cogta

Department:
Co-operative Governance and Traditional Affairs
PROVINCE OF KWAZULU-NATAL

Diagnostic Evaluation of the soft services support provided to Amakhosi in KwaZulu-Natal

Evaluation Report

November 2016

EXECUTIVE SUMMARY

This report presents the findings of the Evaluation conducted on the soft services provided to the Amakhosi of KwaZulu-Natal.

What are soft services?
The Department defines soft services as services with intangible products. Soft services include the following services:

- Technical support to the Branch's clients.
- Technical guidance and advise to the its Branch's clients.
- Training and capacity building support to the Branch's clients.

Soft services provided to Amakhosi
In terms of the Institution of Traditional Leadership, the Department had provided support through capacity building programmes and workshops. In targeting Amakhosi the Department had provided workshops and the flagship capacity building programme known as the Good Governance and Leadership Capacity Building programme.

The soft services provided to Amakhosi were based on the findings of an assessment conducted by the National Department of Traditional Affairs in the year 2011, to which the Department saw the need for it to be reactive to the capacity building needs identified by Amakhosi.

Soft service support on essential skills of Ubukhosi and support in upgrading of qualifications
The Department noted that no soft support service had been provided to Amakhosi on the essential skills of Ubukhosi. This was noted as an oversight from the side of the Department, to which the need was critical to roll out induction programmes for new Amakhosi, with the focus on essential skills of Ubukhosi.

The Department noted that challenges were experienced in supporting Amakhosi in the upgrading of their skills. In terms of the Adult Based Education & Training, it was noted that Amakhosi wanted the support approach to suit their needs in a sense that they would like to attend classes consisting only of Amakhosi. It was also noted that the Good Governance and Leadership Programme was a credit bearing qualification, which enabled Amakhosi to study further.

Areas of improvement in the provision of soft services to Amakhosi
The Department noted the following recommendations:

- There needed to be an inter-Business Unit collaboration in training provision for Amakhosi. The silo mentality must be avoided. There also needed to be a firm integrated approach in the provision of training for Amakhosi. The Departmental Capacity Building Forum needs to assist in this regard, by coordinating this integrated approach.

Training needs on essential skills of Ubukhosi

Amakhosi were provided an opportunity to identify training needs. The table below presents the training needs based on the essential skills. The skills were further divided into the following skills categories:

- Rural and Community Development
- Management skills: People
- Funding and financial skills
- Communication skills
- Organisational knowledge and practice
- Development skills
- Management skills: Work

|	Training need priority	Training needs	Essential skill priority	Skills category
1st Level priority training needs	1	Municipal governance	16	**Rural and Community Development**
	2	Local Economic Development	8	**Rural and Community Development**
	3	Budgeting, invoicing, payroll	36	**Funding and financial skills**
	4	Knowledge of organisational policies and how they work	10	**Organisational knowledge and practice**
	5	Record keeping for accounts	34	**Funding and financial skills**
	6	Municipal Service delivery	18	**Rural and Community Development**
	7	Integrated Development Planning	6	**Rural and Community Development**
	8	Commissioning, procurement	37	**Funding and financial skills**
	9	Knowledge of local and national support agencies	7	**Organisational knowledge and practice**
	10	Land Administration	2	**Rural and Community Development**
2nd level priority training needs	11	Dealing with media	33	**Management Skills: Work**
	12	Developing policies	21	**Communication Skills**
	13	Implementing policies	17	**Management Skills: Work**
	14	Report writing	24	**Management Skills: People**
	15	Stress management	27	**Management Skills: Work**
	16	Conflict & dispute resolution	4	**Management Skills: People**
	17	Problem-solving	3	**Rural and Community Development**
	18	Crisis management	11	**Rural and Community Development**
	19	Community problem identification	9	**Development Skills**
	20	Traditional governance	13	**Rural and Community Development**
3rd level priority training needs	21	Understanding Local governance framework	19	**Organisational knowledge and practice**
	22	Community profiling	22	**Rural and Community Development**
	23	Negotiation & influencing	28	**Communication skills**
	24	Planning & managing change	23	**Management skill: Work**
	25	Management committee roles & responsibilities	32	**Development skills**
	26	Facilitation skills	35	**Development skills**
	27	Assertiveness	12	**Communication skills**
	28	Facilitate Izimbizo	14	**Communication Skills**
	29	Leadership skills	1	**Management skills: People**
	30	Letter writing	20	**Communication skills**

- The top 20 essential skills and training needs (being the 1st level and 2nd level priorities) of Amakhosi can be clustered to 4 main functions of Amakhosi being:
  - Knowledge of customs and culture
  - Simple governance issues
  - Presiding of traditional courts
  - Understanding of land administration
- It should also be noted that some skills noted as training needs cannot be provided effectively by education institutions, but needs inputs from Amakhosi and their best practices. Traditional governance forms part of these aforementioned skills.

