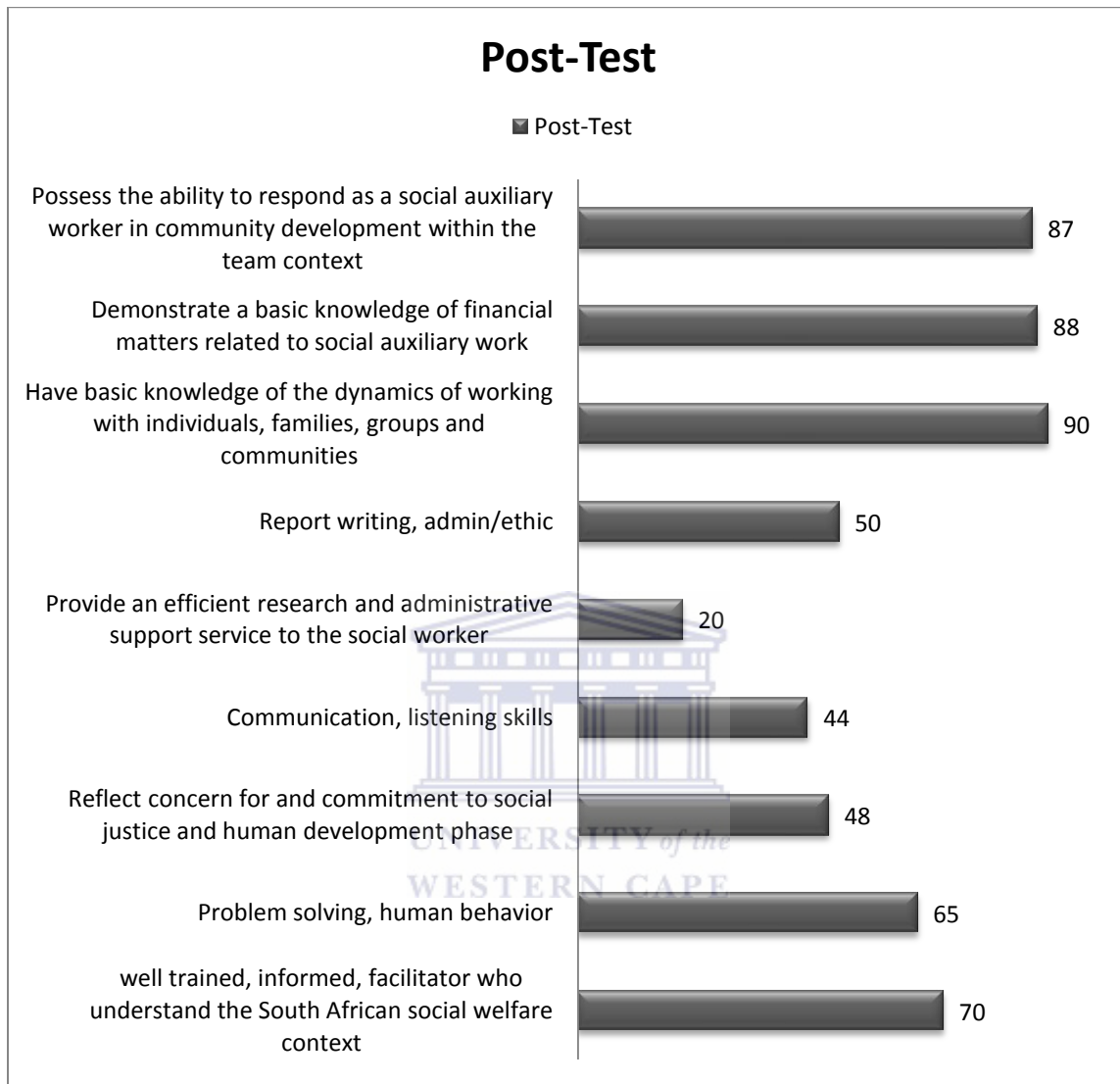
Figure 14: Learners' perceptions of a SAW



This bar chart shows the considerable change in learners' perceptions of a SAW during training.

Learners' perceptions regarding the training offered by the accredited provider were measured after completing the SAW training programme. Data from learners answers to the evaluator designed a questionnaire consisting of 27 questions and was clustered into nine (9) categories; the results are presented in Figure15 below.

Figure 15: Learners’ perceptions of the training offered by the accredited provider.

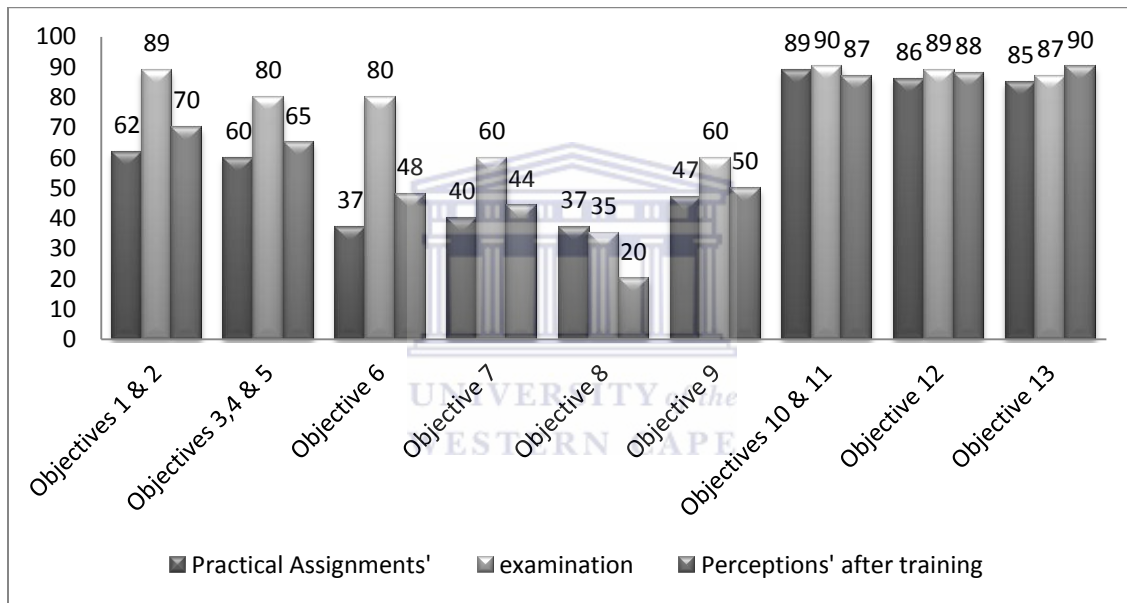


The evidence of this bar chart indicates that the learners gained a generally strong perception of the training provided for a SAW to become a social welfare professional in the community and in team action. Learners also gained a reasonably good perception of the facilitator input and the problem solving aspect, However, perceptions gained about the support aspects of the training – reports, research, communication and concern – were poor to marginal, indicating a need for the accredited provider to re-evaluate and, as necessary, revise and improve these aspects of their SAW training programme.

6.4.11. Consolidated results for SAW training programme content analysis, learners perceptions of the SAW training and opinions of the accredited provider.

Learners’ perceptions, together with their performance in their practical assignments and examination, are presented in the following consolidated chart (Figure16) and interpreted collectively.

Figure 16: Consolidated results of learners’ performance in and perceptions of the training offered by the accredited provider.



This bar chart shows that the learners performed much better in Objectives 10 & 11, 12 and 13 than in the other Modules and related Objectives; possible reasons were provided in previous sections of this chapter. These findings mean that the last Objectives achieved their purposes, both in theory and in practice – a finding confirmed by the learners’ post-training perceptions assessment. These results show that 87% of learners acquired the ability to respond as SAWs in a community development team context, 88% demonstrated a basic knowledge of financial matters related to social auxiliary work – and 90% have a basic knowledge of the dynamics of working with individuals, families, groups and communities.

For the earlier Objectives 1 to 6 this combined bar chart shows that learners generally achieved better results in their written exams than in their practical assignments – and that this was matched approximately by their final perceptions. In the main this showed that learners were well trained and informed, with a good understanding of the South African social welfare context in which they assist SWPs – and with an ability to solve problems in the context of human behaviour. Through the accredited provider’s SAW training programme training a considerable majority of learners had progressed towards becoming more experienced as professional as SAWs. However, the lower results achieved in the practical assignments indicate a need to re-evaluate – and perhaps revise – this content in the training programme. The relatively lower learner achievements for Objectives 7 to 9 also indicated cause for concern as to the value of the training programme content and/or its teaching effectiveness.

In terms of the above Objectives, the findings for Modules 1, 2, 7, 8 and 9 support the learners’ perceptions of the SAW, as illustrated in Figure 14. Learners believed that a requirement for becoming a SAW was that he or she should be well trained and informed, knowledgeable and empowered, determined, honest, accountable, passionate in professional commitment, provide a helping hand to others, be involved in community development and able to assist the SWPs.

