

**COMMUNITY SERVICE LEARNING  
AS A TRANSFORMATIVE TOOL  
FOR INFUSING THE UNIVERSITY CURRICULUM  
WITH GRADUATE ATTRIBUTES FOR  
IMPROVED SERVICE DELIVERY**

**Pulane Lerato Pitso**

Submitted in fulfilment of the requirements in respect of the  
Doctoral Degree in Higher Education Studies  
in the Faculty of Education  
at the University of the Free State

Promoter: Prof Mabel A Erasmus  
Co-promoter: Prof Victor N Teise

February 2016

# DECLARATION

---

I, Pulane Lerato Pitso, declare that the thesis that I herewith submit for the Doctoral Degree in Higher Education Studies at the University of the Free State is my independent work, and that I have not previously submitted it for a qualification at another institution of higher education.

I, Pulane Lerato Pitso, hereby declare that I am aware that the copyright is vested in the University of the Free State.

I, Pulane Lerato Pitso, declare that all royalties as regards intellectual property that was developed during the course of and/or in connection with the study at the University of the Free State will accrue to the University.

I, Pulane Lerato Pitso, hereby declare that I am aware that the research may only be published with the promoter's approval.

.....  
Pulane Pitso

.....  
Date

## ACKNOWLEDGEMENTS

---

I am most grateful to my Heavenly Father for giving me the ability to undertake this research and for His unending grace.

I would like to express my sincerest appreciation to the following people who contributed to the completion of this study in various ways, and without whose support and encouragement this study would not have been possible:

- My promoter, Prof. Mabel Erasmus, and co-promoter, Prof. Victor Teise, for their understanding, encouragement and motivation, coupled with ongoing support, endless patience, expert guidance and valuable inputs. The financial assistance of the NRF, via Prof. Erasmus, is also greatly appreciated.
- Dr Lynette Jacobs, for her valuable contributions during the early stages of the study.
- My husband, Lebohang, for always being there for me through support and prayer – I could not have done this without his eternal belief in my dream and vision.
- My precious children, Kgalalelo and Tiholo, for sacrificing their mother's time and attention. Although it was difficult at times, it is all worthwhile, and I love you both more than you can imagine.
- My family at large, especially my mother, Mamosa Makhetha, and my "mother-in-grace", Modiane Pitso, for their caring support throughout the study.
- My colleague, friend and sister, Norma Lehasa, for her love, understanding, support, prayers and encouragement – our friendship kept me going through the difficult times.
- My manager, Irene Griffiths, for her continuous support and encouragement, which allowed me to persevere and complete my study. The financial assistance by the Department of the Premier, Free State Provincial Government, is also greatly appreciated.
- My technical assistant, Dora du Plessis.
- My linguistic reviser, Erica Wessels.
- My resource assistants, Hesma, Elrita and Limpho.
- All the lecturers, students, NPO managers and public servants who participated in this study. The platform created and an ongoing support provided by Dr Tania Coetzee in terms of using GOVE3724 as a case study, is particularly prominently appreciated.

---

# TABLE OF CONTENTS

---

<b>DECLARATION</b> .....	<b>II</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>III</b>
<b>TABLE OF CONTENTS</b> .....	<b>IV</b>
<b>LIST OF TABLES</b> .....	<b>X</b>
<b>LIST OF FIGURES</b> .....	<b>XII</b>
<b>LIST OF ACRONYMS AND ABBREVIATIONS</b> .....	<b>XIV</b>
<b>ABSTRACT</b> .....	<b>XVI</b>
<b>OPSOMMING</b> .....	<b>XVIII</b>
<b>CHAPTER 1 ORIENTATION TO THE STUDY</b> .....	<b>1</b>
1.1 INTRODUCTION AND BACKGROUND.....	1
1.2 RATIONALE AND STATEMENT OF THE RESEARCH PROBLEM.....	10
1.3 RESEARCH QUESTIONS .....	11
1.4 AIM AND OBJECTIVES OF THE RESEARCH.....	12
1.5 DEMARCATION OF THE RESEARCH .....	13
1.6 CLARIFICATION OF CONCEPTS.....	13
1.6.1 Service delivery.....	13
1.6.2 <i>Batho Pele</i> principles .....	14
1.6.3 Public service .....	14
1.6.4 Public servants.....	14
1.6.5 Citizens.....	15
1.6.6 Non-profit organisations .....	15
1.6.7 Higher education institutions .....	16
1.6.8 Community service learning as a transformative learning tool .....	16
1.6.9 Graduate attributes .....	17
1.7 OVERVIEW OF THE RESEARCH METHODOLOGY .....	18
1.7.1 Transformative paradigm.....	18
1.7.2 Research design and methodology .....	19
1.7.2.1 Population and sample .....	20
1.7.2.2 Data collection techniques .....	20
1.7.3 Data analysis and reporting.....	23
1.8 SIGNIFICANCE OF THE RESEARCH .....	25
1.8.1 Focus on an alternative approach towards improving public service delivery, namely through graduate attributes in the university curriculum.....	25
1.8.2 Focus on non-profit organisations as representatives of government clients at grassroots level.....	26
1.8.3 Focus on community service learning as a transformative pedagogy.....	26
1.8.4 Focus on an exit-level, capstone undergraduate community service learning module.....	27
1.9 INTEGRITY OF THE STUDY.....	28
1.9.1 Role of the researcher in the study .....	28
1.9.2 Ethical considerations.....	28