Academic ambitions of Amakhosi

Ambitions to study further

Even though the response rate of the questionnaires was low, there was a high indication that Amakhosi had ambitions to study further. It was also noted that that regardless of their qualifications, Amakhosi with no schooling wanting to study further to obtain the following qualifications:

- Grade 3 -9;
- Grade 10-Matric;
- National Diplomas and
- Bachelor degrees

Qualifications Amakhosi would like to attain

- Grade 3-9 — 17%
- Grade 10-Matric — 18%
- National Diploma — 21%
- Bachelors Degree — 41%
- 3%
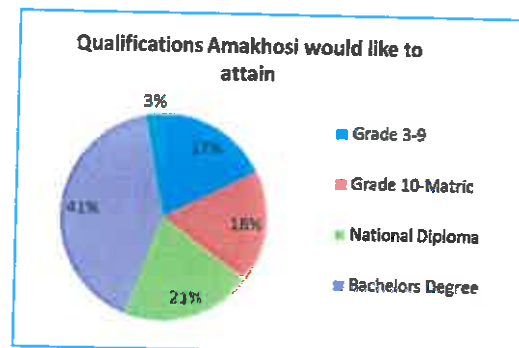
Assistance from the Department to further their studies

The majority of Amakhosi felt that assistance would be required in the form of aid such as bursaries and subsidization indicates that Amakhosi are able to pay for their academic ambitions.

Amakhosi not wanting to study further

There is a high indication that the Amakhosi that do not want to study further felt that they were too old, or there was an impression that commitments in place would affect their diligence to study. This raises the need for the Department to establish if there are any alternative soft services that can be provided to ensure that they are capacitated with skills that would enable them to perform their functions effectively.

The extent to which soft services are enabling Amakhosi to perform their legislated functions and fulfil their academic ambitions

Establishment of the extent to which soft services provided enabled Amakhosi to perform their legislated functions

The following was found:

Bridging approach for Amakhosi into the Basic Leadership and Good Governance Programme

In light of the indication that there are Amakhosi that would like to study further and that there are Amakhosi who would like to attain their secondary qualifications. The Department needs to explore an approach where Amakhosi can be bridged to ready them for the Basic Leadership and Good Governance Programme.

Training needs on essential skills

The list of prioritised training needs on essential skills needs to be reviewed annually, so as for the Department to assess changing trends in the prioritization of training needs

Training needs packaged around the 4 main functions

Training needs of Amakhosi needs to be packaged around the 4 main functions being the following:
- o   Protection of customs and culture
- o   Leading in governance issues
- o   Presiding of traditional courts
- o   Understanding of land administration

The 1st level and 2nd level training needs of Amakhosi can be used as a guide to package training areas.

Exploration of alternative sources of course development

In noting that there are some skills which training cannot be provided effectively by education institutions, there is a need to extend the source of course development to Amakhosi. This would involve exploring best practices and involving Amakhosi in the development of soft support initiatives.

Integrated approach design of soft service initiatives for Amakhosi

An integrated approach between Programmes and sub-programmes within the Department needs to be in place. This would ensure that soft service initiatives would be designed with internal expertise, saving money and would ensure that the soft services provided are effective.

Adult Based Education and Training (ABET)

The Department needs to identify an approach that would ensure that the needs of Amakhosi are catered for in enrolling Amakhosi into ABET.

Exploration of funding options to assist Amakhosi in studying further

The Department needs to assess the funding options they can use in ensuring that Amakhosi are assisted in fulfilling their academic ambitions.

1. INTRODUCTION

This report presents the findings of the Evaluation conducted on the soft service support provided to the Amakhosi of KwaZulu-Natal. The findings of this report will be used along with similar studies conducted previously, to inform the establishment of a Learning Institute of Traditional leadership. This report aims to answer questions, as to if the soft service support provided to Amakhosi has enabled Amakhosi to perform their legislative mandate and if the support has empowered Amakhosi to fulfil their academic ambitions. This Evaluation report covers the following areas:

- The current situation on the soft support services provided to Amakhosi
- The training needs on essential services of Ubukhosi and the academic ambitions of Amakhosi
- The extent to which soft support services have enabled Amakhosi to fulfil their legislative mandates and fulfil their academic ambitions.

