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

EVALUATION OF THE UKZN LEADERSHIP AND GOOD GOVERNANCE CAPACITY BUILDING PROGRAMME FOR AMAKHOSI

EVALUATION REPORT

PREPARED BY THE EVALUATION UNIT

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PART 1

EXECUTIVE SUMMARY

1. EXECUTIVE SUMMARY

INTRODUCTION

The Monitoring and Evaluation Unit at the request of the Executive conducted an Evaluation on the impact of the Leadership and Good Governance Capacity Building programme (here after referred to as the Programme) which targeted Amakhosi in the Province of KwaZulu-Natal. The Monitoring and Evaluation Unit conducted an Evaluation on the impact of the Capacity Building Programme to which the findings are presented in this report.

The Programme aimed to enhance the good governance and leadership skills through achieving the following learning outcomes:

- Protection of human rights in traditional communities
- Improved understanding of the management of land use and natural resources
- Dealing with conflicts situations more effectively
- Providing a participatory style of leadership
- Enable the formation of synergistic partnerships with governmental and civil society stakeholders
- Encourage economic development in traditional communities

In light of the requests from some Programme participants for the provision of an advanced programme, the Department had deemed it necessary to evaluate what impact the basic Programme has made. The results from this Evaluation would aid the Department in establishing if there is a need to continue the rollout of the Programme and establish what could be improved if any similar capacity building programmes are to be implemented.

The following Key Evaluation questions were used to obtain an understanding of the impact of the Capacity Building Programme:

- How relevant was the capacity building programme to the beneficiaries?
- Was the programme implemented as planned?
- What changes were identified by the individual beneficiary?
- What were the changes within the organisation as result of the implementation of the programme?
- What are the changes in within the immediate environment of the beneficiaries?
- Has the Leadership programme prepared Amakhosi to deliver their legislative roles and functions?

Below is a summary of the findings of the Evaluation of the Leadership and Good Governance Capacity Building Programme.

HOW RELEVANT WAS THE CAPACITY BUILDING PROGRAMME TO THE BENEFICIARIES?

The Evaluation found that a high percentage of Amakhosi which attended the Programme were highly satisfied with the seating style used, the group size used and the learning environment of the Programme. It was also found that the satisfaction levels of Amakhosi on the course content and the training venue used were low, indicating that not all Amakhosi satisfied with the aforementioned areas.

WAS THE PROGRAMME IMPLEMENTED AS PLANNED?

There is a strong indication that the training method used allowed the participants to participate fully within the course. It was however found that the consultation approach used, had not enabled Amakhosi to participate fully in the identification of the course. The aforementioned indication could contribute the low satisfaction levels on the time periods and agreed activities of the course, as Amakhosi felt that there were deviations on what was planned. The following issues were noted as the reasons why Amakhosi were unsatisfied with the time periods and agreed activities:

- The Programme commenced late in the year, resulting in the Programme activities being rushed to meet Programme deadlines.
- As part of the Programme activities, Amakhosi were promised visits to the Royal Bafokeng Traditional Institution as well as other traditional councils to gain exposure. Such visits did not occur
- Amakhosi were promised the payment of S&T which did not occur

WHAT CHANGES WERE IDENTIFIED BY THE AMAKHOSI AS INDIVIDUAL BENEFICIARIES?

The Evaluation found that almost all beneficiary Amakhosi at ninety six percent (96%) noted that they had obtained new skills as a result of the Programme. It was also found that the percentage of beneficiary Amakhosi using their new skills on a day to day to day basis dropped, such as putting new practices in place from the new skills and introducing new practices to their traditional councils. The aforementioned percentages ranged from sixty nine percent (69%) to seventy seven percent (77%).

WHAT WERE THE CHANGES WITHIN TRADITIONAL COUNCILS AS RESULT OF THE IMPLEMENTATION OF THE PROGRAMME?

It was found three (3) out of the five (5) the Programme learning outcomes improved of the awareness of beneficiary Amakhosi. Amakhosi noted that awareness had been improved on the following learning outcomes:

- The protection of human rights
- Land use and environmental management

- Conflict resolution.

It was also found that beneficiary Amakhosi noted that they are using their new found knowledge in their new practices. Amakhosi noted that the following learning outcomes form the basis of their new practices.

- Participatory leadership
- Economic development activities

WHAT ARE THE CHANGES WITHIN THE IMMEDIATE ENVIRONMENT OF THE BENEFICIARY AMAKHOSI?

There is a strong indication that the training contributed to the positive working relationship between the Amakhosi and their traditional councils, as more than eighty percent (80%) of the participants noted that the working relationship ranged from very good to good. While seventy five (75%) percent of Amakhosi noted that the relationship between their traditional councils and traditional communities was good as a result of the Programme.

Most of the beneficiary Amakhosi noted that the Programme aided in improving the functionality of their Traditional councils, however there is a need for expanding the training target audience to traditional council members, to ensure that Amakhosi are able to introduce new practices more easily.

RECOMMENDATIONS

Relevance

How relevant was the capacity building programme to the beneficiaries?

- The consultation approach needs to be reviewed, to allow Amakhosi to provide input on the course content of the training, and activities of the training.

Efficiency

Was the programme implemented as planned?

- The Programme needs to have activities which enable Amakhosi to gain practical experience and enables Amakhosi to implement their new skills and practices
- The Traditional Affairs Branch needs to conduct an assessment on available resources within traditional councils to establish the readiness of beneficiary Amakhosi to implement their new taught skills.
- More over the training method used in the Programme needs to ensure that the learning outcomes not only improve the awareness of Amakhosi, but enables Amakhosi to implement new practices on the taught learning outcomes.

Effectiveness

What are the changes within the immediate environment of the beneficiary Amakhosi?

- The target audience of the Programme needs to be extended to traditional councils. This will enable a holistic approach to the training provided and will enable Amakhosi to introduce new practices more easily.

Concluding remarks on the

The Programme has enabled beneficiary Amakhosi to play a leadership role in the functioning of their traditional councils. The Programme through its processes has only assisted in improving the awareness of beneficiary Amakhosi in sixty percent (60%) of its learning outcomes. The aforementioned observation relates to the improved awareness in learning outcomes of human rights, land use management, natural resources management and conflict resolution which are vital roles which Amakhosi must play, as per the KwaZulu-Natal Traditional Leadership and Governance Act No.5 of 2005. Instead it enabled beneficiary Amakhosi to infuse their new found knowledge within new practices on forty percent (40%) of the Programme's learning outcomes being participatory leadership and Economic development.

The need for a different approach in Programme activities needs to be considered to ensure that the learning outcomes of the Programme are all met and allows Amakhosi to use these learning outcomes in their new practices.

Proper consultation approaches need to be considered to ensure that proper buy in into the programme occurs, moreover allowing the Programme to be tailor made according to the needs of its beneficiaries.



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PART 2

ANALYSIS AND FINDINGS

2. INTRODUCTION

The Capacity building concept has become one of the latest methods used in enabling beneficiaries to implement newly learnt skills and practices. The capacity building concept forms the base of the intervention of capacitating Amakhosi on their roles and functions. The Department of Co-operative Governance and Traditional Affairs (hereafter referred to as the Department) in partnership with the University of KwaZulu-Natal developed a Leadership and Good Governance Capacity Building Programme (hereafter referred to as the Programme), which targets Amakhosi in the KwaZulu-Natal Province.

The Programme aimed to enhance the good governance and leadership skills through achieving the following learning outcomes:

- Protection of human rights in traditional communities
- Improved understanding of the management of land use and natural resources
- Dealing with conflicts situations more effectively
- Providing a participatory style of leadership
- Enable the formation of synergistic partnerships with governmental and civil society stakeholders
- Encourage economic development in traditional communities

The rollout of the Capacity Building Programme commenced in 2011 until 2015. More than one hundred participants had attended. The Monitoring and Evaluation Unit at the request of the Executive conducted an Evaluation on the impact of the Capacity Building Programme to which the findings are presented in this report.

3. PROBLEM STATEMENT

The Bhhekuzulu College in Nongoma, KwaZulu-Natal was established to provide leadership skills for future Amakhosi. The college was subsequently closed down, creating a vacuum for an institute which groomed young Princes and Princesses to prepare them for their future roles as Amakhosi. This vacuum created a risk of newly installed Amakhosi not able to provide the leadership that would promote the existence of the principles that underpin the KwaZulu-Natal Traditional Leadership and Governance Act, No 5 of 2005, which are as follows:

- To promote, protect, transform and provide an enabling environment for the development of traditional communities, traditional institutions, customary law and customs and
- Transform the institution and role of traditional leadership to be in harmony with the system of democratic governance in South Africa

The Department through the 2015/2020 Strategic Plan adopted the Back to Basics support approach that aims to ensure that traditional councils are functional. The envisaged support to the Institution of Traditional leadership would be underpinned by the following principles:

- Putting people first and their concerns first enabling listening and communication
- Harmonising relation relations between traditional leadership and local government to improve service delivery and development within municipalities
- Participating in the IDP and community processes including land use schemes
- Good governance and sound administration which enables accountability within traditional councils

In 2011 the Department partnered with the University of KwaZulu-Natal to develop a Leadership and Good Governance Capacity Building Programme for Amakhosi, which aimed to cover the aforementioned vacuum. The aforementioned Capacity Building Programme consists of the following modules:

- Introduction to general management
- Introduction to good governance and legislative framework
- Introduction to rural community development
- African leadership in action
- Natural resource management and land administration

The programme had been functional for more than 3 years till current and more than 100 Amakhosi have enrolled in the Programme.

In light of the requests from some programme participants for the provision of an advanced programme, the Department has deemed it fit to evaluate what impact the basic programme has made. This would aid the Department in establishing if there is a need to continue the rollout of the programme and establish what could be improved if any similar Capacity Building Programmes were to be implemented.

4. EVALUATION PLAN

4.1 Purpose of the evaluation

The Evaluation will be informed by the following purpose:

To determine the impact made by the UKZN Leadership and Good Governance Programme for Amakhosi, in relations to the executing of their functions.

4.2 Evaluation Question for the Purpose

Has the Leadership programme prepared Amakhosi to deliver their legislative roles and functions?

4.3 Objectives of the evaluation

In meeting the purpose of this Evaluation the following objectives were used along with the three assessments:

Implementation assessment

Objective 1: To determine if the processes conducted in the implementation of the Leadership and Good Governance Capacity Building Programme were appropriate

Outcome assessment

Objective 2: To establish the intended and unintended outcomes of the Leadership and Good Governance Capacity Building Programme from the targeted beneficiaries

Impact assessment

Objective 3: To establish if there were changes and if the changes are attributed to the Leadership and Good Governance Capacity Building Programme

These objectives were used to guide the collection of data using the methodology below.

4.4 Methodology used

Data collection

A questionnaire with forty (40) questions was developed and was populated through the use of special local house of Traditional leaders' sittings in all eleven districts. Support was provided to the Programme beneficiaries in the population of the questionnaire, through the Evaluation team and the Local House Support units.

Data analysis

All data was captured in an excel spreadsheet and was analysed through coding to obtain themes and to answer key questions which are aligned to the Evaluation objectives which are tabled as follows.

Key Evaluation questions		Evaluation Objective		Evaluation Question		Purpose of evaluation
How relevant was the Capacity Building Programme to the beneficiaries?	➔	To determine if the processes conducted in the implementation of the Leadership and Good Governance Capacity Building Programme were appropriate	➔	Has the Leadership and Good Governance Programme prepared Amakhosi to deliver their legislative roles and functions?	➔	To determine the impact made by the UKZN Leadership and Good Governance Programme for Amakhosi, in relations to the executing of their functions.
Was the programme implemented as planned?	➔					
What changes were identified by the individual beneficiary?	➔	To establish the intended and unintended outcomes of the programme from the targeted beneficiaries	➔			
What were the changes within the organisation as a result of the implementation of the programme?	➔					
What are the changes within the immediate environment of the beneficiaries?	➔	To establish if there were changes and if the changes are attributed to the programme	➔			

5. PROFILE OF COURSE PARTICIPANTS

Introduction

This section provides a profile of the Amakhosi that attended the Programme. A total of seventy five (75) answered questionnaires were received which will inform the analysis and findings. Below is the profile of the participants of the Programme.

5.1 Age category

Most of the participants at forty percent (40%) were of the age category of 31 to 40 years of age followed by the age category of 41 to 50 years of age at thirty three percent (33%). The age category of 18 to 30 years formed the least of the beneficiary group of the Programme at five percent (5%). The table below indicates the profile of the participants in terms of age categories.

Age category	Number	Percentage
31-40 years	30 out of 75	40%
41-50 years	25 out of 75	33%
51 + years	16 out of 75	22%
18-30 years	4 out of 75	5%

5.2 Positions of Traditional leaders

The majority of participants that attended the Programme were Amakhosi at eighty three percent (83%), followed by Amabambabukhosi at sixteen percent (16%) and one (1) Isiphakanyiswa. The table below indicates the profile of participants in terms of positions.