The perceptions for Objectives 10 to 13 were reinforced by the argument made in Chapter Two by Leong and Kavang (2013:3) that WIL helps learners to develop a better perception of their personal and professional path than they might otherwise have, as it helps to ensure the expansion of learner knowledge of the world of work. WIL in the SAW training programme offered learners opportunities to apply the theories learnt in the classroom at the actual workplace whilst they continued to learn (Leong & Kavang, 2013:3). Such application helped to ensure that learners attained personal development and a sense of self-fulfilment (Harpe & David, (2011) cited in Leong & Kavang, 2013:2).

Poorer performances in some Objectives were identified as due to: 1) learners finding the learning materials and topics for these Objectives difficult and challenging to translate into practice; 2) it was the first time that learners were introduced to such material, and they did not have any background concerning the subject; 3) certain sections of the practical assignments

were phrased in such a way that the learners could respond in a closed-ended manner; 4) mentors were not well trained and could not guide and support learners through their studies; 5) mentors could not share their knowledge and skills, give clarification to the learners regarding practical assignments – and explain the terminologies which were barriers to better understanding of the Module(CEFA, 2010:2, 3) – and learners also could not link their every-day activities in the workplace to the classroom theories, in order to create development opportunities (CEFA, 2010:2); and 6) learners had expected that mentors would do their assignments, which resulted in learners not being committed, mature and owning their studies; mentors also gave information to learners very late regarding exams and theoretical sessions (Lead Coach Report, 2010).

The accredited provider also highlighted that the lower learner performances in practical assignments were due also to: 1) learners not using all opportunities to attain competency (C); 2) training materials were difficult to obtain; 3) assessments were harsh, 4) mentors were confused about the boundaries of their responsibilities; 5) the application of theory to a practical assignment was challenging; and 6) learners did not provide enough information in answering the assignments questions. It appeared that learners needed more explanations and details to understand their assignments than was not done for the above Objectives (CEFA,2010:16).

The problems identified above had jeopardized learners' attainment of their personal development and a sense of self-fulfilment. One of the ways forward could be an ongoing process of mentor training, for them to be able to support learners throughout their studies from the outset. As the mentors are able to help the learners with their every-day activities in the workplace, this should result in learners expanding their knowledge in the world of work, with better perception of their personal and professional path (Leong and Kavang, 2013:3). Consequently, learners would have enhanced opportunities to apply the theories learnt in the classroom in an actual workplace, whilst they continued to learn, thus improving their understanding and performance (Leong & Kavang, 2013:3). For the above Objectives, the accredited provider mentioned that: "... mentors agreed that they had a problem to control their learners, brushing up on their acts, taking ownership of the mentor's guide and guideline of what was expected of them as a mentor..." (CEFA, 2010:7).

Despite the problems identified above in meeting Objectives 1-13, it could be concluded from the evidence in Section 6.4 that: 1) the learning materials topics were covered in the practical assignment and examination; and 2) the learning materials were linked to the required SAQA (2012, ID 23993) SAW qualification framework associate assessment criteria – which were also fundamental standards for the implementation evaluation of SAW training programme.

Madhu (2009:652) suggested (see Chapter Two) that the shortage of SWPs could be solved by training and employing more SAWs – both to address the current workload problem of SWPs and to start SAWs out on their career path as prospective SWPs. The SAW is at the frontline of social development and transformation, especially in under resourced communities (SAQA, 2012, ID 23993:8). The SAW training programme of the accredited provider was a starting point which could help to start addressing the shortage challenge of SWAs and SWPs in South Africa.

This chapter has so far dealt with answering the questions which relate to Sub-Objective 3 of the study. Sub-Objective 4, which aimed to provide findings and judgements of the SAW training programme by the accredited provider, is dealt with in the remaining part of this chapter. This Sub-Objective presents a structured and concise representation of the findings, conclusions and judgements arrived at during the data assessment of Sub-Objective 3.

6.5. Implementation evaluation findings and judgements of the SAW training programme

The collective implementation findings and judgements tabled below, represent: 1) Objectives related to the nine Training Modules; 2) outputs and their related outcomes for each of the Modules; 3) implementation results; 4) conclusions, judgements and discussion with regard to recommendations for improving the SAW training programme. Table 13 presents the logic and theory-of-change models which were the end result of the clarificatory evaluation (described in Chapter Four). Mention was made at the beginning of this chapter that the purpose of the implementation evaluation was to assess whether: a) the project was implemented according to plan; b) the target group was adequately covered; and c) the project was properly implemented (Mouton, 2001:158). Thus the Table includes the results of the implementation evaluation that

were used and compared against the programme plan (theory-of-change). This is done in order to assess whether the programme was properly implemented and adequately covered its target objectives. Lastly, the Table presents the conclusions and judgements on the programme, derived from comparison between the implementation plan and the evaluation results of the actual implementation of the SAW training programme.



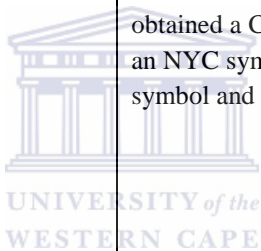
Table 13: Collective implementation evaluation findings, conclusions and judgements for the SAW training programme.

Objectives	Outputs and Outcomes	Implementation results	Judgements
<p><u>Objectives 1 & 2.</u></p> <p><u>Objective 1:</u> Demonstrate a basic understanding of the South African social welfare context, the policy and practice of developmental social welfare services and the role of the SAW within this context.</p> <p><u>Objective 2:</u> Define and demonstrate an understanding of the purpose of social auxiliary work and the role and function of a SAW in relation to a social worker within the South African social welfare context.</p>	<p><u>Outputs:</u> Introduction and key concepts; what is meant by a healthy community; a developmental approach to social welfare; an eco-systemic approach to communities; social welfare policy; and the role and task of the SAW.</p> <p><u>Outcomes:</u> Describe the social welfare context, including the principles and characteristics of the developmental paradigm; describe the South African social welfare context with an understanding of the need to implement the developmental approach to service delivery; assess the social service programme and identify and incorporate the fundamental developmental approach principles; describe precisely how social welfare policies are formulated and accepted; clearly define social auxiliary work and social work and highlight the differences between the two and their relationship with each other; accurately highlight the fundamental elements that provide support and complementary service to social workers, pinpoint the substantial elements of the critical role of the occupation within the social welfare context.</p>	<p>Evidence for the achievement of Objectives 1 & 2 showed that the learning material was covered in the practical assignment questions and examination questions and was in conformity with the SAQA assessment criteria for the outputs and outcomes for Objectives 1 & 2. Evidence related to learners' performance was also found in the practical assignments and examination. In the practical assignments, 62% of learners obtained a C (competent) symbol, 26% obtained an NYC (not yet competent) symbol, 6% obtained a DNS (did not submit) symbol and 6% were ill (ILL symbol). In the examination, 89% of learners obtained a C symbol, 0% obtained an NYC symbol, 4% obtained a DNS symbol and 7% were ill.</p>	<p>Evidence was found that learning had taken place in relation to Objectives 1 & 2 as the learning material was covered in the assignment questions and the examination questions and was integrated into the SAQA assessment criteria for Objectives 1 & 2. The learners' performance showed evidence of the extent to which learning had taken place as 62% obtained a C symbol in the practical assignments and 89% obtained a C symbol in the examination.</p> <p>For the learners' who got a NYC symbol in practical assignments and examination; the mentors' of these learners were instructed to re-explain the subject to improve their performance in the practical assignments and examination. The learning that took place was related to the SAQA assessment criteria for Objectives 1 & 2. Thus this Objective had been satisfactory.</p>
<p><u>Objectives 3, 4 & 5</u></p> <p><u>Objective 3:</u> Demonstrate a basic understanding of</p>	<p><u>Outputs:</u> Human functioning and human development; human problems: three challenges and the problem-solving process.</p> <p><u>Outcomes:</u> Explain human behaviour in terms</p>	<p>Evidence for the achievement of Objectives 3, 4 & 5 showed that the learning material was covered in the practical assignment questions and</p>	<p>Evidence was found that the SAQA assessment criteria were aligned with the learning material, and that this material was implemented and covered</p>