2. BACKGROUND TO THE EVALUATION

The Department through the Traditional Affairs Branch provided soft services to its clients (Amakhosi, Traditional Councils, Local Houses of Traditional Leaders and Provincial House of Traditional Leaders).

Soft services are defined as services with intangible products. Soft services include the following services:

- Technical support to the Branch's clients.
- Technical guidance and advise to the its Branch's clients.
- Training and capacity building support to the Branch's clients.

The soft services provided to Amakhosi have mainly been training and capacity building initiatives. The Department has over the years been provided the aforementioned initiatives through the Flagship Programme known as the Leadership and Good Governance Programme, which was rolled out in partnership with the University of KwaZulu-Natal (UKZN). Other initiatives were through capacitation workshops provided at district level to the Local Houses of Traditional Leaders.

In line with the mandate of the Department to provide development support to the Institution of Traditional Leadership in KwaZulu-Natal, the Department has made plans to establish the Learning Institute for Traditional leaders. In its plans of the establishment of the Learning Institute, the Department commissioned interlinked studies to assess the feasibility of its establishment, being the following:

- Research Report on: Establishing a Learning Institute for Traditional Leadership in KwaZulu-Natal
- The Skills Audit on the Institution of Traditional Leadership in KwaZulu-Natal

- What will become of the Programme once all Amakhosi who meet the entrance requirement complete the Programme?
- What plans are in place for the Amakhosi who did not meet the entrance requirements of the Programme?

The questions raised above built the need for the development of a plan of action on the soft services support provided to Amakhosi in the Province.

Skills Audit and essential skills of Ubukhosi

A skills Audit for Amakhosi in the Province was conducted in the 2015/2016 financial year, to which a baseline of the skills of Amakhosi and their training needs was documented. The Skills Audit resulted in the Department requesting the need to probe further as to what the essential skills of Ubukhosi are and establishing what training is needed by Amakhosi on these essential skills.

The observed concerns of the Programme and the matter of essential skills of Ubukhosi, built the need for the Department through this evaluation to establish if soft services provided to Amakhosi has enabled Amakhosi to perform their legislated duties and fulfil their academic ambitions.

3.2 The Purpose and Evaluation questions

The purpose of this evaluation was:

To establish if the soft services provided to Amakhosi enables them to perform their legislated functions and empowers them to fulfil their academic ambitions, so as to chart a sustainable soft services strategy for Amakhosi in KwaZulu-Natal.

In line with the aforementioned purpose the evaluation aimed to answer the following main questions:
- To what extent are the soft services provided enabling Amakhosi to perform their legislated functions?
- To what extent are the soft services provided enabling Amakhosi to fulfil their academic ambitions?

To meet the purpose of this evaluation and its main questions, the evaluation aimed to meet the following objectives:
- To determine the current situation on the soft services provided to Amakhosi.
  - What soft services have been provided to Amakhosi?
  - What has been done thus far in the provision of soft services relating to the essential skills of Ubukhosi?
  - Are Amakhosi supported in upgrading their qualifications? If yes how if no why?
  - What challenges have been faced in the provision of soft services to Amakhosi
 - What do you feel could be improved in the provision of soft services?

- Participate in initiatives that would ensure the development of the traditional communities they lead.

A skills audit on Amakhosi was conducted in the 2015/2016 financial year, to which the following demographics of Amakhosi in the Province were presented:

- <u>Recognition status of Amakhosi</u>
    - o The Skills Audit found that 83% of senior traditional leaders were fully recognised Amakhosi.
    - o 16% of senior traditional leaders were Amabambabukhosi (temporary Amakhosi) and 1% of senior traditional leaders were Iziphakanyiswa (Amakhosi elected by the traditional communities for a certain period).


Recognition status of Amakhosi
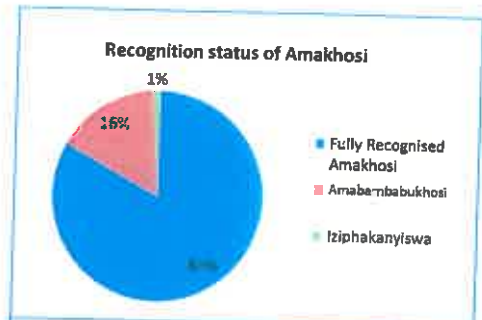
- <u>Period in the seat of traditional leadership</u>
    - o The Skills Audit found that 6% of the Amakhosi had been in the seat of traditional leadership for less than a year and 8% were in the seat for one to three years.
    - o 9% of Amakhosi were in the seat of traditional leadership for 3 to 5 years and 22% for 6 to 10 years.
    - o 55% of Amakhosi were in the seat of traditional leadership for over 10 years.