Position of Traditional leader	Number	Percentage
Amakhosi	62 out of 75	83%
Amabambabukhosi	12 out of 75	16%
Iziphakanyiswa	1 out of 75	1%

5.2 Years in leadership

Thirty six percent (36%) of the participants have been in leadership for over ten years ranging from eleven to twenty one years. This is followed by the participants who have been in leadership for a period of six to ten years at thirty four percent (34%). Only one participant had been in leadership for less than a year. The table below indicates the profile of participants in terms of years in leadership.

Period in leadership	Number	Percentage
Less than 1 year	1 out of 75	1,3%
1-3 years	10 out of 75	13,3%
3-5 years	10 out of 75	13,3%
6-10 years	26 out of 75	34,3%
Over 10 years	27 out of 75	36%
Did not specify	1 out of 75	1.3%

5.3 Membership in governance institutions

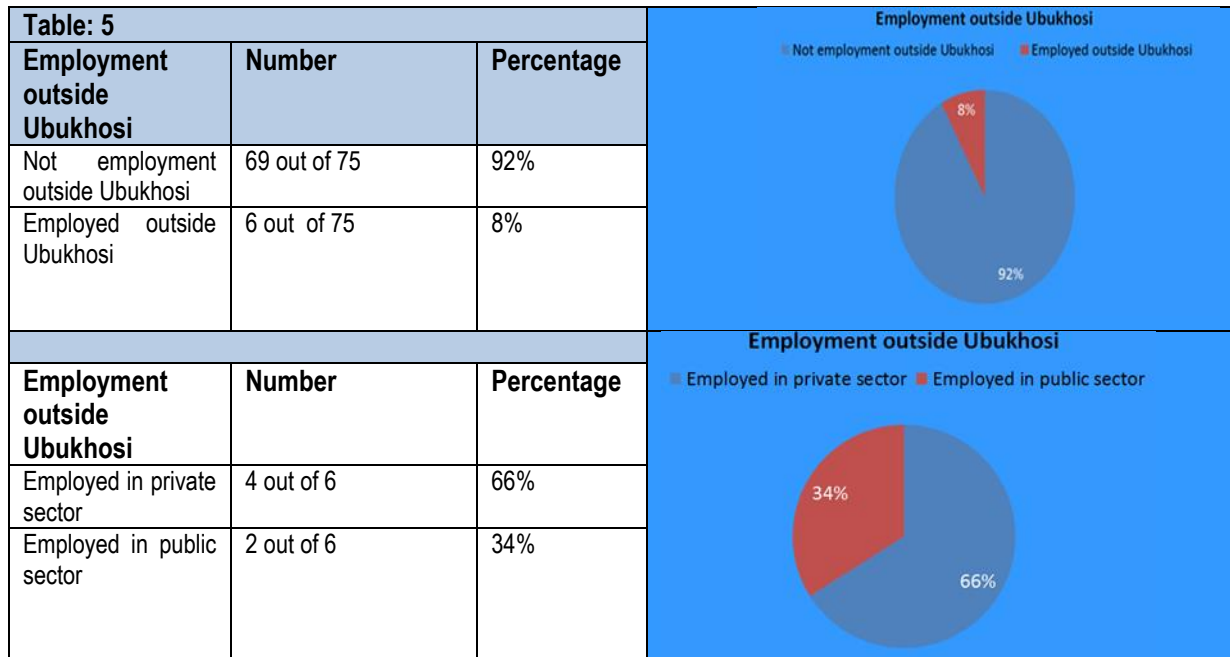
The majority of the participants at eighty percent (80%) were participating in municipal councils as per section 81 of the Municipal Structures Act No.32 of 2000. This is followed by the membership of Traditional leaders in the Provincial House of Traditional Leaders at thirty two percent (32%). There were only ten (10) participants who were not members of governance structures. The table below indicates the profile of participants in terms of membership in governance institutions.

Membership	Number	Percentage
Section 81	60 out of 75	80%
Provincial House	24 out of 75	32%
Other: or national house, CONTRALESA, Royal councils	7 out of 75	9,33%
No membership	10 out of 75	13,33%

5.4 Employment outside Ubukhosi

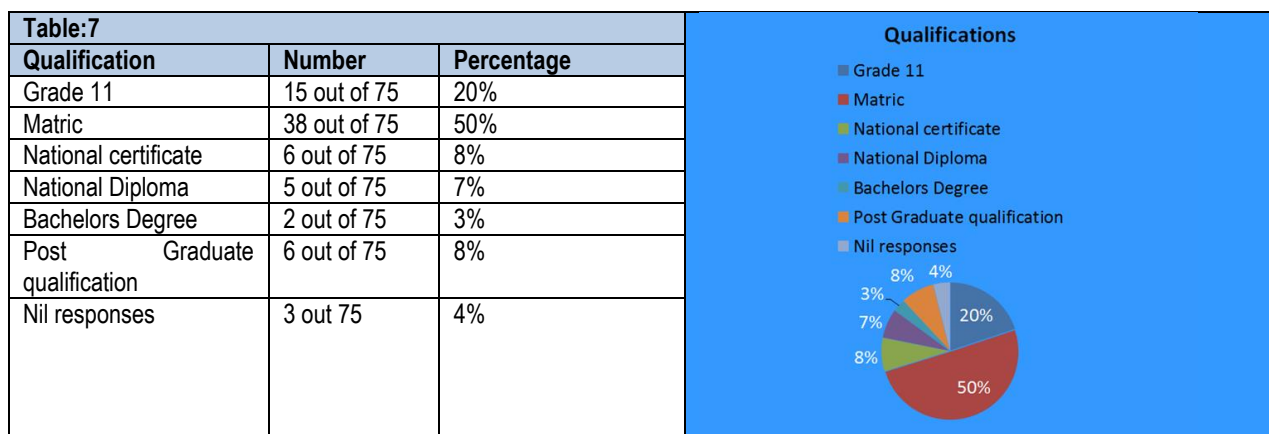
Only six (6) out of the seventy five (75) participants were employed outside their roles as Amakhosi. Sixty six percent (66%) of Amakhosi employed outside Ubukhosi were employed within the Private sector. The remainder

of the participants employed within the public sector were employed in the education sector. The table below indicates the profile of participants in terms of employment outside Ubukhosi.



5.5 Qualifications of participants


The highest qualifications of most participants at fifty percent (50%) were at Matric, followed by Grade Eleven at twenty percent (20%). Only 25% of the participants had post matric qualifications ranging from National certificates to post graduate qualifications. The table below indicates the profile of the participants in terms of the qualifications.



5.6 Leadership and Good Governance course attendance

The majority of the participants being eighty three percent (83%) attended the Basic level of Good Governance and Leadership course. The remainder of the participants attended both the Basic and Advanced levels of the Good Governance and Leadership courses. The table below indicates profile of the course levels attended.

Table: 8		
Course level attended	Number	Percentage
Basic only	62/75	83%
Basic and Advanced	13/75	17%



The pie chart, titled "Course level attendance", displays the distribution of participants across two course levels. The "Basic only" category is represented by a large blue slice, accounting for 83% of the total. The "Basic and Advanced" category is represented by a smaller red slice, accounting for 17% of the total. A legend above the chart identifies the colors: blue for "Basic only" and red for "Basic and Advanced".

6. THE RELEVANCE OF THE GOOD GOVERNANCE AND LEADERSHIP COURSE TO THE BENEFICIARIES

Introduction

This section provides a perspective from the Amakhosi on the course content and the learning environment, of the course attended.

6.1 Course Content

The participants indicated that the Programme covered areas tabled below.

Course Content	
Land Use Management	Environmental Management
Good governance and legislative framework	General Management
Criminal law, civil law and interpretation of policies	Leadership Rural African Development leadership
Human rights	Rural Development
Local Economic Development	Research methodology
English	Project Management
Computer	Communication
Conflict and dispute resolution	Presiding of Tribal courts
Community development	Working with stakeholders

The participants indicated that additional activities were conducted such as homework and assignments.

6.2 Course content satisfaction

Most of the Amakhosi at seventy one percent (71%) indicated that they were satisfied with the course content. The remaining Amakhosi at twenty two percent (22%) felt that the course content was either average or they were dissatisfied with the course content. The table below indicates the levels of satisfaction of the course content.

Table: 9			Course content satisfaction	
Satisfaction Rating	Number	Percentage	Very satisfied	Satisfied
Very satisfied	27 out of 75	36%	36%	35%
Satisfied	26 out of 75	35%		
Average	10 out of 75	13%		
Dissatisfied	7 out of 75	9%		
No response	5 out of 75	7%		

The pie chart illustrates the distribution of satisfaction levels among participants. The largest segment is 'Very satisfied' at 36%, followed by 'Satisfied' at 35%. 'Average' accounts for 13%, 'Dissatisfied' for 9%, and 'No response' for 7%.

Even though the aforementioned figures indicates the perspective of all participants in relations to course content, analysis was done to determine the level of satisfaction amongst the total of 19 post matric participants. The findings exhibited similar indications as observed in table 10 below, that thirty seven percent 37% (which is the majority of participants) being satisfied with the course content.

Table 10			Level of satisfaction of course content: Participants with Post Matric qualifications
Satisfaction Rating	Number	Percentage	
Very satisfied	5 out of 19	26%	
Satisfied	7 out of 19	37%	
Average	3 out of 19	16%	
Dissatisfied	1 out of 19	5%	
No response	3 out of 19	16%	

A similar analysis was done on participants with Secondary level qualifications being Grade Eleven and Matric qualifications. As the majority of the of the Programme participants at seventy percent (70%), the majority of these Amakhosi at thirty eight percent (38%) were satisfied with the course content, followed by the thirty six percent (36%) of Amakhosi who were very satisfied. It was also found that the majority of the dissatisfied Amakhosi were found within the Grade Eleven and Matric category with six Amakhosi compared to the one dissatisfied Inkosi in the post matric category.

Table: 11			Level of satisfaction of course content: Participants with Grade 11 and Matric qualifications
Satisfaction Rating	Number	Percentage	
Very satisfied	19 out of 53	36%	
Satisfied	20 out of 53	38%	
Average	6 out of 53	11%	
Dissatisfied	6 out of 53	11%	
No response	2 out of 53	4%	

The analysis conducted indicates that there was a high level of satisfaction on the course content, regardless of the qualifications of the Amakhosi.

It was also found that amongst the Amakhosi that were satisfied with the course content, seventy five percent (75%) of the beneficiary Amakhosi were in their positions for a period of one (1) to five (5) years. The remaining twenty five percent of the beneficiary Amakhosi were in their positions for a period of six (6) to twenty four (24) years. This indicates that the high level of satisfaction of the course content was from Amakhosi with secondary levels of education and had been in their positions for a maximum period of five years.

6.3 The Learning environment

Venue for the training

All Amakhosi indicated that the venue used for the training were the facilities of the University of KwaZulu-Natal.

Satisfaction of the training venue

Most of the Amakhosi indicated that they were satisfied with the venue used for training. The remaining participants' reactions ranged from average to very dissatisfied. The table below indicates the level of satisfaction of the training venue.

Table: 12		
Satisfaction Rating	Number	Percentage
Very satisfied	30 out of 75	40%
Satisfied	27 out of 75	36%
Average	12 out of 75	16%
Dissatisfied	1 out of 75	1%
Very Dissatisfied	1 out of 75	1%
No response	3 out of 75	4%

The pie chart illustrates the distribution of satisfaction levels among participants. The largest segment is 'Very satisfied' at 41%, followed by 'Satisfied' at 37%. 'Average' accounts for 16%, 'No response' for 4%, and both 'Dissatisfied' and 'Very Dissatisfied' represent 1% each.

Satisfaction on the size of the training group

All Amakhosi indicated that they were trained in a large group of between twenty one (21) and twenty four (24) people. In terms of satisfaction with the training in a large group, the majority of the Amakhosi were satisfied with the size of the group that they were training under citing the following reasons:

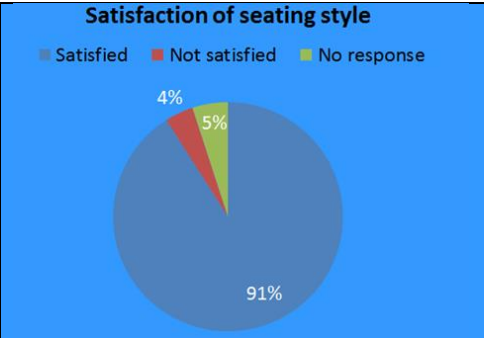
- The size of the number allowed for a large flow of ideas within discussions and debates, on experiences and day to day issues.
- The method used allowed enabled participants to obtain equal amounts of attention

The remainder of the Amakhosi felt were not satisfied with the size of the group that they trained under, citing the following reasons:

- The class was too large and could not be managed, leading to disruptions
- The instructor was not well versed in handling a large group
- The facilitation method used was not suitable for a large group as the method used did not accommodate the Amakhosi's different levels of understanding

The table below indicates the level of satisfaction size of the training group

Table : 13		
Satisfaction rating	Number	Percentage
Satisfied	68 out of 75	91%
Not satisfied	3 out of 75	4%
No response	4 out of 75	5%



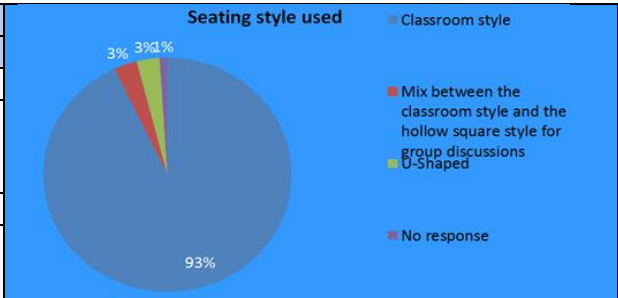
The pie chart displays the distribution of satisfaction levels regarding the seating style. The largest segment is 'Satisfied' at 91%, followed by 'No response' at 5% and 'Not satisfied' at 4%.