Objectives	Outputs and Outcomes	Implementation results	Judgements
<p>human behaviour, relationship systems and social issues.</p> <p><u>Objective 4:</u> Work effectively as a SAW to address the special needs and problems experienced by at least three of the priority focus groups in social welfare.</p> <p><u>Objective 5:</u> Demonstrate self-awareness regarding personal capacities, attitudes and skills and a willingness to develop them further under the supervision of a social worker.</p>	<p>of the human life cycle and clearly describe the nature, extent, cause and impact of pertinent social issues from a SAW perspective; identify the importance, type and nature of human relationships; develop and maintain a professional relationship with client systems; describe the social and physical conditions/circumstances that have an impact on people's social functioning; demonstrate correctly the role of a SAW in conjunction with other professionals in assisting people with special needs; implement SAW interventions effectively with at least three of the priority focus groups; plan to address weaknesses and build skills, and show a clear motivation to develop personal capacities, attitudes and skills under the guidance of a social worker, work as a SAW under the supervision and guidance of a social worker.</p>	<p>examination questions and was in conformity with the assessment criteria. Evidence of learners' performance was also found in the practical assignments and examination. In the practical assignments, 60% of learners obtained a C (competent) symbol, 30% obtained an NYC (not yet competent) symbol, 4% obtained a DNS (did not submit) symbol and 6% were ill (ILL symbol). In the examination, 80% of learners obtained a C symbol, 11% obtained an NYC symbol, 3% obtained a DNS symbol and 6% were ill.</p>	<p>in the practical assignment questions and examination paper questions. The implementation of the learning topics was assessed in the practical assignments and examination. It was found that 60% of learners were competent in the practical assignments and 80% were competent in the examination. This shows the extent to which learning has occurred, and the conclusion can be drawn that the objectives were satisfactory.</p>
<p><u>Objective 6:</u> Consistently reflect the values and principles contained in the South African Bill of Rights (1993) and the social work profession's code of ethics in service delivery as a SAW.</p>	<p><u>Outputs:</u> Introductory concepts and legislation impacting on social work and social auxiliary work; legislation impacting on social service delivery (provisions and relevance for the SAW); legislation impacting on social service delivery; the Children's Act 38 of 2005 and the 1993 Children's Amendment Bill; and legislation impacting on the working environment.</p> <p><u>Outcomes:</u> Reflect concern for and commitment to social justice, respect for human diversity and protection of human</p>	<p>Evidence was found that the learning material was covered in the practical assignment questions and examination questions and was in conformity with the SAQA assessment criteria for Objective 6. Evidence with regard to learners' performance was also found in the practical assignments and the examination. In the practical assignments, 37% of learners obtained a C (competent) symbol,</p>	<p>From the evidence, it could be concluded that the SAW learning material was covered in the practical assignment questions and examination questions and was in conformity with the SAQA assessment criteria for Objective 6. Thus, it could be concluded that the learning topics and material were implemented. In spite of poor performance in the assignments (only 37% of learners obtained a C symbol), 80% of learners obtained a C</p>

Objectives	Outputs and Outcomes	Implementation results	Judgements
	rights in practice; and provide service delivery that consistently reflects ethical and professional practice, relationships and attitudes.	51% obtained an NYC (not yet competent) symbol, 6% obtained a DNS (did not submit) symbol and 6% were ill (ILL symbol). In the examination, 80% of learners obtained a C symbol, 11% obtained an NYC symbol, 4% obtained a DNS symbol and 5% were ill.	symbol in the examination. The mentors' of learners' who got a NYC symbol were instructed to re-explain the subject to improve their performance in the practical assignments and examination. Yet, this Objective was not satisfactory
	<p><u>Outputs:</u> Introductory concepts and legislation impacting on social work and social auxiliary work; legislation impacting on social service delivery (provisions and relevance for the SAW); legislation impacting on social service delivery; the Children's Act 38 of 2005 and the 1993 Children's Amendment Bill; and legislation impacting on the working environment.</p> <p><u>Outcomes:</u> Reflect concern for and commitment to social justice, respect for human diversity and protection of human rights in practice; provide service delivery that consistently reflects ethical and professional practice, relationships and attitudes.</p>	<p>Evidence was found that the learning material was covered in the practical assignment questions and examination questions and was in conformity with the SAQA assessment criteria for Objective 6. Evidence with regard to learners' performance was also found in the practical assignments and the examination. In the practical assignments, 37% of learners obtained a C (competent) symbol, 51% obtained an NYC (not yet competent) symbol, 6% obtained a DNS (did not submit) symbol and 6% were ill (ILL symbol). In the examination, 80% of learners obtained a C symbol, 11% obtained an NYC symbol, 4% obtained a DNS symbol and 5% were ill.</p>	<p>From the evidence, it could be concluded that the SAW learning material was covered in the practical assignment questions and examination questions and was in conformity with the SAQA assessment criteria for Objective 6. Thus, it could be concluded that the learning topics and material were implemented. In spite of poor performance in the assignments (only 37% of learners obtained a C symbol), 80% of learners obtained a C symbol in the examination. The mentors' of learners' who got a NYC symbol were instructed to re-explain the subject to improve their performance in the practical assignments and examination. Yet, this Objective was not satisfactory.</p>
<u>Objective 7:</u> Use appropriate resources in service delivery to client systems.	<u>Outputs:</u> Understand communication and communication skills; fundamentals of working with groups and phases of the group process; solving problems in groups and	Evidence was found that the learning material was covered in the practical assignment questions and examination questions and was	Evidence was found that the learning material was covered in the practical assignment questions and examination questions and summative case study

Objectives	Outputs and Outcomes	Implementation results	Judgements
	<p>techniques (group and individual); conducting a group session; role and task regarding group work in social auxiliary work.</p> <p><u>Outcomes:</u> Demonstrate a basic knowledge of a range of resources for the type of service delivery involved; demonstrate a basic knowledge of the kind of appropriate resources made effective according to accepted procedure; and demonstrate a basic knowledge of the type of networking that supports the client system.</p>	<p>integrated into the assessment criteria for this Objective.</p> <p>Evidence related to learners' performance was also found in the practical assignments and examination. In the practical assignments, 40% of learners obtained a C (competent) symbol, 51% obtained an NYC (not yet competent) symbol, 3% obtained a DNS (did not submit) symbol and 6% were ill. In the examination, 60% obtained a C symbol, 28% obtained an NYC symbol, 8% obtained a DNS symbol and 4% were ill.</p>	<p>and was in conformity with the assessment criteria for the Objective. Evidence was also found that learners' average performance in the practical assignments was lower than their performance in the examination. In the practical assignments, 40% of learners obtained a C symbol while 60% obtained a C symbol in the examination. 51 % of learners got a NYC symbol in practical assignments while 28 % of learners got a NYC in examination. The mentors of these learners were instructed to re-explain the subject to improve their performance in the practical assignments and examination.</p> <p>Even though there is evidence that the learning topics were covered for this Objective, it should be concluded that the Objective was not achieved, as the performance evidence shows.</p>
<p><u>Objective 8:</u> Provide an efficient research and administrative support service to the social worker.</p>	<p><u>Outputs:</u> what research is about; the research process and ethical considerations; and the role and task of the SAW relating to research.</p> <p><u>Outcomes:</u> Explain the importance of efficient administration and management in the organisational setting; explain the types of practice that reflect an understanding of the composition and procedures of meetings; describe the nature, value and processes of introductory research; and explain the SAW's</p>	<p>Evidence found in the Module learning material with regard to Objective 8 showed that the learning topics were covered in the practical assignment questions and examination questions and were in conformity with the assessment criteria.</p> <p>Evidence related to learners' performance was also found in the</p>	<p>It could be concluded that the learning material and topics for this Objective were covered and implemented in the training for this Objective and that the learning topics were well structured. There was also evidence that the learning material was covered in the practical assignment questions and examination questions and was linked to the assessment criteria for this</p>



Objectives	Outputs and Outcomes	Implementation results	Judgements
	role as supportive to that of the social worker.	practical assignments and examination. In the practical assignments, 37% of learners obtained a C (competent) symbol, 50% obtained an NYC (not yet competent) symbol, 10% obtained a DNS (do not submit) symbol and 3% were ill (ILL symbol). In the examination, 35% of learners obtained a C symbol, 45% obtained an NYC symbol, 15% obtained a DNS symbol and 5% were ill.	Objective. Learners' performance in the practical assignments was low and examination too (only 35% obtained a C symbol. However, it is concluded that the Objective was not yet achieved as only 35 % obtained a C symbol in examination and 45 % of learners were not competent while in practical assignments 37 % got a C symbol and 50 % got a NYC symbol. It could be concluded that this Objective was not achieved. Yet provision was made for learners who were not yet competent that their mentors' re-explain the subject, resubmit and rewrite the assignments and examination. The mentors of these learners were instructed to re-explain the subject to improve their performance in the practical assignments and examination.
<u>Objective 9:</u> Keep precise records of and compile accurate reports on social needs and social auxiliary work activities and file them appropriately.	<u>Output:</u> Report writing. <u>Outcomes:</u> Identify the necessity for accurate record keeping and reporting as well as interventions by the social work team; identify the SAW's scope of practice related to records and reports and meet the required standard for clarity, efficiency, effectiveness and purpose.	Evidence was found that the learning topics were included in the practical assignment questions and examination questions and were in conformity with the assessment criteria for Objective 9. Evidence related to learners' performance was also found in the practical assignments and examination. In the practical assignments, 47% of learners obtained a C (competent) symbol,	It could be concluded that the content and focus of Objective 9 appear to be less achievable and satisfactory to the outcomes that the SAW training aims to achieve through this Objective. For the learners who got a NYC symbol, their mentors were instructed to re-explain the subject to improve their performance in the practical assignments and examination. Although the learners' performance was low, they had an opportunity to