Period in seat of traditional leadership
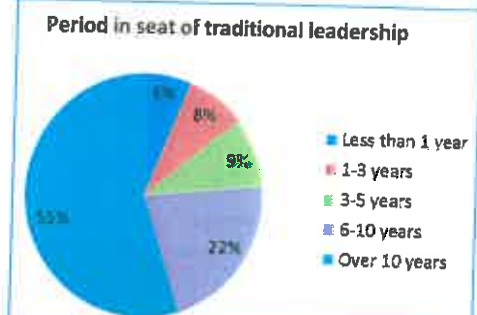
- <u>Age Category</u>
    - o The Skills Audit found that 5% of Amakhosi were between the ages of 18 to 30 years and 24% were between the ages of 31-40 years.
    - o 22% of Amakhosi were between the ages of 41-50 years and 49% of Amakhosi were above the age of 50 years.

Age category
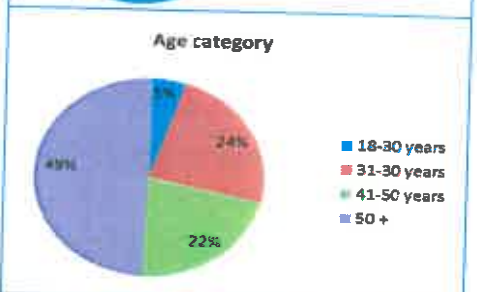
- <u>Academic Qualifications</u>
    - o The Skills Audit found that 4% of Amakhosi had no schooling, while 13% had grade 1to 7 qualifications.
    - o 28% of Amakhosi had Grade 8-11 qualifications, while 31% of Amakhosi had Matric qualifications.
    - o 8% of Amakhosi had National Certificates, while another 8% of Amakhosi had National Diplomas.
    - o 5% of Amakhosi had Bachelor degrees while remaining 3% of Amakhosi had Post-graduate qualifications.

Academic Qualifications
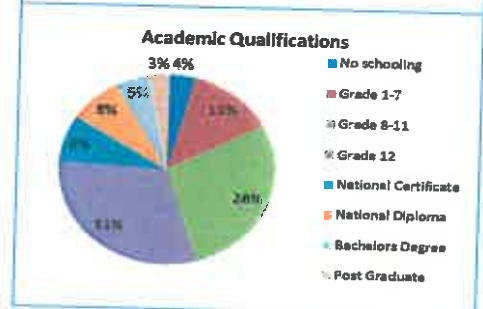
There was however a good response from the recipients of the UKZN Programme, as the beneficiaries of the programme felt that the modules contained within the programme were useful in the performance of their functions as Amakhosi.

Soft service support on essential skills of Ubukhosi

The Department has not provided soft service support on essential skills of Ubukhosi. The Department felt that this had been an oversight. The Department felt that there was a need to conduct an induction programme on the essential skills of Ubukhosi, targeting new Amakhosi, so as to enable Amakhosi to perform their functions as soon as they are officially recognised.

It was also noted that the nature of the Institution and its dynamics such as grievances and disputes, forced the need for training to be scenario based. This would ensure that training is conducted based on different scenarios that hamper recognition processes. It was also important for the training to be based on the needs of Amakhosi.

Initiatives supporting Amakhosi to upgrade their qualifications

The Department noted that they had not provided such initiatives. In the case of Adult Based Education (ABET), the Department had tried to put Amakhosi through the Programme. It was however noted that Amakhosi wanted the programme to be approached in a sense that only Amakhosi could attend classes, instead of them attending with ordinary citizens. It was difficult for the Department to enquire with the Department of Education on this request, as the number of Amakhosi which requested this type of approach were in small numbers.

In the case of the UKZN Programme, the programme credit levels enabled Amakhosi to study further in term of studying further in tertiary institutions. There was however no initiative in place, such as aid initiatives to ensure that Amakhosi study further.