1.9.3	Trustworthiness of the research .....	29
1.10	LIMITATIONS OF THE RESEARCH .....	29
1.11	OUTLINE OF THE STUDY .....	30
1.12	SUMMARY AND CONCLUDING REMARKS .....	31
<b>CHAPTER 2 THE ALIGNMENT BETWEEN THE <i>BATHO PELE</i> PRINCIPLES AND THE CURRENT STATE OF PUBLIC SERVICE DELIVERY TRANSFORMATION.....</b>		<b>33</b>
2.1	INTRODUCTION .....	33
2.2	<i>BATHO PELE</i> REGULATORY FRAMEWORK TO TRANSFORM SOUTH AFRICAN PUBLIC SERVICE DELIVERY .....	35
2.2.1	White Paper on the Transformation of the Public Service (1995).....	36
2.2.2	Constitution of the Republic of South Africa (Act 108 of 1996).....	37
2.2.3	<i>Batho Pele</i> White Paper on Transforming Public Service Delivery (1997).....	38
2.2.4	Promotion of Access to Information Act (Act 2 of 2000) .....	38
2.2.5	Promotion of Administrative Justice Act (Act 3 of 2000) .....	38
2.2.6	Public Service Regulations (2001) .....	39
2.3	THE CENTRAL COMPONENT OF THE TRANSFORMATION OF PUBLIC SERVICE DELIVERY – THE <i>BATHO PELE</i> INITIATIVE.....	41
2.3.1	Conceptualisation of <i>Batho Pele</i> .....	41
2.3.1.1	<i>Batho Pele</i> as an initiative representing the welfare of citizens .....	42
2.3.1.2	<i>Batho Pele</i> as an initiative in governing and setting mechanisms for public servant accountability .....	42
2.3.1.3	<i>Batho Pele</i> as an initiative signifying ‘soft’ public service delivery enablers .....	44
2.4	CURRENT STATE OF PUBLIC SERVICE DELIVERY IN TERMS OF THE IMPLEMENTATION OF <i>BATHO PELE</i> PRINCIPLES .....	47
2.4.1	Current state of public service delivery in terms of the implementation of <i>Batho Pele</i> principles .....	48
2.4.1.1	Lack of consultation .....	49
2.4.1.2	Lack of service standards.....	50
2.4.1.3	Limited access .....	51
2.4.1.4	Lack of courtesy.....	52
2.4.1.5	Limited provision of information .....	53
2.4.1.6	Lack of openness and transparency .....	54
2.4.1.7	Limited redress .....	54
2.4.1.8	Receiving the least possible value for money .....	55
2.5	IMPEDIMENTS TO THE IMPLEMENTATION OF <i>BATHO PELE</i> PRINCIPLES .....	58
2.5.1	Impediments as experienced by citizens .....	58
2.5.1.1	Dilemmas of citizen participation.....	60
2.5.1.2	The Third sector as representative of the voice of the citizens.....	62
2.5.2	Impediments as experienced by public servants.....	65
2.5.2.1	Lack of commitment and role modelling from both administrative and political leadership .....	66
2.5.2.2	Shortage of skills, both qualitatively and numerically .....	67
2.6	CONCLUSION .....	71
<b>CHAPTER 3 THE NOTION OF COMMUNITY SERVICE LEARNING AS A TRANSFORMATIVE PEDAGOGICAL TOOL FOR INFUSING THE UNIVERSITY CURRICULUM WITH GRADUATE ATTRIBUTES FOR IMPROVED PUBLIC SERVICE DELIVERY .....</b>		<b>72</b>