Objectives	Outputs and Outcomes	Implementation results	Judgements
		36% obtained an NYC (not yet competent) symbol, 11% obtained a DNS (did not submit) symbol and 6% were ill (ILL symbol). In the examination, 60% of learners obtained a C symbol, 24% obtained an NYC symbol, 10% obtained a DNS symbol and 10% were ill.	resubmit and rewrite the practical assignments and examination to improve their performance. This Objective had been achieved even though the learners' performance was low.
<p><u>Objectives 10 & 11</u></p> <p><u>Objective 10:</u> Implement appropriate social auxiliary work methods and techniques to address the social needs of client systems.</p> <p><u>Objective 11:</u> Work effectively with social workers and members of multidisciplinary/-sectoral teams in social service delivery.</p>	<p><u>Outputs:</u> Primary methods and secondary methods.</p> <p><u>Outcomes:</u> Describe the basic theory of communication from a SAW perspective; incorporate appropriate social services plans for intervention to individuals, families, groups and communities; show effective and appropriate use of communication skills in working with individuals, families, groups and communities; and demonstrate the appropriate use of basic knowledge of the dynamics of working with individuals, groups and communities. Describe clearly the understanding of the purpose and value of the team approach; and describe the role and functions of multidisciplinary/-sectoral teams and identify social work team members' roles and the ethics of teamwork.</p>	<p>The learning material seemed to be covered in the practical assignment questions and examination questions and to be in conformity with the assessment criteria for Objectives 10 & 11.</p> <p>The extent to which learners applied the learning material is clear from their performance in the practical assignments and examination. In the practical assignment, 89% of learners obtained a C (competent) symbol, 1% obtained an NYC (not yet competent) symbol, 6% obtained a DNS (did not submit) symbol and 4% were ill (ILL symbol). In the examination, 90% of learners obtained a C symbol, 1% obtained an NYC symbol, 5% obtained a DNS symbol and 5% were ill.</p>	<p>There is evidence of the learning content being implemented for Objectives 10 & 11 in the use of appropriate social auxiliary work methods and techniques to address the social needs of client systems as well as evidence of learners working effectively with social workers and members of multidisciplinary/-sectoral teams in social service delivery. The learning content was linked to the assessment criteria for these Objectives. The learning material was covered in the practical assignment questions and examination questions. The learners' performance in the practical assignments and examination shows good results, which means that the learning material was understood and implemented by the learners. Thus, it is concluded that Objectives 10 and 11 have been achieved. For the 1% of learners' who got respectively a NYC symbol in examination and practical</p>

Objectives	Outputs and Outcomes	Implementation results	Judgements
			assignment, their mentors' had to re-explain the subject and re-write and re-submit the practical assignments and examination.
<p><u>Objective 12:</u> Demonstrate a basic knowledge of financial matters related to social auxiliary work.</p>	<p><u>Outputs:</u> Social work programme and projects and the project cycle. <u>Outcomes:</u> Explain the elements related to the funding of social services according to organisational context; explain the understanding of procedures and methods for budgeting, financial administration and accountability when working in an organisation and with clients' money; and explain the scope and procedures regarding all types of social security grants and demonstrate consistent accountability practice in terms of financial budgeting, procedures and administration.</p>	<p>Evidence for achieving this Objective was found in that the learning material was covered in the practical assignment questions and examination questions and was in conformity with the assessment criteria for Objective 12. Evidence from the learners' performance shows that in the practical assignments, 86% of learners obtained a C (competent) symbol, 4% obtained an NYC (not yet competent) symbol, 5% achieved a DNS (did not submit) symbol and 5% were ill (ILL symbol). In the examination, 89% of learners obtained a C symbol, 4% obtained an NYC symbol, 3% obtained a DNS symbol and 4% were ill.</p>	<p>It could be concluded that the content of the learning material for Objective 12 was applicable and relevant to the outcomes that the SAW training programme aimed to achieve by means of this objective. The learners' performance in the practical assignments and examination showed that the content of the learning material was understood and applied by the learners as they performed well in the practical assignments and examination. Learners who were not yet competent were given an opportunity to resubmit and rewrite the practical assignments and examination. The above evidence is satisfactory regarding the achievement of Objective 12. Yet for the learners who got a NYC symbol, their mentors' had to re-explain the subject and learners had to re-write their practical assignments and examination.</p>
<p><u>Objective 13:</u> Understand the basic policies, legislation and organisational functioning and possess the ability to respond as a SAW</p>	<p><u>Outputs:</u> Identify personal strengths, attitudes and weaknesses as a SAW with clarity and maturity; plan to address weaknesses and build skills, and show a clear motivation to develop personal capacities, attitudes and</p>	<p>It was evident that the learning material for this Objective was covered in the practical assignment questions and examination questions and was in conformity with the</p>	<p>The conclusion to be drawn from assessing the learning material content is that learners had the ability within the team context to respond as an SAW in community development. The</p>

Objectives	Outputs and Outcomes	Implementation results	Judgements
<p>in community development within the team context.</p>	<p>skills under the guidance of a social worker; demonstrate a willingness to work as a SAW under the supervision and guidance of a social worker and a clear understanding of what this entails.</p> <p>Outcomes: Identify personal strengths, attitudes and weaknesses as an SAW with clarity and maturity; plan to address weaknesses and build skills, and show clear motivation to develop personal capacities, attitudes and skills under the guidance of a social worker; and demonstrate a willingness to work as an SAW under the supervision and guidance of a social worker and a clear understanding of what this entails.</p>	<p>assessment criteria.</p> <p>Likewise, it was also evident that learners were competent regarding their performance in the practical assignments and examination. In the practical assignments, 85% of learners obtained a C (competent) symbol, 10% obtained an NYC (not yet competent) symbol, 2% obtained a DNS (did not submit) symbol and 3% were ill (ILL symbol). In the examination, 87% of learners obtained a C symbol, 7% obtained an NYC symbol, 4% obtained a DNS symbol and 2% were ill.</p>	<p>competency of learners in the practical assignments and examination was evidence that the learning material content was understood and applied. Thus, Objective 13 achieved its aim.</p>

6.6. Summative Conclusions

In this chapter a synthesis of the data collected from the three sources of content analysis, from the interviews with the accredited provider's staff – and from questionnaires put to the learners in the SAW training programme – has been presented on two levels. The first level, presented in Section 6.4, dealt with the content analysis and interview results from the accredited provider's documentation and staff. Results obtained at this first level were presented in relation to the aspects for evaluation relative to each of the objectives for the SAW training programme. Conclusions regarding these results were drawn up and presented as an assessment of each outcome.

The second level of analysis was dealt with in Section 6.5, where results from the implementation assessment of the training programme were presented. The data for this assessment was gathered by means of data obtained from a questionnaire put to the learners in the evaluated SAW training programme. The aim at this level of analysis was to verify and compare the planned training programme as against its actual implementation, in order to draw conclusions and present judgements of the SAW training programme.

The evaluated SAW training programme enabled learners to become competent in the knowledge and skills necessary for learners to support SWPs in contributing towards addressing poverty in the communities, as well as to find employment. Education and skills training, such as that to be obtained in the SAW training programme, could create a way in which to fight poverty and to improve one's sense of wellbeing – provided that the skills involved are translated into productive capacity leading to poverty reduction (King & Palmer, 2006:63). The SAW training programme is one of the ways open to resolving the problems caused by the shortage of SWPs.

The competencies with which SAW learners needed to be equipped were stated to be the reason for the accredited provider developing and implementing the SAW training programme (see Chapter Two), so that learners could be fully prepared to contribute effectively towards addressing the socio-economic needs and poverty issues in communities. This study found that such competencies were achievable through implementation of the

evaluated SAW training programme curriculum in its design with a WIL component – whereby learners learn by doing.

In April 2013, Social Development Minister Ms Bathabile Dlamini stated (see Chapter Two) that there was a need for Government to hasten the recruitment, training and retention of appropriately trained social workers and other social services professionals, as they were the people working at grassroots level to improve both access to social development services and the quality of their delivery (Republic of South Africa DSD, 2013). The SAW training programme is one of the answers to this statement of intent made by the Minister. Likewise, Madhu (2009:652) suggested that the shortage of SWPs could be resolved by training and employing more SAWs to address the current workload problems of the SWPs – and that this training could as well start SAWs out on a career path process as prospective SWPs. The SAW training programme is thus a twofold programme which provides answers to the social welfare challenges faced in South Africa.

The two levels of analysis of the accredited provider's SAW training programme, inclusive of data results findings, conclusions drawn, and judgements made, were set out in a comprehensive Table in the previous section. This Table indicated the identified strengths and weaknesses of the SAW training programme in its alignment with the planned training objectives. It was clear that the planned capacity building of the SAW training programme had clearly achievable and worthwhile outcomes, but that there was room for improvement in some areas , such as WIL and research.

Finally, the overall longer term purpose or impact of the SAW training programme could not be measured as yet, due to impact studies only being possible once the qualified learners have applied the knowledge and skills gained in their training in the communities they serve for three to five years; only then can the impact value of their training on change in poverty and socio-economic challenges be assessed.