What could be improved in the provision of soft service support to Amakhosi

The Department noted the following recommendations:

- There needed to be an inter-Business Unit collaboration in the training provision of Amakhosi. The silo mentality must be avoided, to which there needed to be a firm integrated approach in the provision of training for Amakhosi. The Departmental Capacity Building Forum needs to assist in this regard, by coordinating this integrated approach.
- While it is important to pay Subsistence and Travel (S&T) Allowances, it should not be a key driver in attendance of training. As the purpose of these training sessions are to empower Amakhosi.
- There is a need for the Department to meet Amakhosi halfway in ensuring that they achieve their academic ambitions, such as financial support and bursaries.
- Patience is needed in dealing with Amakhosi, when training is provided.

Skills category	Essential skills	Tot Number	% of Total skills
Management Skills: Work	Problem-solving	4	11%
	Implementing policies		
	Developing policies and by-laws		
	Planning & managing change		
Communication Skills	Assertiveness	6	16%
	Facilitate Izimbizo		
	Letter writing		
	Report writing		
	Negotiation & influencing		
	Dealing with media		
Organisational knowledge and practice	Knowledge of local and national support agencies	4	11%
	Knowledge of organisational policies and how they work		
	Specialist knowledge e.g. children/older people		
	Understanding Local governance framework		
Rural and Community Development	Land Administration	8	22%
	Integrated Development Planning		
	Local Economic Development		
	Community problem identification		
	Traditional governance		
	Municipal governance		
	Municipal Service delivery		
	Community profiling		
Development Skills	Answering community enquiries	7	19%
	Understanding Local governance framework		
	Chairing skills		
	Event organising		
	Presentation skills		
	Equality and diversity awareness		
	Management committee roles & responsibilities		
	Facilitation skills		
Funding and financial skills	Record keeping for accounts	3	8%
	Budgeting, invoicing, payroll		
	Commissioning, procurement		
	Total	37	100%

It is noted that 3 main skills categories form the bulk of the identified skills being the following skills categories:

- Rural and Community Development skills category forming 22% of total essential skills
- Development Skills forming 19% of total essential skills
- Communication Skills forming 16% of total essential skills

Priority Level	Skills priority	Essential Skill	% of Amakhosi	Skills category	Constituency Summary
3rd level priority skills	21	Developing policies and by-laws	40%	Management Skills: Work	Development Skills: 30%
	22	Community profiling	40%	Rural and Community Development	Management Skills: Work 20%
	23	Planning & managing change	40%	Management Skills: Work	
	24	Report writing	40%	Communication Skills	Communication Skills: 20%
	25	Chairing skills	40%	Development Skills	
	26	Event organising	39%	Development Skills	Management Skills: People 10%
	27	Stress management	39%	Management Skills: People	
	28	Negotiation & influencing	39%	Communication Skills	Organisational knowledge and practice 10%
	29	Presentation skills	39%	Development Skills	
	30	Specialist knowledge e.g. children/older people	39%	Organisational knowledge and practice	Rural and Community Development 10%
4th level priority skills	31	Equality and diversity awareness	38%	Development Skills	Development Skills 43%
	32	Management committee roles & responsibilities	37%	Development Skills	
	33	Dealing with media	36%	Communication Skills	
	34	Record keeping for accounts	35%	Funding and financial skills	Funding and financial skills: 43%
	35	Facilitation skills	34%	Development Skills	
	36	Budgeting, invoicing, payroll	33%	Funding and financial skills	Communication Skills 14%
	37	Commissioning, procurement	30%	Funding and financial skills	

Table 4 illustrates the distribution of skill categories along the four level priorities of skills.

Table 4							
Priority Level	Management Skills: People	Management Skills: Work	Communication Skills	Rural and Community Development	Organisational knowledge and practice	Development Skills	Funding and financial skills
1st level priority skills	3/5 or 60%	1/4 or 25%	0/6 or 0%	4/8 or 50%	2/4 or 50%	0/7 or 0%	0/3 or 0%
2nd level priority skills	1/5 or 20%	1/4 or 25%	3/6 or 50%	3/8 or 38%	1/4 or 25%	1/7 or 14%	0/3 or 0%
3rd level priority skills	1/5 or 20%	2/4 or 50%	2/6 33%	1/8 or 12%	1/4 or 25%	3/7 or 43%	0/3 0%