Satisfaction of the seating styles in within the training sessions

The seating style

The majority of the Amakhosi identified the classroom seating style as seating style used for the training. The remaining Amakhosi identified two seating styles, one being a hybrid between of the classroom style and hollow square seating for discussions and the other being a U-shaped seating style. The table below indicates that seating styles identified by the participants.

Table: : 14		
Seating style	Number	Percentage
Classroom style	70 out of 75	93%
Mix between the classroom style and the hollow square style for group discussions	2 out of 75	3%
U-Shaped	2 out of 75	3%
No response	1 out of 75	1%



The pie chart illustrates the types of seating styles used by participants. 'Classroom style' is the most common, accounting for 93%. Other styles include 'Mix between the classroom style and the hollow square style for group discussions' (3%), 'U-Shaped' (3%), and 'No response' (1%).

Levels of satisfaction

The majority of the Amakhosi indicated that they were satisfied with the seating style used for the training, in which they identified the following reasons for their satisfaction:

- They were accustomed to the seating style. With the instructor walking through the rows, enabled the interaction between the Amakhosi and the instructor.
- The instructor was and notes were visible using the seating style.

The remaining Amakhosi were not satisfied with the seating style used, citing the following reasons:

- The group was too large for the seating style, which at often times led to disturbances through chatting, resulting in only the Amakhosi in the front row participating actively in the course.
- The U-Shaped seating style would have been more preferable to prevent disturbances and would have allowed for better individual attention and maximum participation

The table below indicates the participant's level of satisfaction on the seating style used.



6.4 Satisfaction of the learning environment meeting learning expectations

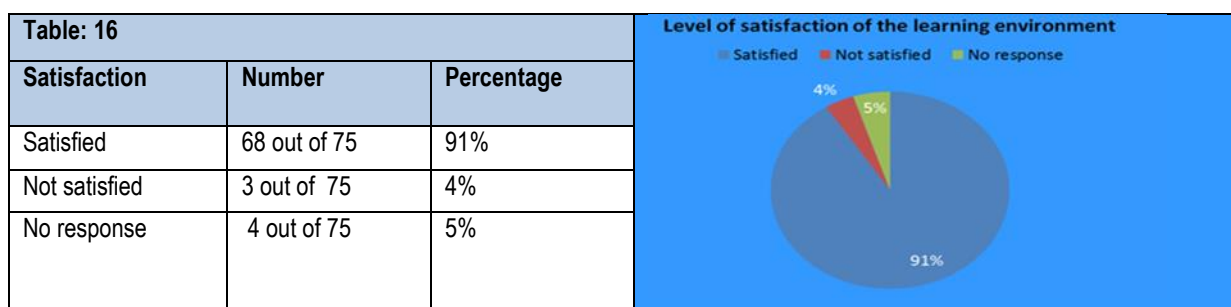
The majority of the Amakhosi were satisfied with the learning environment, citing the following reasons:

- The method used allowed for them to interact with other Amakhosi and they were able to share ideas
- The content allowed them to acquire leadership skills, to which it met their expectations
- The course content talked to their need especially on their roles in the modern age especially in a democracy

The remainder of the participants felt that they were not satisfied with the learning environment citing the following reasons:

- Even though the course met expectations they did feel that there were some gaps.
- The chairs and tables used were not appropriate and the noises made by the air conditioners disturbed the class.
- That the course content needed to be more relevant to Ubukhosi.
- That the accommodation facilities needed to be closer to University training venue, to avoid traffic resulting in participants arriving late for classes.

Tabled below is the level of satisfaction on the learning environment



6.5 Evaluator’s observations on the relevance of the Capacity Building Programme for beneficiaries

Observations were made on the relevance of the Programme for its beneficiaries. Areas of relevance included satisfaction on the course content, the training venue, the group size, the seating style and the learning environment. The following observations were made:

- The highest percentage of satisfaction of participants was with the group size, the seating style and learning environment averaging at ninety one percent (91%).
- Even though there was a clear majority on course content and the training venue, the percentage of the participant satisfaction was below the satisfaction of the aforementioned areas which received ninety percent satisfaction levels. This indicated that not all participants were happy with the course content and the training venue.

The table below indicates the overall satisfaction levels of the relevance of the course.

Table:17		
Satisfaction	Number	Percentage
Course content	54 out of 75	72%
Training venue	57 out of 75	76%
Group size	68 out of 75	91%
Seating style	69 out of 75	92%
Learning environment	68 out of 75	91%

The bar chart, titled 'Satisfaction on relevance of capacity building programme to beneficiaries', displays the percentage of satisfaction for five categories. The x-axis lists the categories: Course content, Training venue, Group size, Seating style, and Learning environment. The y-axis represents the percentage. The bars are green and labeled with their respective percentages: 72% for Course content, 76% for Training venue, 91% for Group size, 92% for Seating style, and 91% for Learning environment.

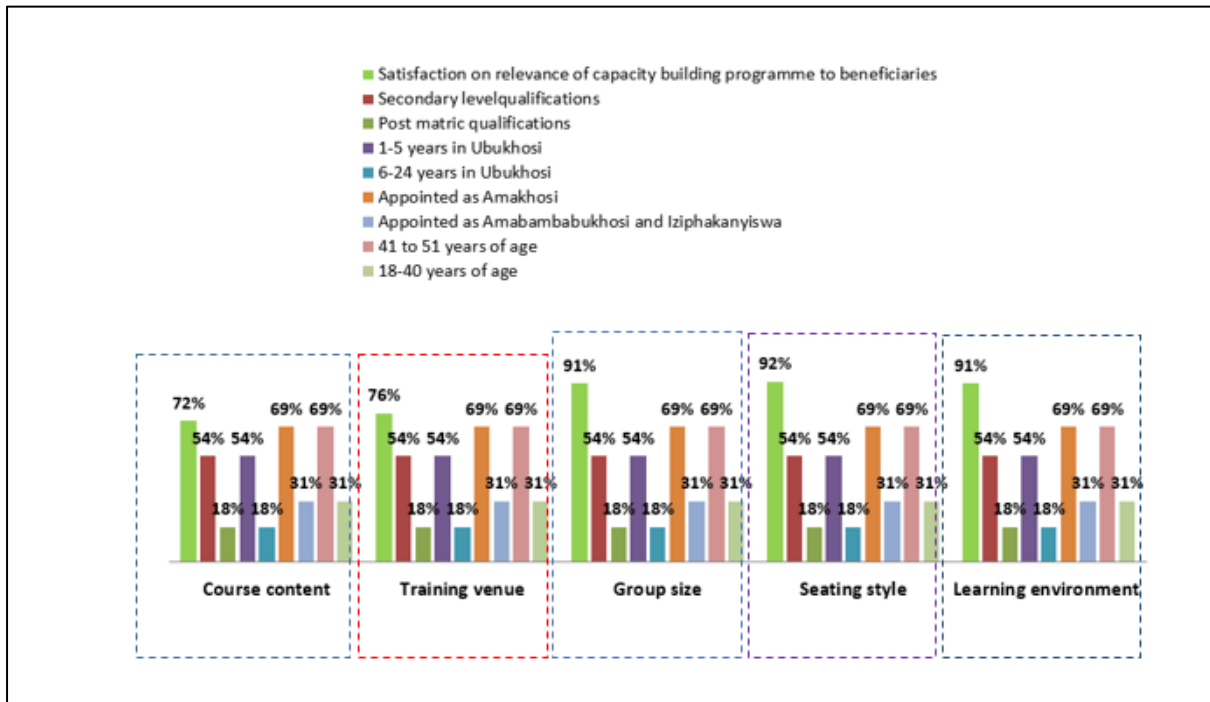
In analysing the comparison of the profile of the beneficiary Amakhosi and the finds on the relevance of the Programme, the following was found:

- Qualifications: The majority of Amakhosi at fifty four percent (54%) which were satisfied with the course content, the training module, the group size, the seating style and the learning environment had secondary level education with Grade Eleven and Matric qualifications. This was followed by eighteen percent (18%) of the remaining Amakhosi with post matric qualifications. This indicates that the course was most relevant to Amakhosi with secondary level education.
- Years in leadership: The majority of the Amakhosi at fifty four percent (54%) that were satisfied with areas measuring relevance (course content, training venue, group size, seating style and learning environment) had been in their leadership positions in for one to five years. This was followed by the remaining Amakhosi at eighteen percent (18%) which had been in their leadership positions from six to twenty four years. This indicates that the course was most relevant to Amakhosi who were in leadership positions for a period of one to five year.
- Traditional leadership positions: It was found that the satisfaction on the relevance of the Programme came from all three types of Traditional Leadership positions being Inkosi, Ibambabukhosi and

Isiphakanyiswa. This indicated that participating Amakhosi were satisfied with the relevance of the Programme regardless of the tenure time frames of their positions.

- Age category: It was found that the majority of the Amakhosi at sixty nine percent (69%) that were satisfied with the relevance of the Programme were at the age category of forty one to fifty one years (41-51) of age. The remaining Amakhosi at thirty one percent (31%) were of the age category of eighteen to forty years of age (18-40).

The graph below summaries the aforementioned findings



Above: Comparison of the findings on relevance of the Programme to the profiles of beneficiary Amakhosi

7. THE IMPLEMENTATION OF THE LEADERSHIP AND GOOD GOVERNANCE CAPACITY BUILDING PROGRAMME

Introduction:

This section covers the methods used in the provision of the training within the Capacity Building Programme and establishes if the support matched the planned activities.

7.1 Methods used in the training provided

Most of the Amakhosi noted that the method used in the training was more interactive and hands on than the lecture method. This is noted from the majority of Amakhosi, identifying the training methods which ranged from being interactive to a combination of other interactive methods. While some of the Amakhosi felt that the training provided was more of a lecturing method. Tabled below are the methods identified by the participants.

Training method	Number	Percentage
Lecture	28 out of 75	37%
Interactive	29 out of 75	39%
Hands on	2 out of 75	3%
Mix between the 3 methods (interactive, lecture and hands on)	12 out of 75	16%
No response	4 out of 75	5%

Method used in training

- Lecture
- Interactive
- Hands on
- Mix between the 3 methods (interactive, lecture and hands on)
- No response

7.2 The usefulness of the training method used

The majority of the Amakhosi felt that the training method used was useful in meeting their learning outcomes, in which they cited the following reasons:

- The mix of lectures and group discussions made the training effective.
- The interactions allowed for the sharing of knowledge and experiences on Ubukhosi
- The method was participative, preventing boredom

The remainder of the Amakhosi felt that the training method used was not meeting their learning objectives citing the following reasons:

- That the training should have been more interactive and participatory
- The medium of instruction within the course should be reviewed to ensure that the course is provided in the language of preference.

Tabled below are the Amakhosi's ratings of the usefulness of the training methods used

Table: 19			Usefulness of the training methods in meeting learning objectives
Usefulness of the training method	Number	Percentage	
Training method was useful	69 out of 75	92%	<p>A pie chart titled 'Usefulness of the training methods in meeting learning objectives'. The chart shows three segments: a large blue segment representing 'Training method was useful' at 92%, a small red segment representing 'Training method was not useful' at 3%, and a small yellow segment representing 'No response' at 5%.</p>
Training method was not useful	2 out of 75	3%	
No response	4 out of 75	5%	

7.3 Involvement of the participants development of course activities

Identification of the training

The majority of the Amakhosi being at sixty one percent (61%) noted that they were not involved in the identification of the training, citing that the Department identified the course. The remainder of the Amakhosi noted they were involved in the identification of the training in which they stated that the Department involved them in the planning stages of the course. The participants also noted that the need for the course was identified by Amakhosi. The table below indicates the participants' perspective on the identification of the training

Table : 20			Involvement in the identification of the course
Involvement in course identification	Number	Percentage	
Involved in the identification of the course	25 out of 75	33%	<p>A pie chart titled 'Involvement in the identification of the course'. The chart shows three segments: a large red segment representing 'Not involved in the identification of the course' at 61%, a blue segment representing 'Involved in the identification of the course' at 33%, and a small yellow segment representing 'No response' at 6%.</p>
Not involved in the identification of the course	46 out of 75	61%	
No response	4 out of 75	5%	

Training provided in the agreed time period

The majority of the Amakhosi being at seventy three percent (73%) noted that the training was provided within the agreed period of time, citing the following reasons:

- The participants noted that they were informed of the time periods in which the time periods were adhered to. The participants of the Basic Level course noted that the course concluded in a year as agreed.