Regarding the purpose and respective values of improvement orientated evaluations, the results obtained from this evaluation study may inform the process of improving and adjusting the programme for more effective and comprehensive implementation in the future. The findings evaluated in this study showed that the evaluated SAW training programme did

equip learners to become effective professional assistants to SWPs, thereby helping resolve the problems of overloaded SWPs and their critical numbers shortage. However, improvements in training were indicated in support areas such as research, as well as in applying classroom theory in workplace practice. The longer term question of whether the SAW training programme contributes effectively towards supporting SWPs in addressing the socio-economic needs and poverty challenges in communities can only be answered during the next evaluation (outcome evaluation design) of the programme, once re-alignment and improvements have been implemented – based on the conclusions and judgements made in this implementation (process) evaluation.



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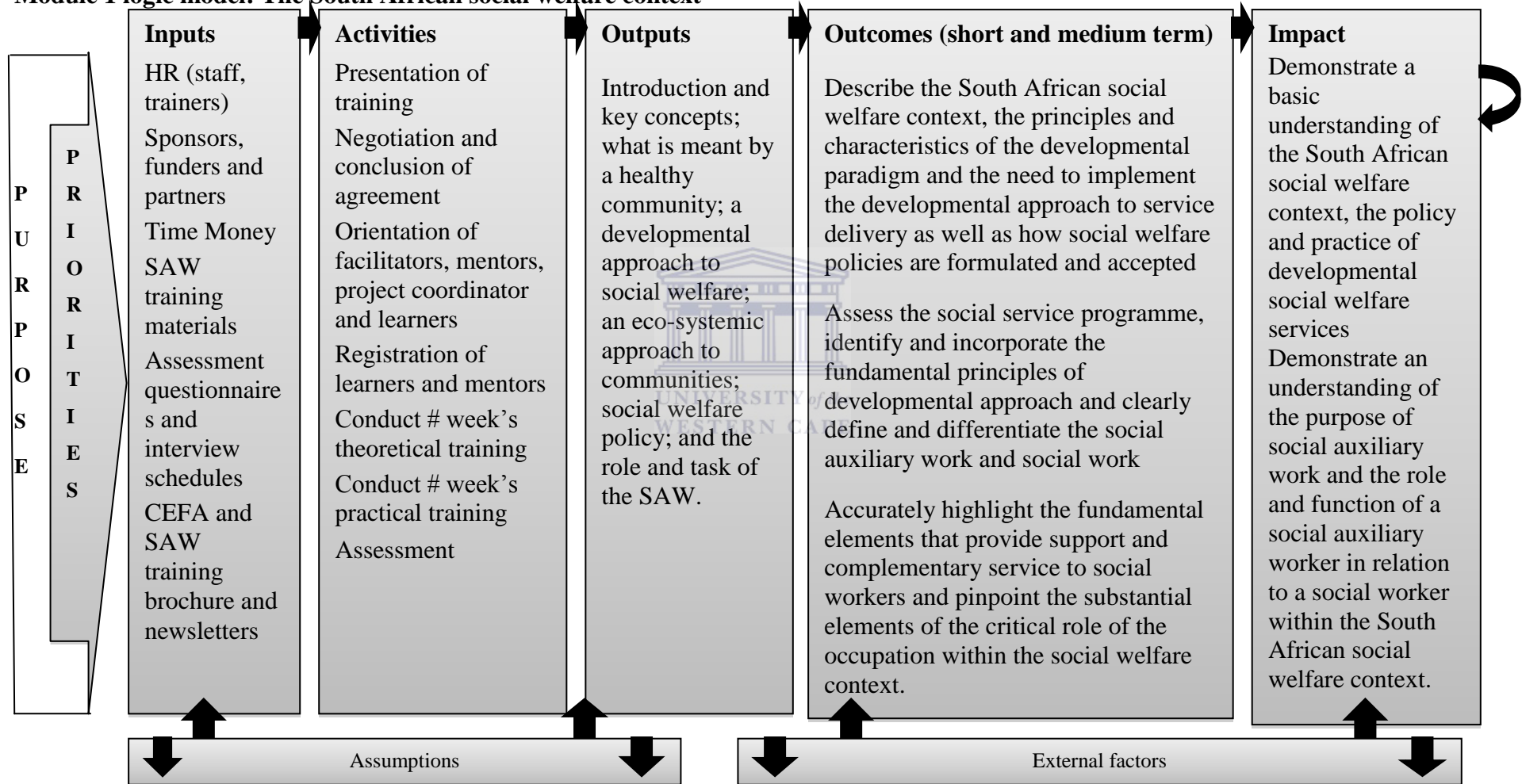
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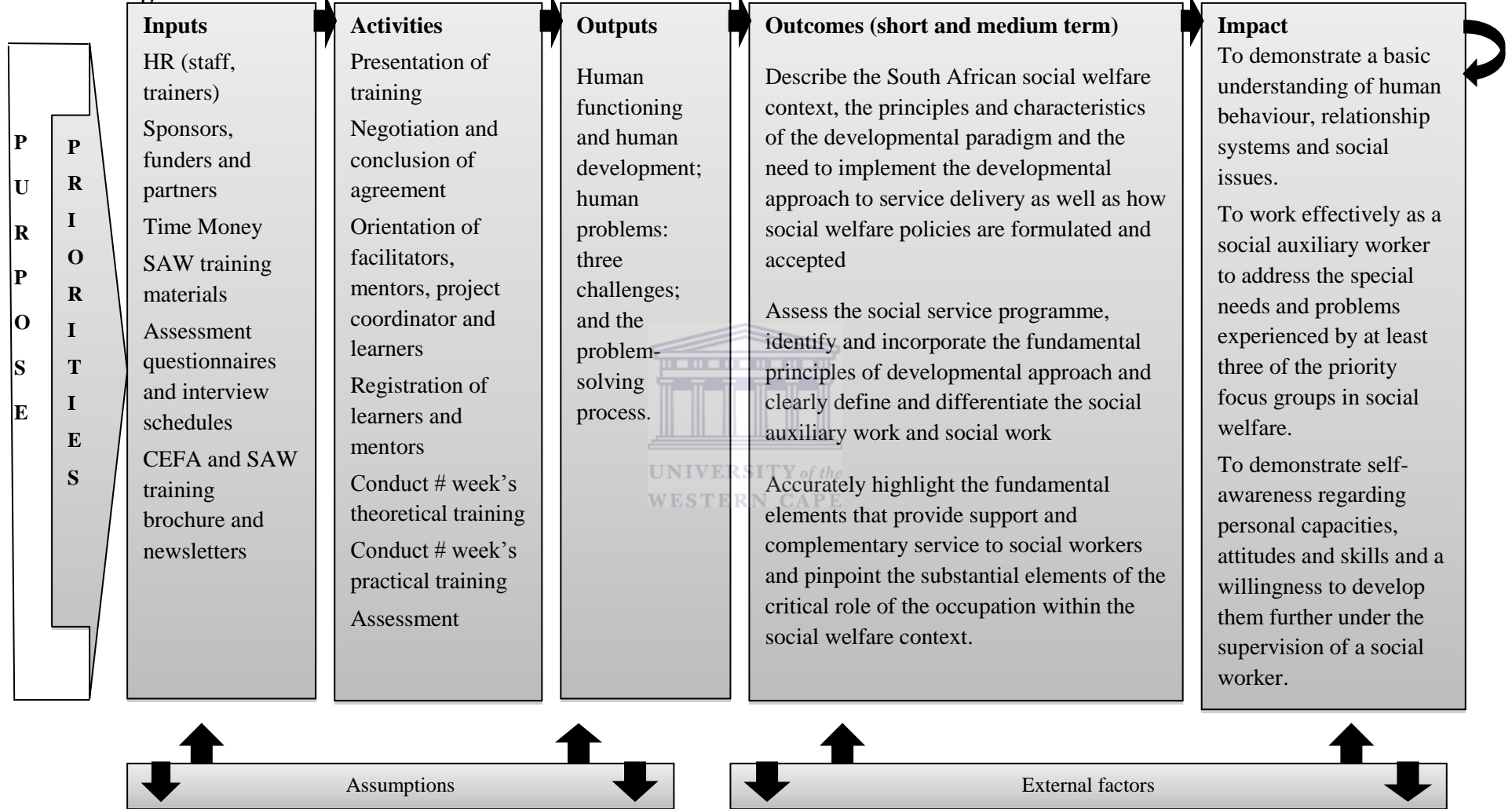