Table 5

	Training need priority	Training needs	Essential skill priority	Skills category	% of Amakhosi	Constituency Summary	
1st Level priority training needs	1	Municipal governance	16	Rural and Community Development	71%	Rural and Community Development: 40%	1st level priority skills 50%
	2	Local Economic Development	6	Rural and Community Development	71%		2nd level priority skills 20%
	3	Budgeting, invoicing, payroll	36	Funding and financial skills	70%	Funding and financial skills: 30%	
	4	Knowledge of organisational policies and how they work	10	Organisational knowledge and practice	68%		3rd level priority skills 0%
	5	Record keeping for accounts	34	Funding and financial skills	68%	Organisational knowledge and practice: 20%	
	6	Municipal Service delivery	18	Rural and Community Development	67%		
	7	Integrated Development Planning	6	Rural and Community Development	66%		4th level priority skills 30%
	8	Commissioning, procurement	37	Funding and financial skills	66%	Management Skills: Work 10%	
	9	Knowledge of local and national support agencies	7	Organisational knowledge and practice	65%		
	10	Land Administration	2	Rural and Community Development	64%		
2nd level priority training needs	11	Dealing with media	33	Management Skills: Work	64%	Management Skills: People 30%	1st level priority skills 30%
	12	Developing policies	21	Communication Skills	63%		
	13	Implementing policies	17	Management Skills: Work	63%	Rural and Community Development 30%	2nd level priority skills 30%
	14	Report writing	24	Management Skills: People	61%		
	15	Stress management	27	Management Skills: Work	61%	Management Skills: Work 20%	
	16	Conflict & dispute resolution	4	Management Skills: People	58%		3rd level priority skills 30%
	17	Problem-solving	3	Rural and Community Development	58%	Communication Skills 10%	
	18	Crisis management	11	Rural and Community Development	58%		4th level priority skills 10%
	19	Community problem identification	9	Development Skills	56%	Development Skills 10%	
	20	Traditional governance	13	Rural and Community Development	56%		

5.5 How the training needs are aligned to the essential skills identified as priorities by Amakhosi

An analysis was made on the training needs and essential skills. Table 6 presents the observations made.

Table 6

Priority Level	Management Skills: People	Management Skills: Work	Communication Skills	Rural and Community Development	Organisational knowledge and practice	Development Skills	Funding and financial skills
1st level priority skills	3/5 or 60%	1/4 or 25%	0/6 or 0%	4/8 or 50%	2/4 or 50%	0/7 or 0%	0/3 or 0%
1st level priority training needs	0/5 or 0%	1/4 or 25%	0/6 or 0%	5/8 or 50%	2/4 or 50%	0/7 or 0%	3/3 or 100%

1st level observations

- Management skills noted as first level priority skills were, are not seen as first level priority training needs
- The number of training needs in Rural and Community Development and Organisational knowledge and practice still remain as top need for training.
- The Funding and Financial category skills which were noted as fourth level priority skills were noted as first level priority training needs. This indicates that Amakhosi need to understand how finances are managed in their traditional councils.

Priority Level	Management Skills: People	Management Skills: Work	Communication Skills	Rural and Community Development	Organisational knowledge and practice	Development Skills	Funding and financial skills
2nd level priority skills	1/5 or 20%	1/4 or 25%	3/6 or 50%	3/8 or 37.5%	1/4 or 0%	1/7 or 29%	0/3 or 0%
2nd level priority training needs	5/5 or 100%	¾ or 75%	1/6 or 17%	3/8 or 37.5%	0/4 or 0%	1/7 or 14 %	0/3 or 0%

2nd level observations

- All Skills under Management Skills: People were noted as second priority training needs.
- The majority of essential skills in the Management skills: Work category, were noted as second level priority training needs.
- This indicates that Amakhosi notes essential skills in Management, but feel that training on these skills is not a primary priority.

Priority Level	Management Skills: People	Management Skills: Work	Communication Skills	Rural and Community Development	Organisational knowledge and practice	Development Skills	Funding and financial skills
3rd level priority skills	1/5 or 20%	2/4 or 50%	2/6 33%	1/8 or 12%	1/4 or 25%	3/7 or 43%	0/3 0%
3rd level priority training needs	0/5 or 0%	0/4 or 0%	4/6 or 67%	1/8 or 12%	1/4 or 25%	2/7 or 29%	0/3 or 0%

3rd level observations

- The bulk of communication skills are noted as third level priority training needs. This indicates Amakhosi need light workshops on communication skills.

received indicate areas that the Department should take cognisance of when supporting Amakhosi in fulfilling their academic ambitions. This section covers the following areas:

- Amakhosi's ambitions to study further.
- Qualifications Amakhosi would like to attain through further studies.
- Assistance required from the Department to study further.