- The participants of the Advanced level course also noted that the course concluded in two years as agreed.

The remainder of the Amakhosi noted that the training was not provided within the agreed time period, citing the following reasons:

- The time period was not agreed upon.
- The course period was too short, as a result of delays in the commencement of the course, resulting in them being put under pressure.
- The time periods clashed with other Departmental programmes which needed the full participation of the participants.

The table below indicates the participants perspective of the training provided in the agree time period.

Table:21			Training provided within agreed time period ■ Training provided in the agreed time period ■ Training not provided in the agreed time period ■ No response
Provision of training in the agreed time period	Number	Percentage	
Training provided in the agreed time period	55 out of 75	73%	
Training not provided in the agreed time period	17 out of 75	23%	
No response	3 out of 75	4%	

Training provided with the agreed activities

The majority of the Amakhosi being at sixty eight percent (68%) noted that the training was provided with agreed activities. The remainder of the Amakhosi noted that the training was not provided with agreed activities, citing the following reasons:


- The participants were promised to be paid Subsistence & Travel allowances, which they never received.
- The participants were promised visits to other traditional councils in other provinces, which did not happen.

The table below indicates the participants' perspective of the training provided with agreed activities.

Table:22		
Provision of training with agreed activities	Number	Percentage
Training provided with agreed activities	51 out of 75	68%
Training not provided with agreed activities	17 out of 75	23%
No response	7 out of 75	9%

Training provided with the agreed activities

- Training provided with agreed activities
- Training not provided with agreed activities
- No response



7.4 Evaluators observations on the implementation of the Leadership and Good Governance Capacity Building Programme

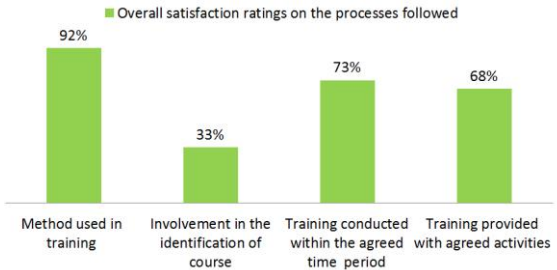
Observations were made on the implementation of the Programme. Areas of implementation included the methods used in the training, the involvement of Amakhosi in the identification of the course, if training conducted within the agreed time period and if the training was provided with the agreed activities. The following observations were made:

- There is a strong indication that the training method used allowed the Amakhosi to participate fully within the course.
- Even though there was little involvement of beneficiary Amakhosi in the identification of the course, not all participants agreed that the training was conducted within the agreed time period and agreed activities. The low satisfaction figure on the identification of the course could contribute to the satisfaction levels of the time periods and agreed activities.

Table: 23		
Satisfaction	Number	Percentage
Method used in training	69 out of 75	92%
Involvement in the identification of the course	25 out of 75	33%
Training conducted in the agreed time period	55 out of 75	73%
Training provided with agreed activities	51 out of 75	68%

Overall satisfaction ratings on the processes followed

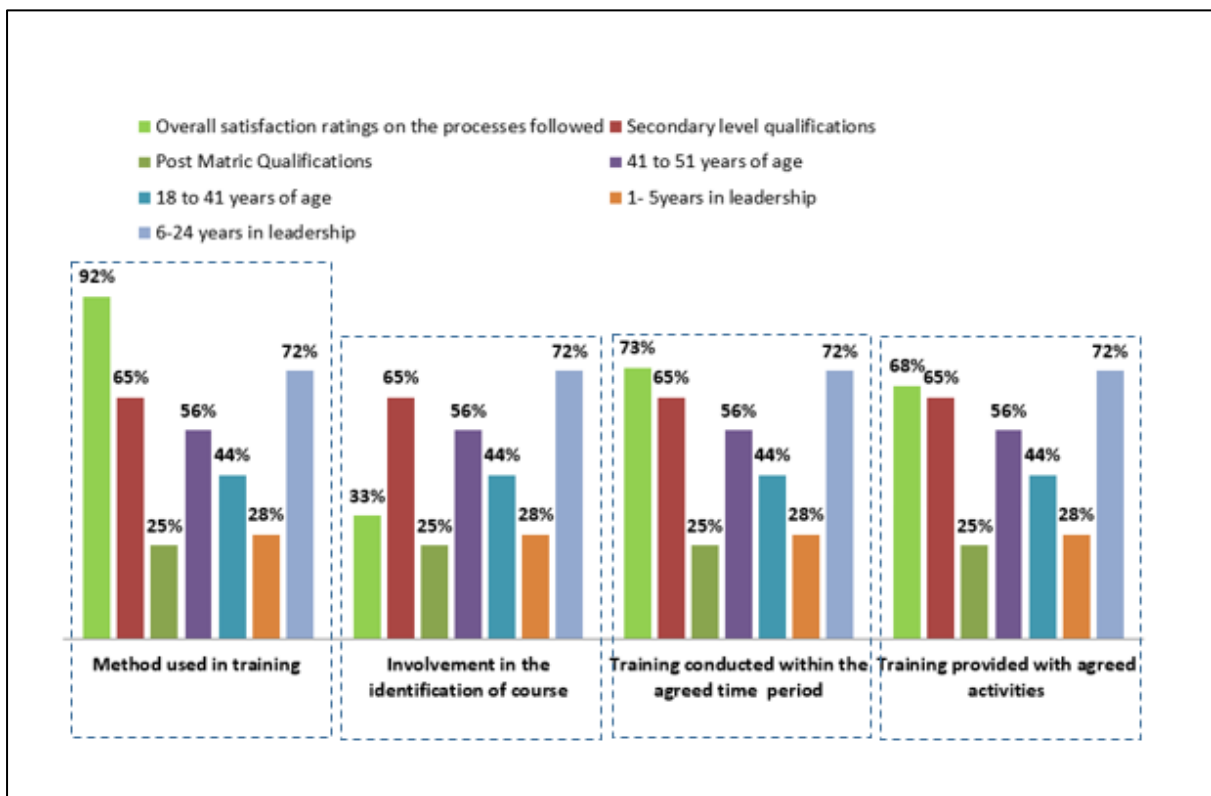
Overall satisfaction ratings on the processes followed



In analysing the comparison of the profiles of Amakhosi and the findings on the implementation of the Programme, the following was found:

- **Qualifications:** The majority of Amakhosi at sixty five percent (65%) that were satisfied with the implementation of the Programme had secondary level qualifications. This was followed by twenty five percent (25%) of the participating Amakhosi having tertiary level qualifications. This indicates that the method used could accommodate Amakhosi with secondary level qualifications.
- **Age Category:** It was found that both age categories were satisfied with the implementation of the Programme with the forty one to fifty one (41-51) years age category being at fifty six percent (56%), This was followed by the forty four (44%) percent of Amakhosi who are in the age categories of eighteen to forty years of age (18-41). This indicates that the Programme implementation was accommodative of all types of age categories.
- **Years in leadership:** It was found that the majority of Amakhosi who had been in leadership from six to twenty one years (6-21 years) were satisfied with the implementation of the Programme. This was followed by Amakhosi who had been in their leadership positions for one to five years (1-5 years). This indicates that regardless of the lack of participation in the identification of the course content, all age categories were satisfied with the implementation of the Programme.

The graph below indicates the summary of the findings



8. THE INTENDED AND UNINTENDED OUTCOMES OF THE CAPACITY BUILDING PROGRAMME FROM THE PARTICIPANTS

Introduction:

This section looks at the changes identified by the participants and the changes within their organisations a result of the training provided through the Capacity Building Programme.

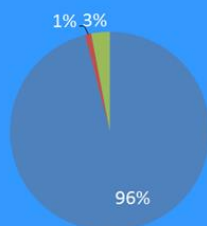
8.1 New skills acquired by participants

The majority of the participants being at ninety six percent (96%) noted that they had gained new skills as a result of the training provided. The table below indicates the participants' perspective on new skills.

Table: 24		
New skills	Number	Percentage
New skills developed as a result of the training	72 out of 75	96%
No new skills developed as a result of the training	1 out of 75	1%
No response	2 out of 75	3%

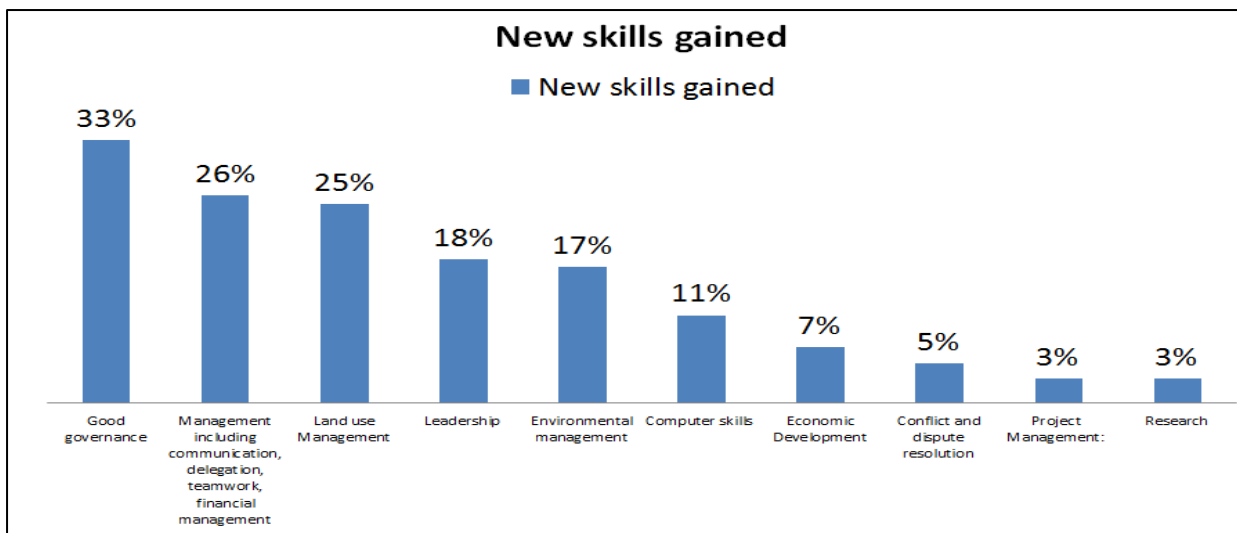
New skills developed from the training

- New skills developed as a result of the training
- No new skills developed as a result of the training
- No response



An analysis was conducted on the new skills acquired by the ninety six percent (96%) of Amakhosi, which the seventy two (72) out of the seventy five (75) Amakhosi. Out of the seventy two (72) participants that noted that they had developed new skills, the top three skills identified by were good governance, general management and land use management. Tabled below are the new skills identified by participants.

	Skill acquired by Amakhosi	Number of Amakhosi which identified the new skill	Percentage of Amakhosi which identified the new skill
1.	Good governance	24 out of 72	33%
2.	Management including communication, delegation, teamwork, financial management	19 out of 72	26%
3.	Land use Management	18 out of 72	25%
4.	Leadership	13 out of 72	18%
5.	Environmental management:	12 out of 72	17%
6.	Computer skills	8 out of 72	11%
7.	Local Economic Development:	5 out of 72	7%
8.	Conflict and dispute resolution	4 out of 72	5%
9.	Project Management	2 out of 75	3%
10.	Research	2 out of 72	3%



Implementation of newly acquired skills by participants

Most of the Amakhosi at seventy seven percent (77%) noted that they were able to implement their newly acquired skills.

The remainder of the Amakhosi noted that they were not able to implement their new skills citing the following reasons:

- The tools of trade such as computers and other office equipment to implement these new skills were not available for them to implement their newly taught skills
- There was a lack of human and financial resources to implement these new skills.
- There was a lack of co-operation from sector government departments in the implementation of community projects
- The political environment made it difficult to implement their new skills as some politically active traditional council members would bring in politics to traditional council meetings, spoiling opportunities to implement these new skills.