ADDENDA

Module 1 logic model: The South African social welfare context

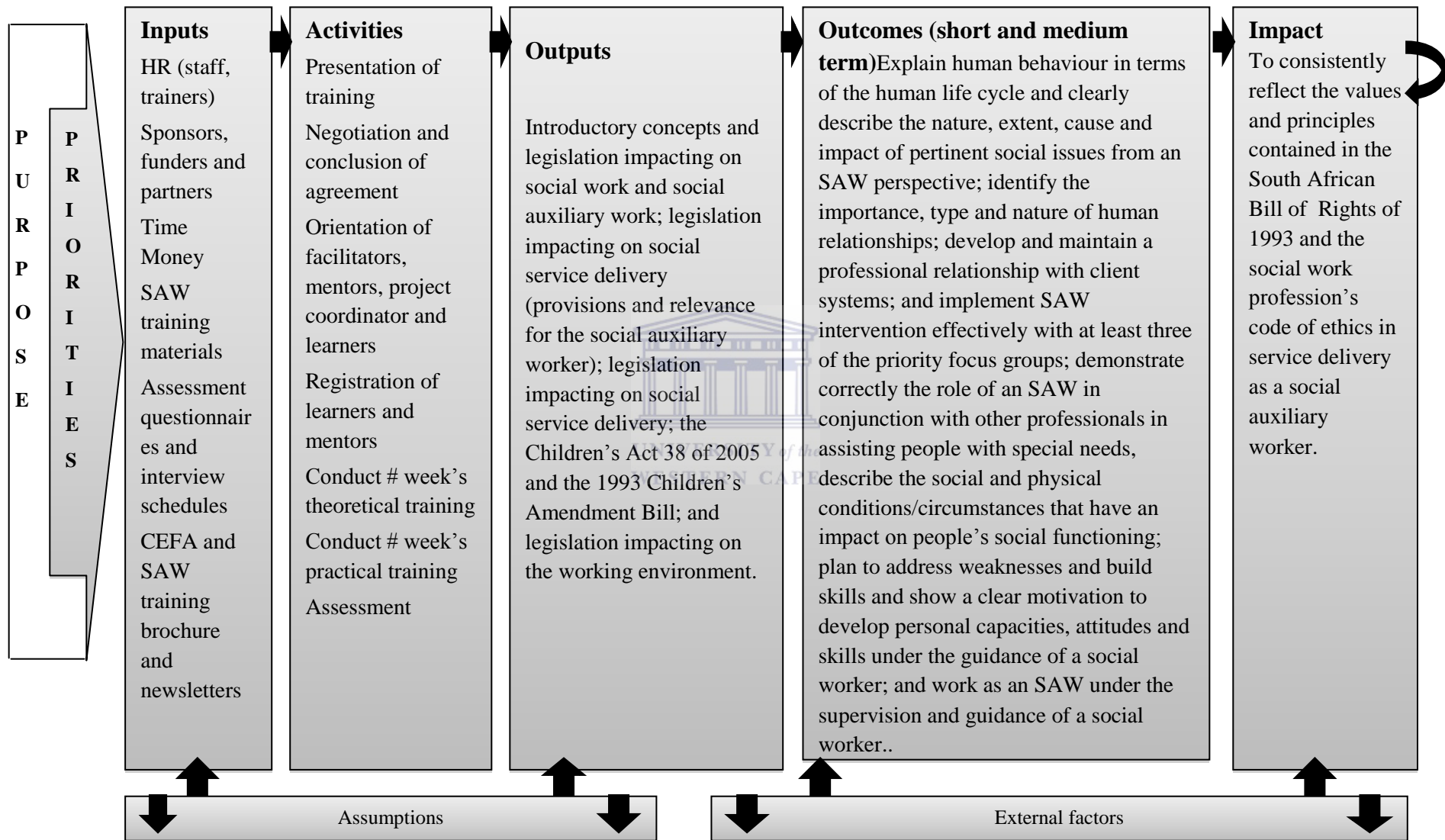


Module 2 logic model: The human behaviour

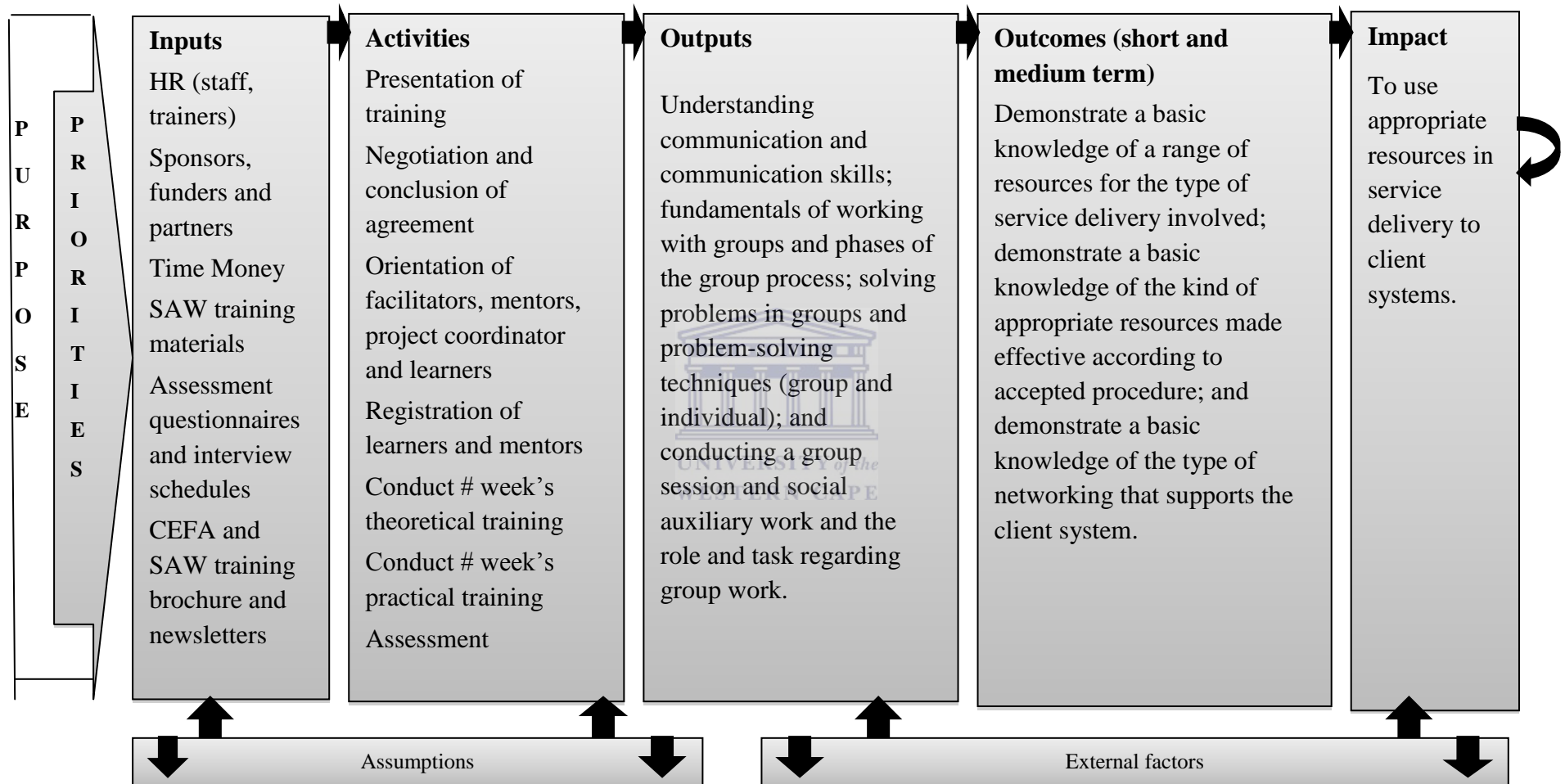


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Module 3 logic model: The judicial system