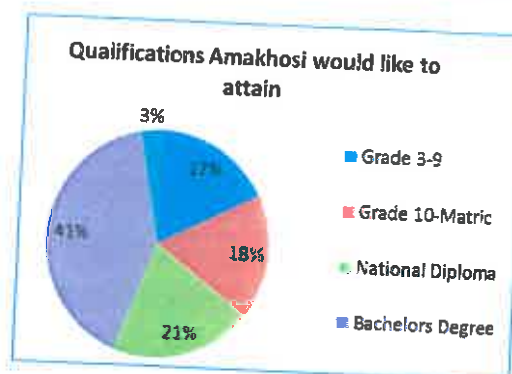## 6.2 Amakhosi's ambitions to study further

73% of Amakhosi which responded noted that they wanted to study further, while twenty four percent of Amakhosi noted that they did not want study further.

Amakhosi wanting to study further

6.3 Qualifications Amakhosi would like to obtain

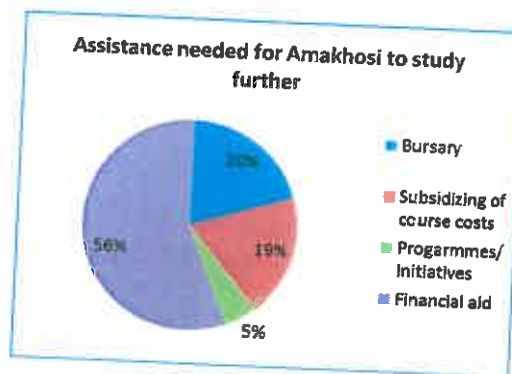Out of the Amakhosi which wanted to study further:

- 40% noted that they like to attain Bachelor degrees.
- 20% noted that they would like to attain National Diplomas.
- 17% noted that they would like to obtain qualifications from Grade 10 to Matric.
- 17% noted that they would like to obtain qualifications from Grade 3-9.
- 3% noted that they would like to obtain a post graduate qualification.

Qualifications Amakhosi would like to attain

6.4 Assistance required from the Department in plans to study further
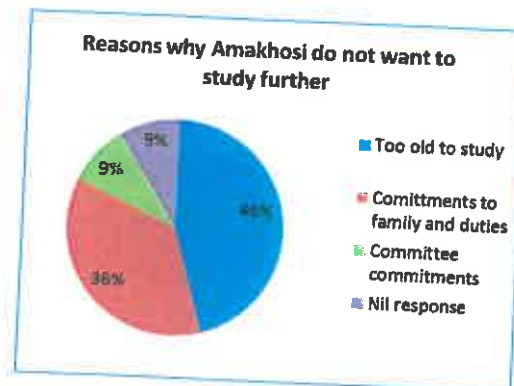
Out of the Amakhosi which wanted to study further:

- 43% noted that they needed assistance in the form of a bursary
- 40% noted that they needed assistance through subsidization of course costs such as fees, course transport, textbooks and accommodation.
- 10% noted that programmes or initiatives in place to ensure that Amakhosi study
- 5% noted that would require financial.

Assistance needed for Amakhosi to study further

6.5 Reasons as to why Amakhosi do not want to study further

Out of the Amakhosi that did not want to study further:

- 45% felt that they were too old to study
- 36% felt that they would not have time to study further due to family commitments and performing their duties of serving their traditional communities.

Reasons why Amakhosi do not want to study further

Table 7

Level	Inputs — Support provided over the years					Outputs			
	2010	2012	2013	2014	2015	Training priority	Training needs as 2015/2016 Skills Audit	Essential skill priority	Skills category
1st level priority training needs		Basic Leadership and Good Governance	Basic Leadership and Good Governance	Basic Leadership and Good Governance		1	Municipal governance	16	Rural and Community Development
			Advanced Leadership and Good Governance	Advanced Leadership and Good Governance		2	Local Economic Development	8	Rural and Community Development
			Traditional Financial Management-Practice notes	Traditional Financial Management-Practice Notes		3	Budgeting, invoicing, payroll	36	Funding and financial skills
			Traditional Financial Management-Practice notes	Traditional Financial Management-Practice Notes		4	Knowledge of organisational policies and how they work	10	Organisational knowledge and practice
			Traditional Financial Management-Practice notes	Traditional Financial Management-Practice Notes		5	Record keeping for accounts	34	Funding and financial skills
						6	Municipal Service delivery	18	Rural and Community Development
			Traditional Financial Management-Practice notes	Traditional Financial Management-Practice Notes		7	Integrated Development Planning	6	Rural and Community Development
						8	Commissioning, procurement	37	Funding and financial skills
		Basic Leadership and Good Governance	Basic Leadership and Good Governance / Advanced Leadership and Good Governance			9	Knowledge of local and national support agencies	7	Organisational knowledge and practice
				Climate and land use management		10	Land Administration	2	Rural and Community Development