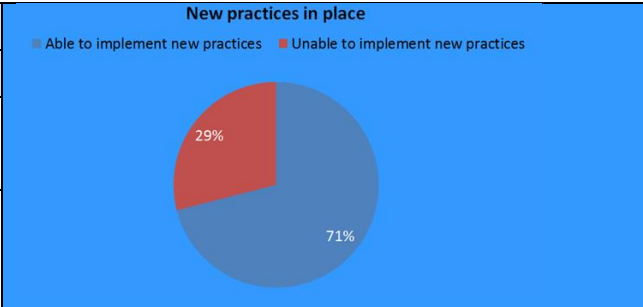
Tabled below, are the participants perspective on the implementation of the new skills

Table: 25			Implementation of new skills ■ Able to implement new skills ■ Unable to implement new skills ■ No response
Implementation of new skills	Number	Percentage	
Able to implement new skills	58 out of 75	77%	
Unable to implement new skills	10 out of 75	13%	
No response	7 out of 75	9%	

8.2 New practices of the participants as a result of the course

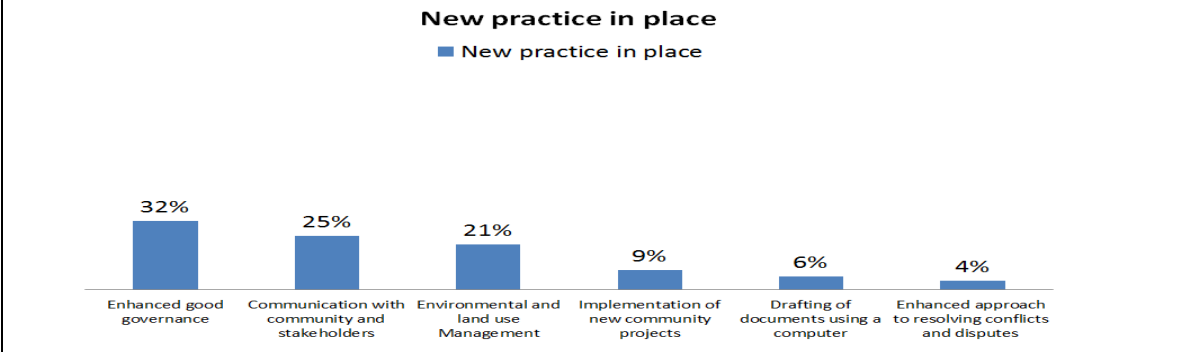
Most of the Amakhosi at seventy one percent (71%) noted that they had personally implemented practices. The remainder of the Amakhosi noted that they were not able to implement new practices. Tabled below are the perspectives Amakhosi on the implementation of practices.

Table: 26		
New practices	Number	Percentage
Able to implement new practices	53 out of 75	71%
Unable to implement new practices	12 out of 75	29%



An analysis was conducted on the seventy one percent (71%) of Amakhosi which identified new practices which were fifty three (53) out of seventy five (75) Amakhosi. Out of the fifty three (53) participants who implemented new practiced, the following new practices were identified, as tabled below.

New practice identified	Number of Amakhosi who identified new practice
Enhanced good governance	17 out of 53
Amakhosi were able to develop laws and were able conducting their traditional council affairs in terms of legislation as per the KwaZulu-Natal Traditional Leadership and Governance No.5 of 2005	
Communication with community and stakeholders	13 out of 53
Amakhosi noted that they now engage with the community and conduct community profiling when they identify the needs of the community.	
Environmental and land use Management	11 out of 53
Amakhosi noted that they are able to conserve the environment and guide on the use of land	
Implementation of new community projects	5 out of 53
Amakhosi were implementing community projects and were providing support to their communities to promote self-sufficiency through the provision of seeds	
Drafting of documents using a computer	3 out of 53
Amakhosi were able to type formal letters to their stakeholders	
Enhanced approach to resolving conflicts and disputes	2 out of 53
Amakhosi were able to mentor their izinduna on how to resolve conflicts and disputes	



8.3 New practices introduced to the Traditional council

Most of the Amakhosi at sixty nine percent (69%) introduced new practices to their traditional councils. While twenty nine percentage (29%) noted that they had not introduced new practices to their traditional councils.

Two clusters of new practices had been introduced to traditional councils, one being the improvement of efficiency in the functioning of Traditional councils and the other being community development initiatives. Below are the new practices introduced to the traditional councils by the participants and are identified from the most Amakhosi which identified to the least number of Amakhosi which identified the new practice.

Improving the efficiency in the functioning of the Traditional council

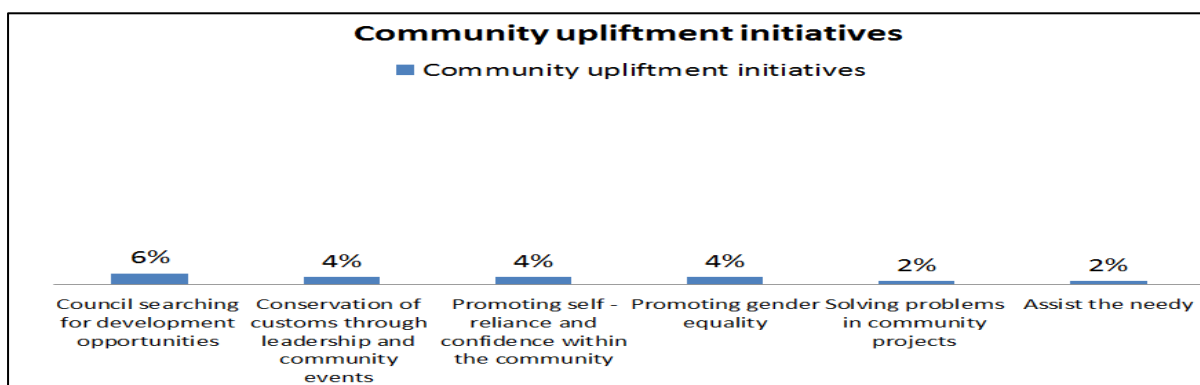
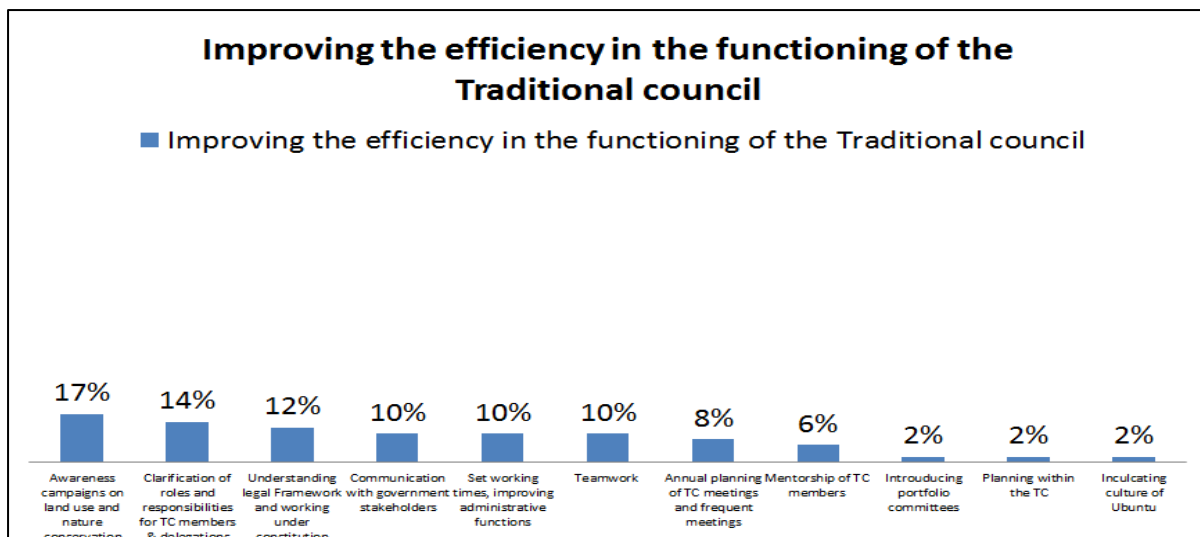
The following new practices were introduced to traditional councils that aim to improve the efficiency in the functioning of their traditional councils:

- Implementing Land use awareness campaigns on the fire season and management of the environment
- The clarification of roles and responsibilities for traditional council members & delegations
- The Understanding of the legal Framework and working under constitution
- Communication with government stakeholders
- Having set working times, improving administrative functions such as managing finances, and working with professionalism, having work plans and addressing queries in a new way.
- Having a culture of teamwork, involving the traditional council in decision making
- leadership mentorship of Traditional Council members
- Planning of Traditional council sittings throughout the year, and having more frequent meetings to address challenges
- Introduction and implementation of portfolio committees in traditional councils
- Planning of activities within the Traditional councils
- Inculcating culture of Ubuntu in traditional councils

Implementing Community development initiatives

- The Traditional Council searching for development opportunities
- The Conservation of customs through leadership and community events
- The of Promotion self -reliance and confidence within the community

The graphs below display the new practice introduced to traditional councils by cluster.



8.4 Contribution of training to new practices introduced

The majority of Amakhosi at ninety four percent (94%) noted that the new practices introduced to the traditional councils were due to the training provided. Only ten percent (10%) noted that the training did not attribute to the newly introduced practices.

Tabled below are the perspectives of the participants on the contribution of the training to the new practices

Table : 27			Contribution of training to practices introduced to TCs
Contribution of training to newly introduced practices	Number	Percentage	
Training contributed to the newly introduced practices	49 out of 52	94%	<ul style="list-style-type: none"> ■ Training contributed to the newly introduced practices ■ Training did not contribute to ne practices
Training did not contribute to newly introduced practices	3 out of 52	6%	

8.5 Training meeting the set learning outcomes

Training assisting in protecting human rights

Most of the Amakhosi at eighty three percent (83%) noted that the training assisted them in protecting human rights. Sixteen percent (16%) of the participants noted that the training did not assist them in protecting human rights. It was noted that the training had improved the awareness of seventy nine (79%) percent of the participants on the subject and only twenty one percent (21%) of the participants had noted that they are using their new understanding human rights in their practices.

Amongst the twenty one percent (21%) which stated that they apply their new understanding of human rights in their practices, it was noted that participants were implementing laws in consideration of human rights and have encouraged their izinduna and traditional councils to play their role in protecting human rights. Moreover awareness campaigns have been implemented within traditional communities to protect human rights.

Analysing the comparison of the aforementioned findings and the profiles of Amakhosi in terms of years in leadership, it was found that the majority of Amakhosi were in their leadership positions for more than five years, which formed the bulk of Amakhosi which participated in the Programme. It also indicates that the course only improved awareness for most Amakhosi that have been in leadership for more than five (5) years. The table below illustrated the perspectives of participants on meeting the objective.

Table: 28		
Protection of human rights in traditional communities	Number	Percentage
The training assisted in protecting human rights	62 out of 75	83%
The training has not assisted in project human rights	12 out of 75	16%
No response	1 out of 75	1%
0-5 years in leadership	21 out of 75	28%
6-24 years in leadership	53 out of 75	71%
Protection of human rights		
Training has improved awareness of human rights	49 out of 62	79%
Protection of human rights have been applied in practices	13 out of 62	21%

Bar Chart Data:

Assistance Category	0-5 years in leadership	6-24 years in leadership
The training assisted in protecting human rights	28%	71%
The training has not assisted in project human rights	16%	1%
No response	1%	1%

Protection of human rights

Pie Chart Data:

Category	Percentage
Training has improved awareness of human rights	79%
Protection of human rights applied in new practices	21%

Training has improved understanding of management of land use and natural resources

Most of the Amakhosi at eighty eight percent (88%) noted that the training had improved their understanding of the management of land use and natural resources. While eleven percent (11%) did not feel that the outcome was met.

Amongst the eighty eight percent (88%), the training had improved the awareness of ninety two percent (92%) of the Amakhosi on the subject, while only eight percent (81%) of the Amakhosi had used their new understanding in their new practices.

Analysing the comparison of the aforementioned findings and the profiles of Amakhosi in terms of qualifications indicated that majority of Amakhosi which noted the improved understanding had secondary level qualifications. It also indicated that even though there was an improved understanding of the learning outcome, the few of the participants noted that there have used their new understanding of the learning outcome in their practices.

The table below illustrated the perspectives of participants on meeting the objective.

Table: 29		
Understanding of management of land use and natural resources	Number	Percentage
Training has improved understanding of management of land use and natural resources	66 out of 75	88%
Training has not improved understanding of management of land use and natural resources	8 out of 75	11%
No response	1 out of 75	1%
Secondary level qualifications	53 out of 75	70%
Tertiary level qualifications	19 out of 75	26%
Training has improved awareness on land use and natural resource management	61 out of 66	92%
New understanding in new practices	5 out of 66	8%

Training has aided in dealing with conflicts situations more effectively

Most of the Amakhosi at eighty four percent (84%) noted that the training had aided them in handling conflicts more effectively, while twelve percent (12%) felt that the course was not in depth on conflict resolution and was not covered in the course.

Out of the sixty three (63) the Amakhosi who felt that the course aided in handling conflicts, sixty seven percent (67%) of them noted that their awareness on conflict resolution had improved. Only the remaining thirty three percent (33%) of the participants noted that they had used their new understanding in their new practices, noting that they now resolve disputes as per the law, are able to listen to both sides of conflicting parties and are able to resolve family disputes.

Analysing the comparison of the aforementioned findings and the profiles of Amakhosi in terms of their years in leadership, indicated that the majority of Amakhosi had been in leadership for more than five (5) years has an improved understanding of the learning outcome.