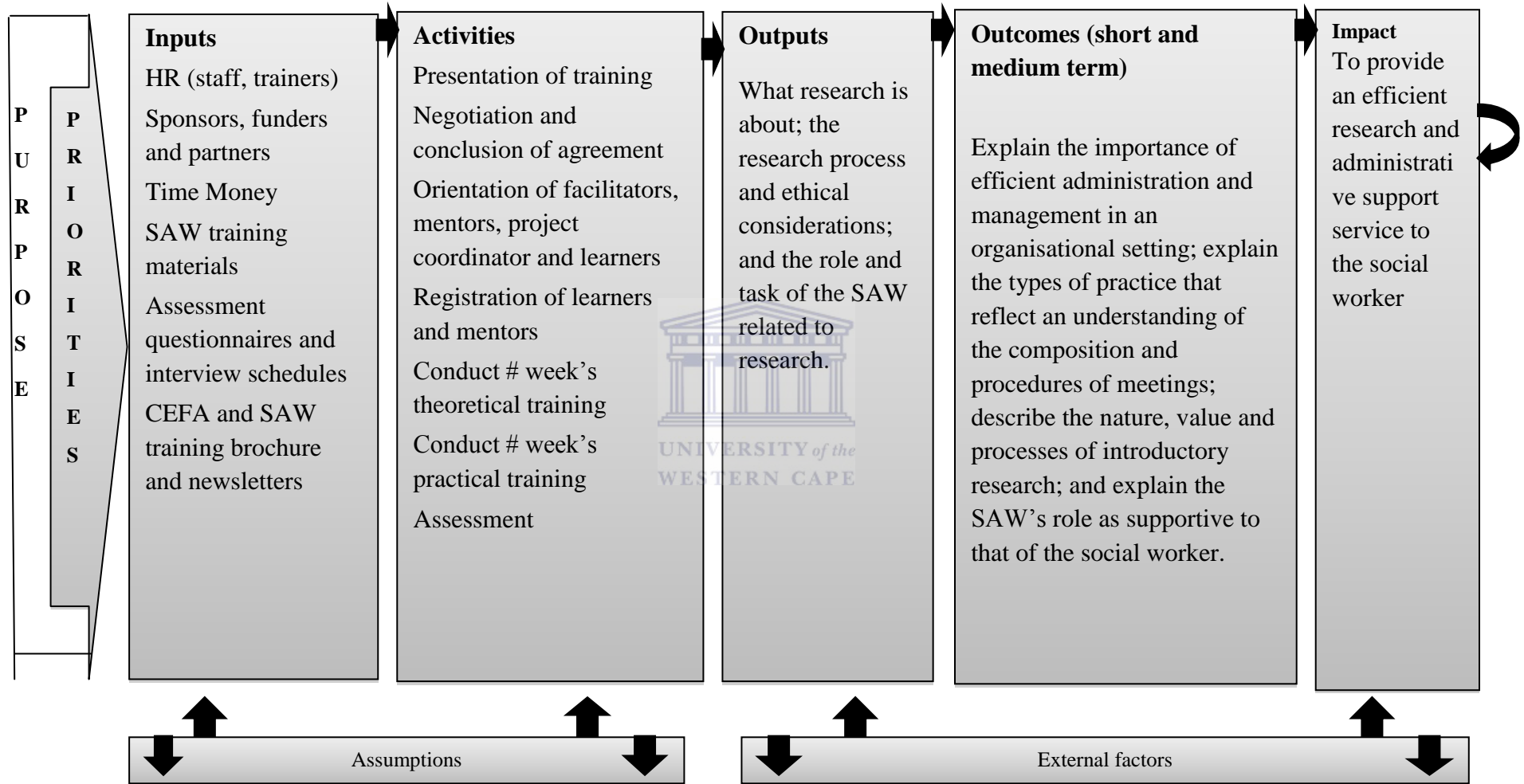


Module 4 logic model: Communication



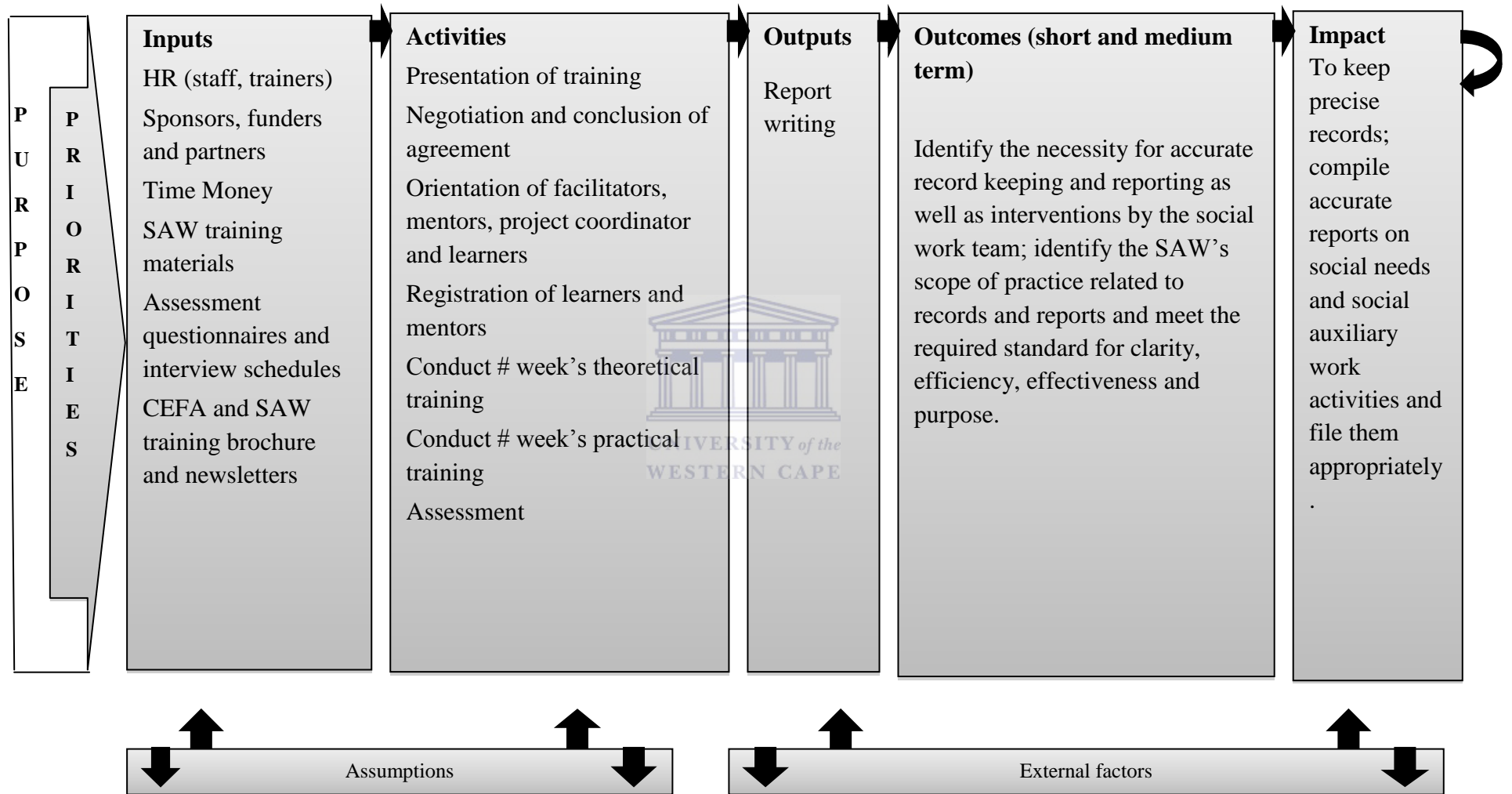
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Module 5 logic model: Research



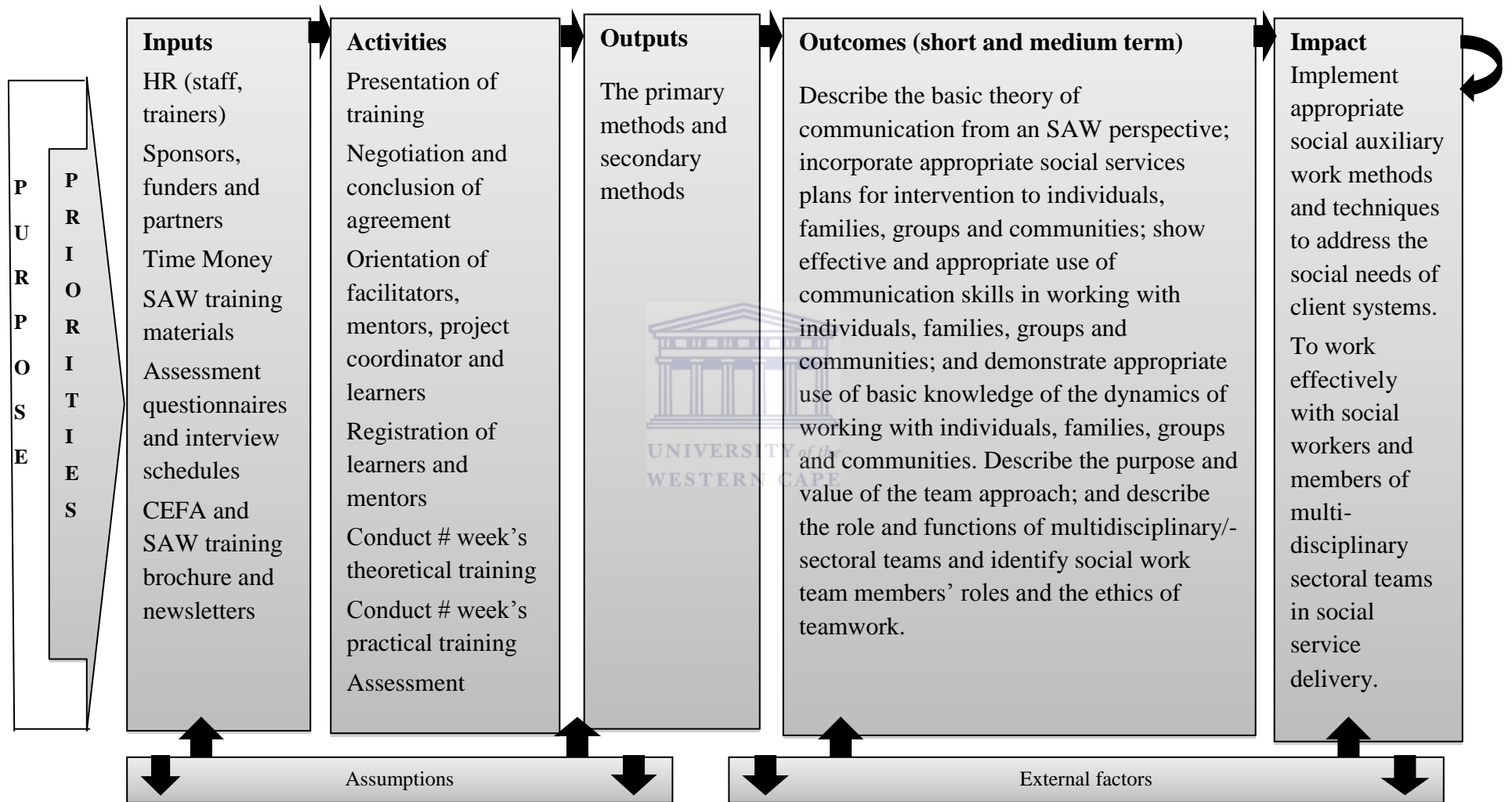
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Module 6 logic model: Report writing