No training provided

Level		Outputs					Inputs — Support provided over the years				
		Skills category	skill	Essential priority	Training needs as Skills 2015/2016 Audit	Training priority	2015	2014	2013	2012	2010
		Organisational knowledge and practice	19		Understanding of Local governance Framework	21					
		Rural and Community Development	22		Community profiling	22					
		Communication skill	28		Negotiation & influencing	23					
		Management skill: Work	23		Planning & managing change	24					
3rd level priority training needs		Development skills	32		Management committee roles & responsibilities	25		Rules and orders of the traditional house	Rules and orders of the Traditional House		
		Development skills	35		Facilitation skills	26					
		Communication skills	12		Assertiveness	27			Basic Leadership and Good Governance		
		Communication Skills	14		Facilitate Izimbizo	28					
		Management skills: People	1		Leadership skills	29		Basic Leadership and Good Governance	Advanced Leadership and Good Governance		
		Communication skills	20		Letter writing	30				Basic Leadership and Good Governance	

No training provided

The following was found:

- Out of the 37 essential skills identified, soft service support provided by the Department since the year 2010 has only focused 11 training needs, being 29% of total skills.
- Amongst the 11 training needs, the bulk of them fell within the first level of training needs. The constituency of the training needs were as follows:
  - 1st level training needs-5 out of 11 or 45% of areas focused on by the Department
  - 2nd level training needs-4 out of 11 or 35% of areas focused on by the Department
  - 3rd level training needs-2 out of 11 or 19% areas focused on by the Department
  - 4th level of training needs-0 out of 11 or 0% areas focused on by the Department
- An average of 2 soft service initiatives, were provided to areas focused on by the Department. It was noted that even though soft service initiatives were provided to address these focus areas in the first level of training needs, they remained as training need priorities. This raises the question of the effectiveness of the soft service approach provided on the areas the Department had focused on.
- It was also noted that soft support in the form of workshops was provided areas which were not considered as essential skills of Amakhosi. These consisted of the following areas:
  - Computer training
  - Functionality of Provincial and Local houses of traditional leadership
  - Traditional council secretaries workshops
- As mentioned by the Department a collaborated approach in the form a Departmental Capacity Building Forum needs to play a critical role in the formation of a collaborated approach in the formation of soft service initiatives that focus on the training needs of Amakhosi and ensure that they are provided in an effective matter.

7.3 Establishment of support provided in the meeting the academic ambitions of Amakhosi.

The endeavours by the Department for in trying to ensure that Amakhosi study further, through ABET and the provision of the credit bearing Leadership & Good Governance Programme needs to be noted.

In terms of Adult Based Education & Training (ABET), it is noted that both the Department and Amakhosi see the need to provide ABET to Amakhosi. The challenge is in how the support can be provided as, as the requests by Amakhosi for special classes consisting of only Amakhosi cannot be done due to small numbers. Solutions are needed in forming an approach that would ensure that the service is provided, in a way that benefits the Department and Amakhosi in a cost effective way. With addressing this bottleneck, this would make the bridging approach of Amakhosi qualifying for the Traditional Leadership & Good Governance Programme more feasible

Integrated approach design of soft service initiatives for Amakhosi

An integrated approach between Programmes and sub-programmes within the Department needs to be in place. This would ensure that soft service initiatives would be designed with internal expertise, saving money and would ensure that the soft services provided are effective.

Adult Based Education and Training (ABET)

The Department needs to identify an approach that would ensure that the needs of Amakhosi are catered for in enrolling Amakhosi into ABET.

Exploration of funding options to assist Amakhosi in studying further

The Department needs to assess the funding options they can use in ensuring that Amakhosi are assisted in fulfilling their academic ambitions.

Department:
Cooperative Governance and Traditional Affairs
PROVINCE OF KWAZULU-NATAL

SIGN OFF OF EVALUATION REPORT

BRANCH HEAD

Mr NP Chonco

Deputy Director General: Traditional Institutional Management

_____

Signature

$\underline{2017/02/24}$

Date