The table below illustrated the perspectives of participants on meeting the objective.

Table:30		
Conflicts dealt with more effectively	Number	Percentage
Training has assisted in dealing with conflicts effectively	63 out of 75	84%
Training has not assisted in dealing with conflicts effectively	9 out of 75	12%
No response	3 out of 75	4%
0-5 years in leadership	21 out of 75	28%
6-24 years in leadership	53 out of 75	71%
Conflicts dealt with more effectively		
Training has improved awareness conflict resolution	42 out of 63	67%
New understanding instilled in new practices	21 out of 63	33%

Category	Percentage
Training has assisted in dealing with conflicts effectively	84%
0-5 years in leadership	28%
6-24 years in leadership	71%
Training has not assisted in dealing with conflicts effectively	12%
No response	4%

Conflicts dealt with more effectively

Category	Percentage
Training has improved awareness conflict resolution	72%
New understanding in new practices	28%

Training has enabled a participatory style of leadership

Most of the Amakhosi at ninety one percent (91%) noted that the training had enabled them to provide a participatory style of leadership. Only twenty six (26%) of the Amakhosi noted that the training had not enabled them to provide participatory leadership.

Out of the sixty eight (68) participants who noted that the training had made a change, forty four percent (44%) of the Amakhosi noted that the training improved their awareness of the subject, while remaining fifty six percent (56%) noted that they were able to incorporate their new understanding in their practices, through involving the community in decision making. The table below illustrated the perspectives of participants on meeting the objective.

Analysing the comparison of the aforementioned findings and the profiles of Amakhosi in terms of their years in leadership, indicated that the majority of Amakhosi in leadership for more than five years formed part of the fifty two percent (52%) of Amakhosi that were able to use their new understanding in their new practices.

Table: 31											
Participatory style leadership	Number	Percentage									
Training has assisted in enabling participatory leadership	68 out of 75	91%	<p>■ Participatory style of leadership ■ 0-5 years in leadership ■ 6-24 years in leadership</p> <table border="1"> <caption>Data for Bar Chart: Training assisted in enabling participatory leadership</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>0-5 years in leadership</td> <td>91%</td> </tr> <tr> <td>6-24 years in leadership</td> <td>28%</td> </tr> <tr> <td>No response</td> <td>3%</td> </tr> </tbody> </table>	Category	Percentage	0-5 years in leadership	91%	6-24 years in leadership	28%	No response	3%
Category	Percentage										
0-5 years in leadership	91%										
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No response	3%										
Training has assisted in enabling participatory leadership	2 out of 75	3%									
No response	5 out of 75	6%									
0-5 years in leadership	21 out of 75	28%									
6-24 years in leadership	53 out of 75	71%									
Participatory style leadership											
Training has improved awareness of participatory style of leadership	30 out of 63	48%	<p>■ Training has improved awareness of participatory style of leadership ■ New understanding used in new practices</p> <table border="1"> <caption>Data for Pie Chart: Participatory style leadership</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Training has improved awareness of participatory style of leadership</td> <td>48%</td> </tr> <tr> <td>New understanding used in new practices</td> <td>52%</td> </tr> </tbody> </table>	Category	Percentage	Training has improved awareness of participatory style of leadership	48%	New understanding used in new practices	52%		
Category	Percentage										
Training has improved awareness of participatory style of leadership	48%										
New understanding used in new practices	52%										
New understanding used in new practices	33 out of 63	52%									

Training has enabled synergistic partnerships with government and civil society stakeholders

Most of the participants at seventy five percent (75%) have noted that the training enabled them to form synergistic partnerships with government institutions. While seventeen percent (17%) noted that the training provided had not enabled them to form synergistic partnerships.

Out of the fifty six (56) participants, only two percent (2%) of the participants noted that the training had improved their awareness. Analysing the comparison of the aforementioned findings and the profiles of Amakhosi in terms of their qualifications, indicated that even though the majority of Amakhosi had secondary level qualifications, the majority of them were able to use their new skills to form partnerships. The table below indicates the how participants have instilled their understanding in their practices.

Table:32		
Synergistic Partnerships	Number	Percentage
Training has enabled synergistic partnerships	56 out of 75	75%
Training has not enabled synergistic partnerships	13 out of 75	17%
No response	6 out of 75	8%
Secondary level qualifications	53 out of 75	70%
Tertiary level qualifications	19 out of 75	26%

Qualification Level	Training enabled synergistic partnerships	Training has not enabled synergistic partnerships	No response
Tertiary level qualifications	75%	17%	8%
Secondary Level qualifications	70%	8%	0%

Synergistic partnerships		
Synergistic partnerships	Number	Percentage
Awareness of synergistic partnerships	1 out of 56	2%
Municipality only	11 out of 56	20%
Partnership with government Departments	2 out of 56	4%
Partnership with Municipality, government departments and NGOs and NPOs	25 out of 56	45%
Partnerships with Municipality and Government Departments:	17 out of 56	30%

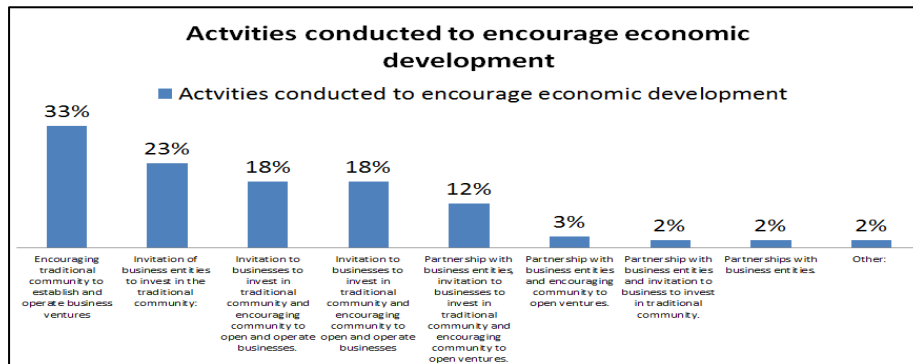
Partnership Type	Percentage
Awareness improved	2%
Partnership with Municipality	20%
Partnership with government Departments	4%
Partnership with Municipality, government departments and NGOs and NPOs	45%
Partnerships with Municipality and Gov Departments	30%

Training has encouraged economic development in traditional community

The majority of the participants at eighty percent (80%) noted that the training enabled them to encourage economic development in their traditional communities. Fifteen percent (15%) of the participants felt that the training did not enable to encourage economic development.

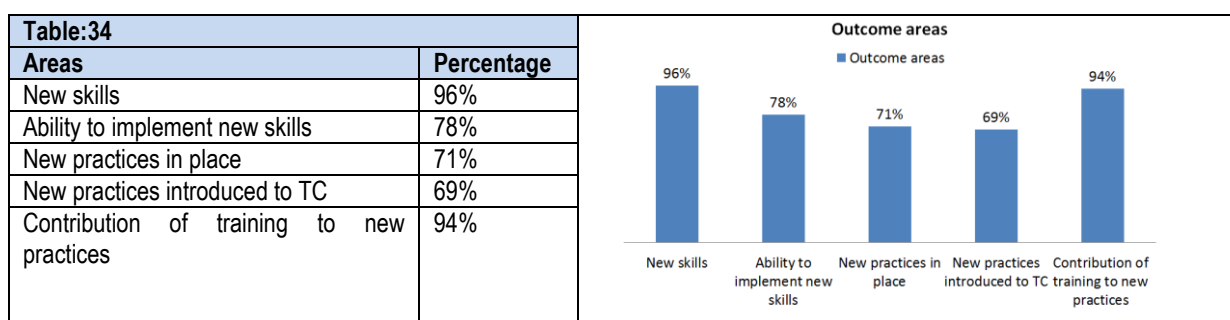
Out of the sixty (60) participants who felt that the training enabled them to encourage economic development, only one participant noted that the training only improved their awareness, with the remainder of the participants instilling their new understanding in new practices. A large number of participants noted that they had encouraged their traditional communities to establish and operate business ventures. Tabled below illustrates the types of activities conducted in encouraging economic development.

Local Economic Development Activities	Number of Amakhosi identifying activities	Percentage of Amakhosi
Encouraging traditional community to establish and operate business ventures	20 out of 60	33%
Invitation of business entities to invest in the traditional community:	14 out of 60	23%
Invitation to businesses to invest in traditional community and encouraging community to open and operate businesses.	11 out of 60	18%
Invitation to businesses to invest in traditional community and encouraging community to open and operate businesses	11 out of 60	18%
Partnership with business entities, invitation to businesses to invest in traditional community and encouraging community to open ventures.	7 out of 60	12%
Partnership with business entities and encouraging community to open ventures.	2 out of 60	3%
Partnership with business entities and invitation to business to invest in traditional community.	1 out of 60	2%
Partnerships with business entities.	1 out of 60	2%
Other:	1 out of 60	2%

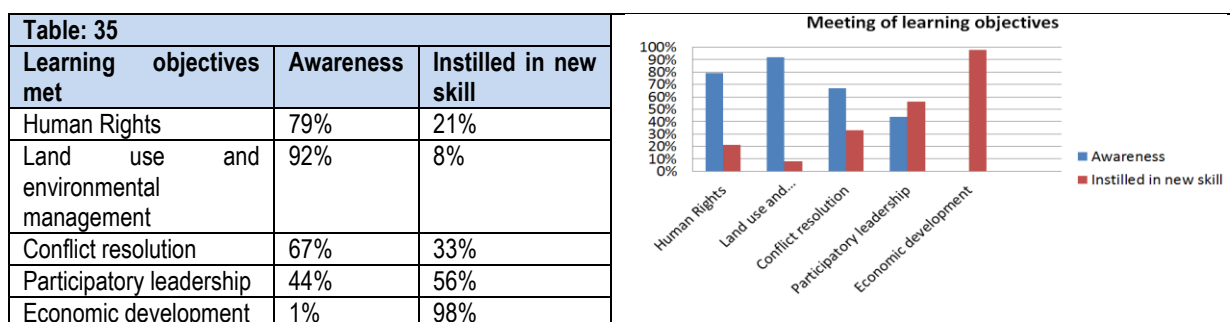


8.6 Evaluators observations on changes within participants and organisations as a result of the programme

Even though ninety six percent (96%) of the participants noted that they had obtained new skills, it was noted that the percentage of participants dropped in terms of implementing these new skills, putting practices in place and introducing new practices to their traditional councils.



It is noted that three out of the five the learning outcomes resulted in the improvement of the awareness on Human rights protection, land use & environmental and conflict resolution. While in other learning outcomes such as participatory leadership and economic development activities are being instilled in their new practices.



In comparing the learning outcome findings with the profiles of Amakhosi, two set of learning outcomes were established. One being leadership based outcomes and the other being technical based outcomes. These respective outcomes were compared to the profiles in terms of qualifications and years in leadership. The following was found:

- Leadership based outcomes: It was found that the Programme did not enable most Amakhosi who have been in leadership for more than five years to use their new understanding in their new practices. This indicates that the method used in the Programme needs to be more hands on.
- Technical based outcomes: It was found that the majority of the Amakhosi were able to implement new practices in terms of synergistic partnerships and economic development, regardless of the majority of Amakhosi having secondary level qualifications. It was however noted that a small number of Amakhosi

were able to implement new practices in relations to land use and natural resource management. This could indicate that this element of the programme was too technical, not allowing Amakhosi to implement their new practices.

Tabled below is the summary of the analysis made on the awareness and implementation of new practices, in terms of learning outcomes

Learning Outcomes	Majority of group	Improved Awareness	Understanding used in new practices
Leadership based outcomes			
Protection of human rights in traditional communities	71% of Amakhosi in leadership from 6-24 years	79% of Amakhosi	21% Amakhosi
Conflicts dealt with more effectively	71% of Amakhosi in leadership from 6-24 years	67% of Amakhosi	33% Amakhosi
Participatory style leadership	71% of Amakhosi in leadership from 6-24 years	44% of Amakhosi	56% Amakhosi
Technical based outcomes			
Understanding of management of land use and natural resources	70% of Amakhosi with secondary level qualifications	92% of Amakhosi	8% of Amakhosi
Synergistic Partnerships	70% of Amakhosi with secondary level qualifications	2% of Amakhosi	75% of Amakhosi
Economic development in traditional community	70% of Amakhosi with secondary level qualifications	15% of Amakhosi	80% of Amakhosi

9. SUSTAINABILITY AND AREAS OF IMPROVEMENT

9.1 Additional support required to sustain newly acquired skills

Out of the fifty seven (57) participants, two categories of recommendations were made being resource recommendations and further training recommendations. Tabled below are the recommendations made.