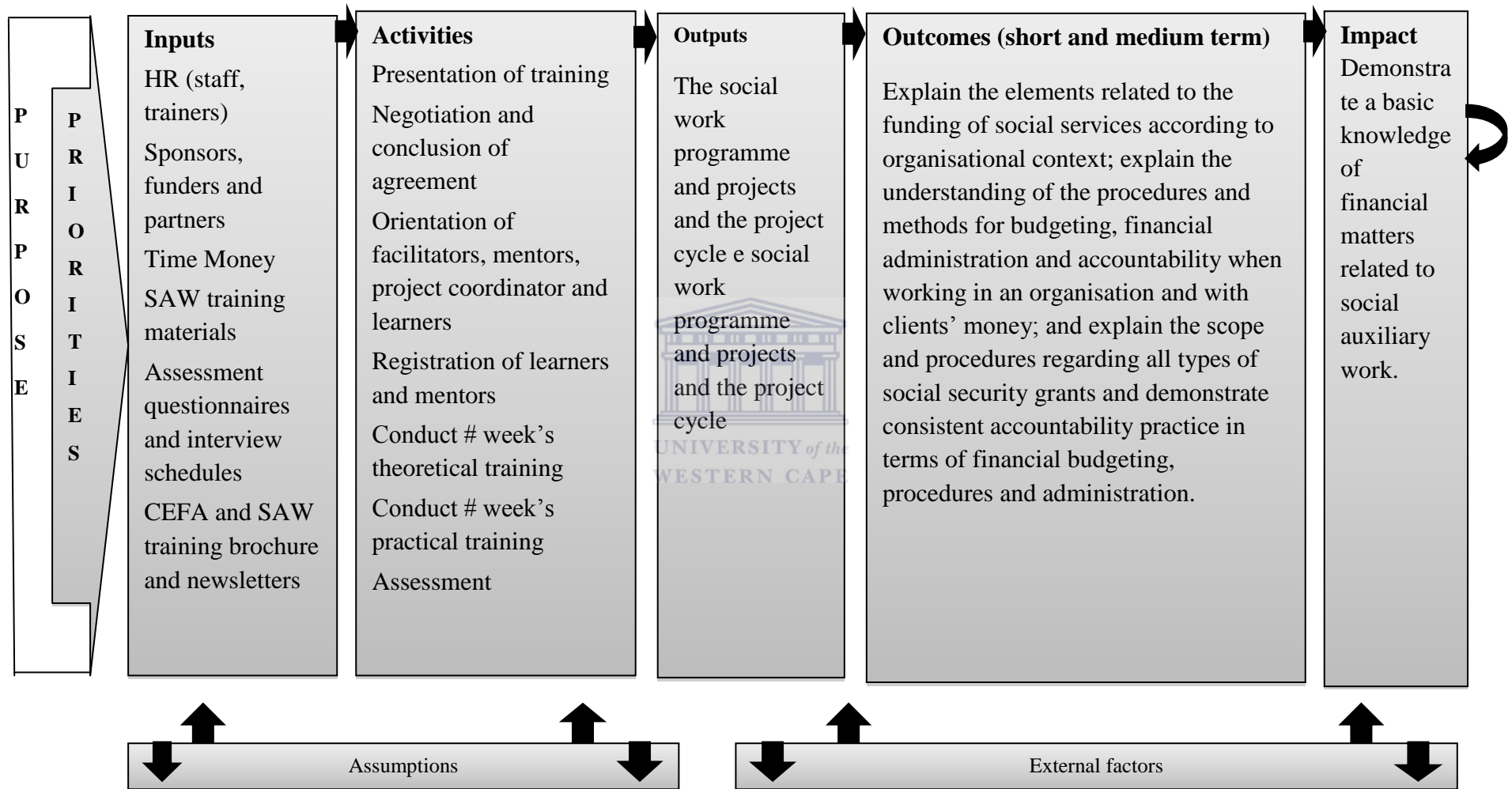
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Module 7 logic model: Intervention strategies



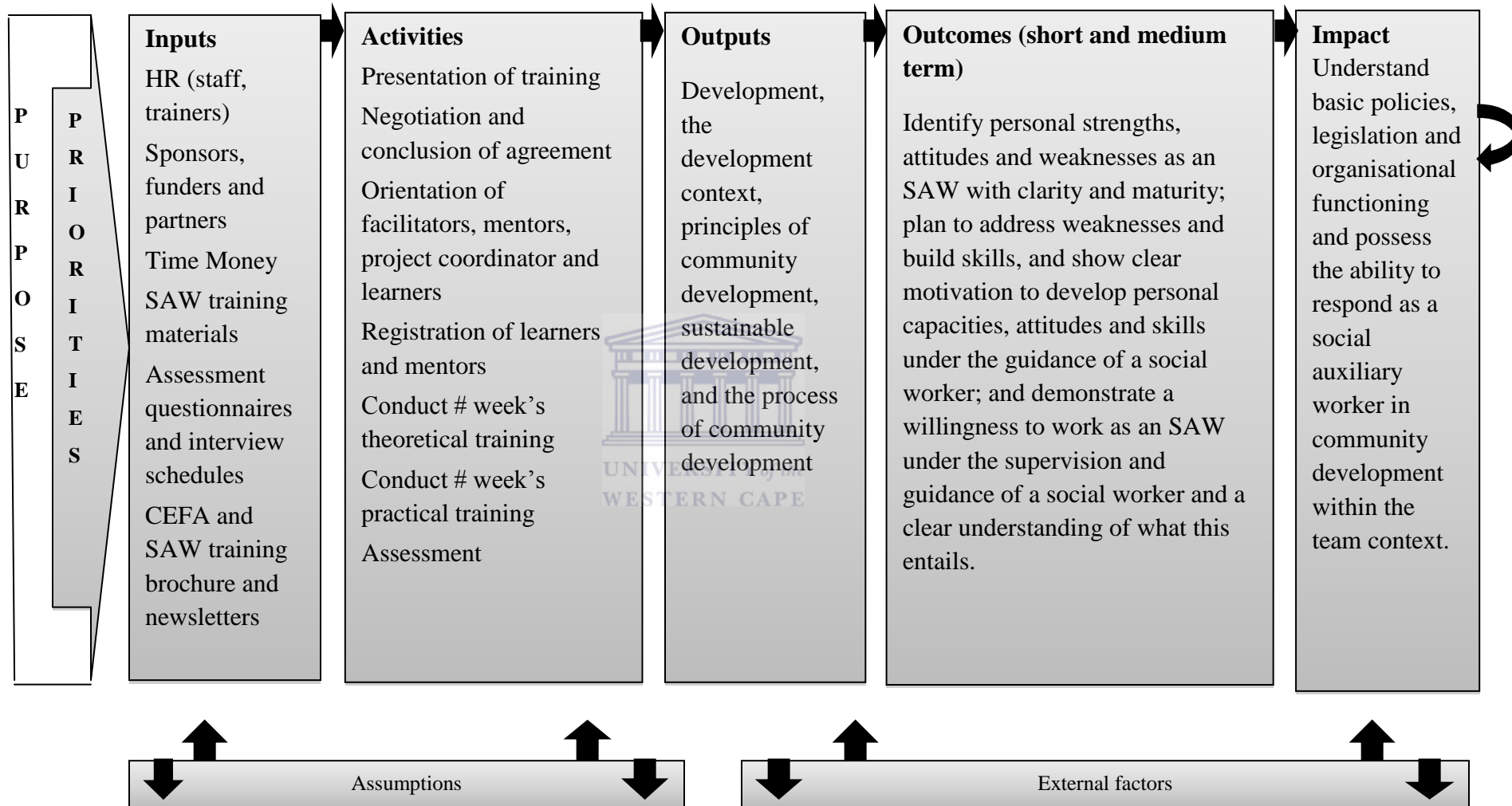
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Module 8 logic model: Project management



[Adapted from UW Extension June 2008]

Module 9 logic model: Community development



[Adapted from UW Extension June 2008]