Recommendation category	Number	Percentage
Further training recommendations:	30 out of 57	53%
<ul style="list-style-type: none"> • The attendance of an Advanced leadership course • Training on law • Regular refresher workshops • Support Amakhosi with qualifications below matric • More workshops based on the needs of Ubukhosi 		
Resources recommendations:	27 out of 57	47%
<ul style="list-style-type: none"> • Tools such as reporting templates to make work more efficient • Provision of human and financial resources • Provision of office equipment and furniture for the functioning of the Traditional Administrative Centre • Provision of resources to support economic development projects 		

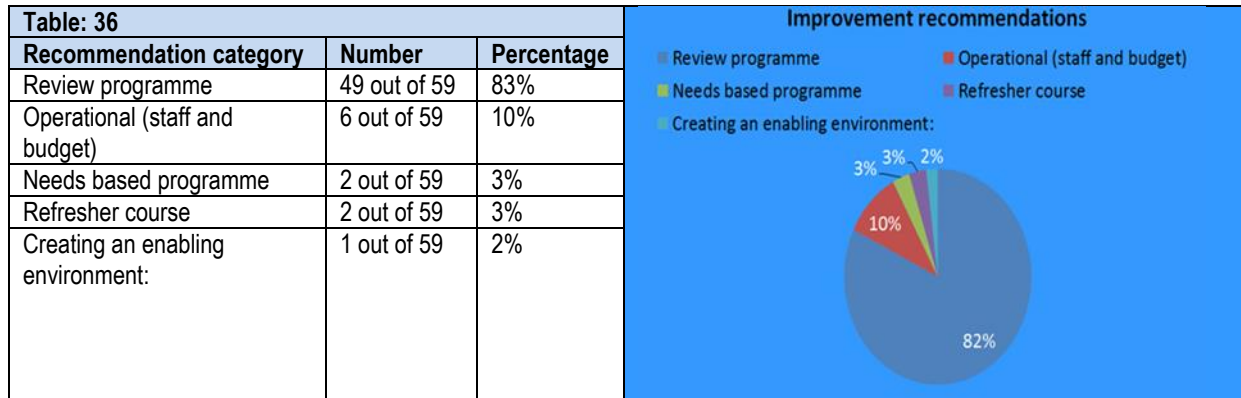
9.2 Additional Departmental support need to sustain new practices

Out of the forty three participants, three category recommendations were made being tools to enhance functionality, the Department plays a link between other Departments and training of TC members.

Recommendation category	Number	Percentage
Tools to enhance functionality of the Traditional Council	27 out of 43	63%
<ul style="list-style-type: none"> • Equipment for the traditional council such as computers, printers and photocopiers for the Traditional Administrative Centre • Funding support for the functioning of the Traditional Council • Increase in remuneration of traditional council members and employees 		
Training of TC members	14 out of 43	32,5%
<ul style="list-style-type: none"> • Training of Traditional council members on their roles and functions 		
Department playing a link between other sector Departments	2 out of 43	4,6%
<ul style="list-style-type: none"> • The Department should play a coordination role in linking sector departments and traditional councils 		

8.3 What can be improved in the implementation of the programme

Out of the fifty nine participants, recommendations were made as tabled below:



10. THE CHANGES IN THE IMMEDIATE ENVIRONMENT OF THE PARTICIPANTS

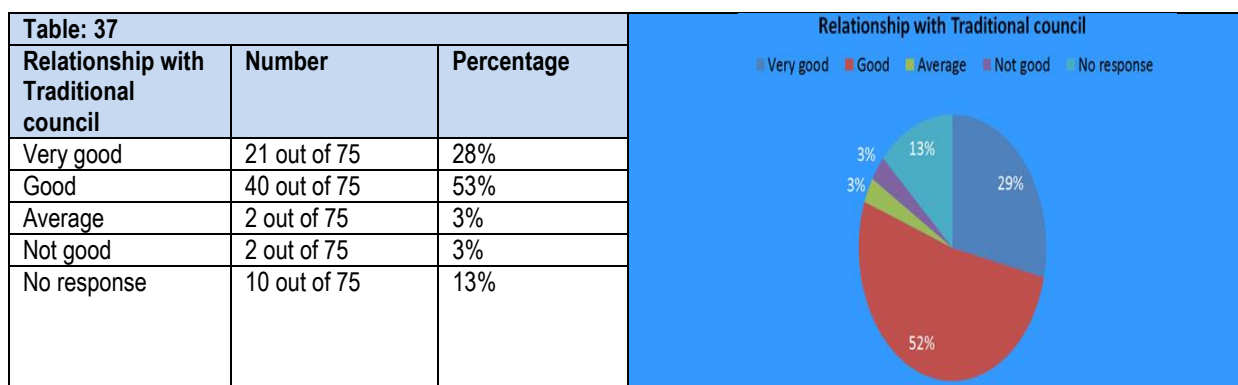
Introduction:

This section will look into the relationship between the Amakhosi and their traditional councils, to establish if the course contributed to the improved relationship between both parties and their traditional communities.

10.1 Working relationship of participation with Traditional council

Eighty one percent of the Amakhosi (81%) noted that their relationship with their traditional councils ranged from very good to good. Six percent (6%) of the Amakhosi noted that the relationship with their traditional councils ranged from average to not good.

Tabled below are the participants' perspectives on the relationships between themselves and their traditional councils.



10.2 Improvement of the working relationship as a result of the training provided

Eighty two percent (82%) of the Amakhosi noted that the training had improved their working relationship with their traditional councils, noting that they used their communication and delegation skills. The Amakhosi added that they were able to transfer their knowledge and skills to their traditional council members.

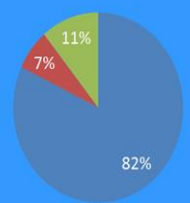
Seven percent (7%) of the Amakhosi noted that the new skills obtained through the training, did not contribute to the good working relationship between them and their traditional councils citing that there had always been a good working relationship between them and traditional councils.

Tabled below are the perspectives of the Amakhosi on the contribution of the training to the working relationship

Table: 38		
Training contribution to the improved relationship	Number	Percentage
Training contributed to working relationship	62 out of 75	82%
Training did not contribute to the working relationship	5 out of 75	7%
No responses	8 out of 75	11%

Training contribution to the improved relationship

- Training contributed to working relationship
- Training did not contribute to the working relationship
- No responses



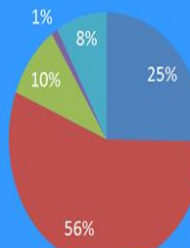
10.3 Working relationship between the traditional council and the traditional community

Seventy five percent (75%) of the Amakhosi noted that the working relationship with traditional councils and traditional communities ranged from very good to good. Ten percentage (10%) of the Amakhosi noted that the working relationship ranged from average to not good.

Table :39		
Working relationship between the traditional council and the traditional community	Number	Percentage
Very good	18 out of 75	24%
Good	38 out of 75	51%
Average	7 out of 75	9%
Not good	1 out of 75	1%
No response	11 out of 75	15%

Working relationship between traditional council and traditional community

- Very good
- Good
- Average
- Not good
- No response



10.4 Improvement of the working relationship as a result of the training provided

Eighty nine percent (89%) of the Amakhosi noted that the training aided in improving the working relationship, in which they noted that a close working relationship was created through the interaction on community problems.

Three percent (3%) noted that the training did not improve the working relationship between the traditional council and the traditional community.

Tabled below are the perspectives of the Amakhosi on contribution of the training to the working relationship.

Table:40			Training contribution to working relationship
Training contribution to the improved relationship	Number	Percentage	<ul style="list-style-type: none"> ■ Training contributed to working relationship ■ Training did not contribute to the working relationship ■ No responses
Training contributed to working relationship	67 out of 75	89%	
Training did not contribute to the working relationship	2 out of 75	3%	
No responses	6 out of 75	8%	

10.5 Functionality of traditional council as result of new practices

Eighty one percent (81%) of the Amakhosi noted that the training provided aided in improving the functionality of their traditional councils, through the newly introduced practices. They noted that there is now a better relationship between them and their traditional councils and the use of participatory leadership had improved their working relationship.

Eight percent (8%) of the Amakhosi noted that the functionality of their traditional councils has not improved citing the R140 seating allowance as being too low for remuneration, and the lack of training of traditional council members as a challenge.

Tabled below are the perspectives of the Amakhosi on contribution of the training to the functionality of the traditional council.

Table: 41			Contribution of new practices to functionality of traditional councils
Contribution of new practices to functionality of the traditional council	Number	Percentage	<ul style="list-style-type: none"> ■ Contribution to functionality ■ No contribution to functionality ■ No responses
Contribution to functionality	61 out of 75	79%	
No contribution to functionality	6 out of 75	8%	
No responses	10 out of 75	13%	

10.6 Evaluators observations on the impact made by the training

There is a strong indication that the training contributed to the working relationship between the Amakhosi and their traditional councils, as more than eighty percent (80%) of the Amakhosi noted that the working relationship ranged from very good to good and noted that the training contributed to the improved relationship.

Even though seventy five percent (75%) of the participants noted that the relationship between the traditional councils and traditional communities ranged from very good to good, there is a high indication that the training could have contributed to the relationship identified.

Even though most of the Amakhosi noted that the training aided in improving the functionality of their Traditional councils, there is a need to have organisation focused approach which not only accommodates participants but their organisations being traditional councils.

Tabled below is a summary of the findings on the impact made by the training.

Areas	Percentage
Working relationship between the Participants and traditional councils	81%
Contribution of training to relationship	82%
Relationship between traditional council and traditional community	75%
Contribution of training to relationship of traditional council and traditional community	89%
Training contribution to the functionality of the traditional councils	79%

Area	Yes (%)	No (%)
Working relationship with TCs	81%	6%
Contribution of training to relationship	82%	7%
Relationship between TC and community	75%	10%
Contribution of training to relationship	89%	3%
Training contribution to functionality of TC	79%	8%

11. PERSPECTIVE OF DISTRICT MANAGERS

Introduction

A perspective of the observable changes on the Capacity Building Programme was sought from district managers, to have an understanding of the changes in the functioning of the Local houses of Traditional leaders within the Province of KwaZulu-Natal.

11.1 Observable changes in the functioning of the local houses of Traditional Leadership as a result of the Capacity Building Programme

Sixty three percent (63%) of the district managers noted that there were observable changes in the functioning of Local houses of Traditional leaders, and felt that the changes were attributed to the training which the participants underwent. The districts managers noted the following:

- The confidence of the participants had improved and are now contributing more in discussions
- Their ability to present has improved

Twenty seven percent (27%) of the district managers felt that there were no observable changes in the functioning of the local houses of Traditional Leaders. The district Managers noted the following:

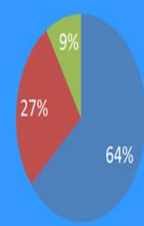
- Even though they had gained new skills, they are not using their newly acquired skills in Local house sittings, such as chairing and understanding the importance of implementing actions in minutes
- Politics such as the infighting on positions in the Local house mars its functioning, resulting in the beneficiaries not using their newly acquired skills.

Tabled below are the summary of the findings

Table: 43		
Observable changes in the functioning of the Local Houses of Traditional Leaders as a result of the training provided	Number	Percentage
Changes in the functioning of the Local House as result of the training provided	7 out of 11	64%
No changes in the functioning of the local house as result of the training provided	3 out of 11	27%
No response	1 out of 11	9%

Observable changes in the functioning of the Local Houses of Traditional Leaders as a result of the training provided

- Changes in the functioning of the local house as a result of the training provided
- No changes in the functioning of the local house as result of the training provided
- No response



64%
27%
9%

12. OVERALL CONCLUSION

11.1 Processes conducted in the implementation of the Leadership and Good Governance Capacity Building Programme

Conclusion

There is a strong indication that the participants were highly satisfied with the group size they were trained within, the seating style used, the learning environment created and the method used in the training. This is seen in the satisfaction percentages of the aforementioned areas being in the ranges of ninety one percent (91%) to ninety two percent (92%). In light of the fact that seventy percent of Amakhosi had secondary level qualifications such as Grade Eleven and Matric, this indicated that Amakhosi were accustomed to the learning environment that they were exposed to.

The approach used in the consultation of the Amakhosi having a satisfaction level of thirty three percent (33%) could have had an effect on the level of satisfaction of the training content, the training venue used, the training conducted in the agree time period and the training provided with agreed activities. This is seen in the satisfaction levels ranging between sixty eight percent (68%) to seventy six percent (76%).

This is also seen in the recommendations for the course content to be reviewed, at a level of eighty nine percent (89%)

Recommendations

Relevance

How relevant was the capacity building programme to the beneficiaries?

- The consultation approach needs to be reviewed, to allow Amakhosi to provide input on the course content of the training, and activities of the training.

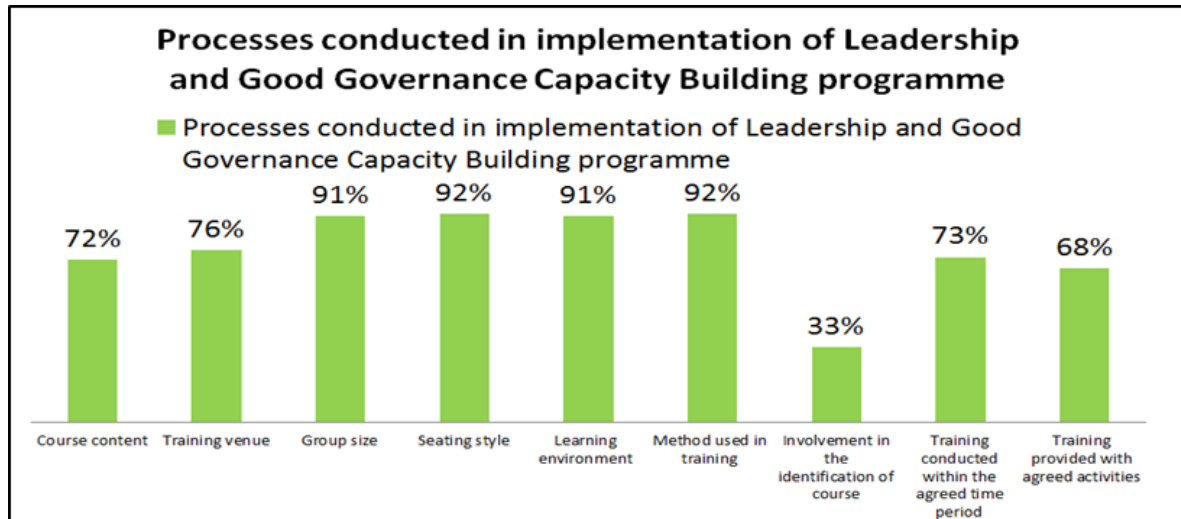
Efficiency

Was the programme implemented as planned?

- The Programme needs to have activities which enable Amakhosi to gain practical experience and enables Amakhosi to implement their new skills and practices
- The Traditional Affairs Branch needs to conduct an assessment on available resources within traditional councils to establish the readiness of beneficiary Amakhosi to implement their new taught skills.

- More over the training method used in the Programme needs to ensure that the learning outcomes not only improve the awareness of Amakhosi, but enables Amakhosi to implement new practices on the taught learning outcomes.

The graph below indicates the summary of the findings



11.2 Intended and unintended outcomes of the Leadership and Good Governance Capacity Building Programme

Conclusion

The Capacity Building Programme had enabled Amakhosi to gain new skills. This is seen in the high percent of participants at ninety six percent (96%) noting that they had gained new skills. The percentage of Amakhosi drops in the areas of the ability to implement new skills, having new practices in place and introducing new practices to Traditional councils. Despite the high percentage of participants being satisfied with the training used, the training method used could not enable the participants to implement their skills and implement new practices.

In terms of the Capacity Building Programme meeting its learning outcomes, the learning outcomes relating to the protection of human rights, the improvement in the understanding of land use & environmental management and conflict resolution were met in terms or improving the awareness of participants rather than enabling them to instil their new practices into their new practices. The new understanding of the learning outcomes of participatory leadership and economic development were in their new practices.

Training methods used in Technical based outcomes enabled Amakhosi to implement new practices in terms of synergistic partnerships and economic development, regardless of the majority of Amakhosi having secondary level qualifications. It was however noted that a small number of Amakhosi were able to implement new practices

in relations to land use and natural resource management. This could indicate that this element of the programme was too technical, not allowing Amakhosi to implement their new practices.

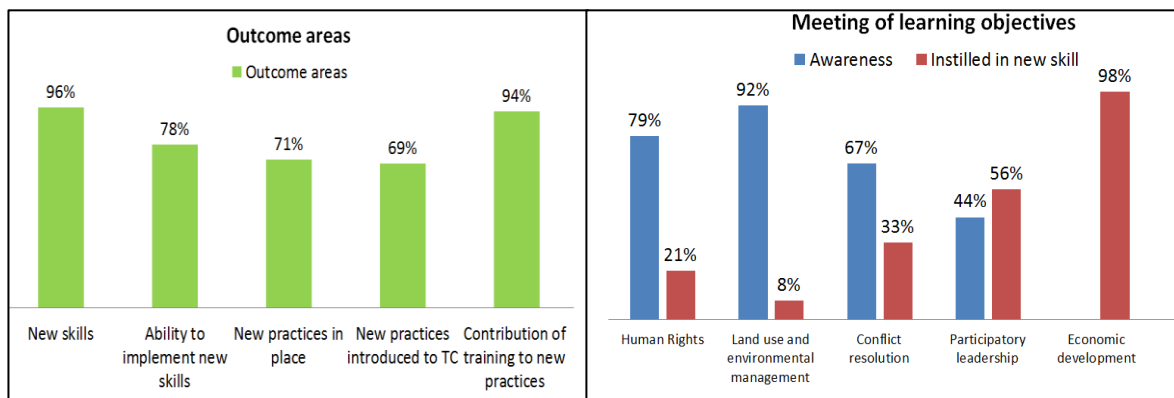
However in training methods used in leadership based outcomes did not enable most Amakhosi who have been in leadership for more than five years to use their new understanding in their new practices. This indicates that the method used in the Programme needs to be more hands on.

Effectiveness

What are the changes within the immediate environment of the beneficiary Amakhosi?

- Training on leadership based outcomes needs to have more practical activities to ensure that the Amakhosi are able to implement new practices in their traditional councils.
- The target audience of the Programme needs to be extended to traditional councils. This will enable a holistic approach to the training provided and will enable Amakhosi to introduce new practices more easily.

The graph below indicates the summary of the findings



11.3 Changes and the contribution of the Leadership and Good governance Capacity Building Programme to the observed changes

Conclusion

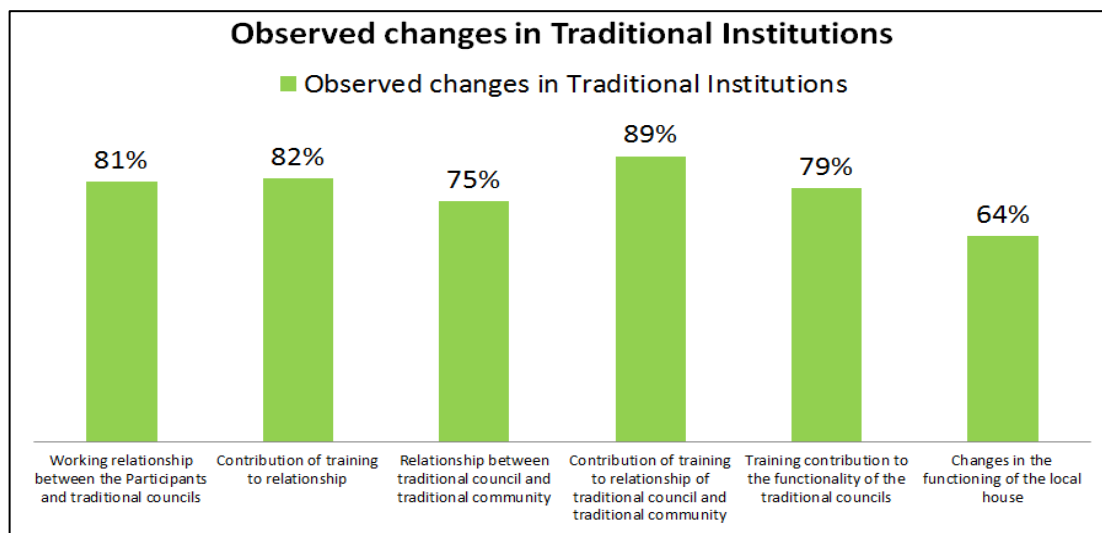
It is noted that the training has had a strong impact in the traditional councils where the participants conduct their daily activities. There is a strong indication that the good governance and leadership skills had contributed to the improved working relationship between the participants and their traditional councils. This is seen in the correlations between the working relationship of the participants and their traditional councils and the contribution to the training to the working relationship being at a percent of eighty one percent (81%) and eighty two percent (82%).

There is also an indication that the training had also contributed to the improving working relationship between the traditional councils and their traditional communities. This is seen in the percentage of participants ranging from seventy five percent (75%) to eighty nine percent (89%).

Even though there is an indication that the training contributed to improving the working relationship between stakeholders of traditional councils, not all participants agreed that the training contributed to the functionality of their traditional councils being at seventy nine percent (79%). This is seen in the recommendations of participants requesting resources, which could aid in them implementing their new skills and the request for additional training for traditional council members.

The indication from District Managers on changes in the functioning of the local house of traditional leaders, indicate that not all the participants were using their newly acquired skills. Even though the majority of participants at sixty four percent (64%) indicated that the confidence of the participants has improved through their participation in local house discussions, the remainder of the local houses are not using their skills. This raises the questions of the environment within these local houses, being enabling for the participants to implement their new skills.

The graph below indicates the summary of the findings



11.4 How the training has prepared Amakhosi to deliver their on their legislative roles and functions

The Capacity Building Programme has enabled the participants to play a leadership role in the functioning of their traditional councils. The Capacity Building Programme through its processes has only assisted in improving the awareness of the learning objectives in sixty percent (60%) of the learning objectives, instead of enabling

them to infuse their new understandings into their new practices. The aforementioned observation is seen particularly in human rights, land use management, natural resources management and conflict resolution which are vital roles for Amakhosi, as per KwaZulu-Natal Traditional Leadership and Governance Act No.5 of 2005. The need for a different approach in the training conducted needs to be considered to ensure that the learning objectives of the training are met and instilled in new practices.

Proper consultation approaches need to be considered to ensure that proper buy in into the programme occurs, moreover allowing the programme to be tailor made according to the needs of its beneficiaries.

13. LIMITATIONS OF THE STUDY

The following limitations were identified:

The conceptualisation element of the evaluation: The absence of a conceptualisation element of the Evaluation resulted in the Evaluation not being able to understand the link of the reasoning behind the design of the Capacity Building Programme and its actual results.

14. SUMMARY OF FINDINGS AND RECOMMENDATIONS

Section of evaluation	Finding	Recommendation
Relevance of the Programme		
Course Content	72% of Amakhosi were satisfied with the course content of the programme	
Training venue	76% of Amakhosi were satisfied with the training venue used	
Group size	91% of Amakhosi felt that the group size used met the training objectives	
Seating style	92% of Amakhosi felt that the seating style used was adequate to meet their learning objectives	
Learning environment	91% of the Amakhosi felt that the learning environment met their needs	
Involvement of Amakhosi in the identification of the course	33% Amakhosi not that they were not involved in the identification of the course	The consultation approach needs to be reviewed, to allow Amakhosi to provide input on the course content of the training, and activities of the training.
The implementation of the Programme		
Method used in training	92% of Amakhosi were satisfied with the training method used	The training method used in the Programme needs to ensure that the learning outcomes not only improve the awareness of Amakhosi, but enables Amakhosi to implement new practices on the taught learning outcomes.

Section of evaluation	Finding	Recommendation
Training conducted within the agreed time period	73 % of Amakhosi felt that the training was conducted within the agreed time period	
Training provided with agreed activities	68% of Amakhosi felt that the training was provided with agreed activities	<p>The Programme needs to have activities which enable Amakhosi to gain practical experience and enables Amakhosi to implement their new skills and practices</p> <p>The Traditional Affairs Branch needs to conduct an assessment on available resources within traditional councils to establish the readiness of beneficiary Amakhosi to implement their new taught skills.</p>
Intended and unintended outcomes of the Programme		
New skills acquired	96% of Amakhosi noted that had acquired new skills	
Ability to implement new skills	78% of Amakhosi noted that they were able to implement their newly acquired skills	
New practices in place	71% of Amakhosi noted that they had new practices in place	
New practices introduced to TC	69% of Amakhosi noted that they had introduced new practices to their Traditional councils	<p>The training method used in the Programme needs to ensure that the learning outcomes not only improve the awareness of Amakhosi, but enables Amakhosi to implement new practices on the taught learning outcomes.</p> <p>The Programme needs to have activities which enable Amakhosi to gain practical experience and enables Amakhosi to implement their new skills and practices</p> <p>The target audience of the Programme needs to be extended to traditional councils. This will enable a holistic approach to the training provided and will enable Amakhosi to introduce new practices more easily.</p>

Section of evaluation	Finding	Recommendation
Implementation of learning outcomes	<p>Training methods used in Technical based outcomes enabled Amakhosi to implement new practices in terms of synergistic partnerships and economic development, regardless of the majority of Amakhosi having secondary level qualifications. It was however noted that a small number of Amakhosi were able to implement new practices in relations to land use and natural resource management. This could indicate that this element of the programme was too technical, not allowing Amakhosi to implement their new practices.</p> <p>However in training methods used in leadership based outcomes (Protection of Human Rights, Conflict resolution and participatory leadership) did not enable most Amakhosi who have been in leadership for more than five years to use their new understanding in their new practices. This indicates that the method used in the Programme needs to be more hands on.</p>	<p>Training on leadership based outcomes needs to have more practical activities to ensure Amakhosi are able to implement new practices in their traditional councils.</p>