3.1	INTRODUCTION .....	72
3.2	THE ROLE OF THE HIGHER EDUCATION SECTOR TOWARDS IMPROVED PUBLIC SERVICE DELIVERY .....	77
3.2.1	An overview on the transformation of the South African Higher Education sector ....	77
3.2.2	South African key legislative documents on the transformation and development of higher education .....	78
3.2.2.1	The Constitution of the Republic of South Africa (Act 108 of 1996) .....	78
3.2.2.2	Higher Education Act (Act 101 of 1997) .....	79
3.2.2.3	Education White Paper 3 of 1997 .....	79
3.3	THE INFUSION OF GRADUATE ATTRIBUTES IN THE UNIVERSITY CURRICULUM.....	84
3.3.1	The conceptualisation of graduate attributes.....	84
3.3.2	The classification of graduate attributes .....	85
3.3.2.1	Component 1: Consolidated clusters of graduate attributes from various scholars .....	86
3.3.2.2	Component 2: Nation-wide Critical Cross-Field Outcomes.....	100
3.3.2.3	Component 3: UFS-proposed unique graduate attributes .....	106
3.3.3	Factors associated with the origins of interest on the graduate attributes.....	115
3.3.3.1	Lack of synergy between HE outcomes and employers' expectations ....	115
3.3.3.2	Rapid changing of information and knowledge-intensive economy .....	116
3.3.3.3	Institutional changes within the higher education sector.....	116
3.3.4	The response of higher education to employers' graduate employability agenda ...	116
3.3.5	Higher education teaching approaches for infusing graduate attributes in the university curriculum .....	119
3.3.6	Challenges associated with the infusion of graduate attributes in the university curriculum.....	122
3.3.6.1	Institutional factors .....	123
3.3.6.2	External factors .....	127
3.4	THE ROLE OF COMMUNITY SERVICE LEARNING AS A TRANSFORMATIVE PEDAGOGICAL TOOL AT HIGHER EDUCATION INSTITUTIONS .....	131
3.4.1	Community service learning as a transformative higher education pedagogy: The international landscape.....	133
3.4.2	Community service learning as a transformative higher education pedagogy: The South African landscape.....	133
3.4.2.1	White Paper on the Transformation of Higher Education (1997).....	134
3.4.2.2	Higher Education Act (Act of 101 of 1997) .....	135
3.4.2.3	The National Plan of Higher Education (2001) .....	136
3.4.3	The potential of community service learning in infusing graduate attributes in the university curriculum .....	137
3.4.3.1	Community service learning as a socially integrative and stimulating learning environment .....	137
3.4.3.2	Community service learning as a pedagogical tool allowing for partnerships and collaboration between different sectors .....	139
3.4.3.3	Community service learning as a pedagogical tool for teaching citizenship education objectives .....	140
3.4.3.4	Community service learning as pedagogical tool producing civic-oriented future practitioners .....	142
3.4.4	Community service learning (GOVE3724) module in the Governance and Political Transformation programme.....	144
3.4.4.1	Focus and niche of the GOVE3724 module in the Governance and Political Transformation programme.....	144

3.4.4.2	Significance of the GOVE3724 module to the study .....	145
3.4.4.3	Outcomes of the GOVE3724 module .....	149
3.5	CONCLUSION .....	166
<b>CHAPTER 4 RESEARCH DESIGN AND METHODOLOGY .....</b>		<b>168</b>
4.1	INTRODUCTION .....	168
4.2	RESEARCH FRAMEWORK FOR THE STUDY .....	168
4.3	REVIEW OF THE RESEARCH PROBLEM, QUESTIONS, AND AIM OF THE STUDY.....	169
4.3.1	Statement of the research problem.....	169
4.3.2	Research questions .....	170
4.3.3	Aim and objectives of the study.....	170
4.4	RESEARCH APPROACH .....	172
4.4.1	Research paradigm .....	173
4.4.2	Research design: A phenomenological research design strategy.....	178
4.4.3	Research methodology.....	180
4.4.3.1	Research stages underlying the empirical study.....	180
4.4.3.2	Participants in the study .....	183
4.4.3.3	Data collection techniques .....	187
4.4.3.4	Data analysis and interpretation.....	197
4.5	VALIDITY AND TRUSTWORTHINESS OF THE STUDY .....	200
4.5.1	Credibility.....	200
4.5.2	Transferability.....	201
4.5.3	Dependability .....	202
4.5.4	Confirmability .....	202
4.6	ETHICAL CONSIDERATIONS.....	203
4.6.1	Informed consent .....	204
4.6.2	Avoidance of harm .....	205
4.6.3	Deception .....	205
4.6.4	Privacy and confidentiality .....	206
4.6.5	Dignity and respect.....	206
4.6.6	Publication.....	207
4.7	CONCLUSION .....	207
<b>CHAPTER 5 IMPLEMENTATION OF THE EMPIRICAL STUDY, PRESENTATION AND ANALYSIS OF RESEARCH FINDINGS.....</b>		<b>208</b>
5.1	INTRODUCTION .....	208
5.2	IMPLEMENTATION OF THE EMPIRICAL STUDY .....	209
5.2.1	The participants .....	209
5.2.2	Procedure.....	210
5.2.2.1	Focus group discussion.....	210
5.2.2.2	Semi-structured interviews .....	213
5.2.2.3	Pre- and post-implementation questionnaires for the GOVE3724 students.....	216
5.2.2.4	Survey questionnaire.....	218
5.2.2.5	Document analysis .....	218
5.3	PRESENTATION AND ANALYSIS OF COLLECTED DATA .....	218
5.3.1	Presentation and analysis of data collected from participants in public service context (Stage 1).....	220

5.3.1.1	Presentation and analysis of research results obtained through the focus group discussion with the selected NPO managers.....	220
5.3.1.2	Research results obtained from semi-structured interviews with selected public servants.....	231
5.3.1.3	Higher order analysis of results and identification of emerging patterns from participants in public service context.....	251
5.3.2	Presentation and analysis of data collected from participants in the higher education context (Stage 2).....	263
5.3.2.1	Research results obtained from the pre- and post-implementation student questionnaires.....	263
5.3.2.2	Research results obtained from semi-structured interviews with GOVE3724 academic staff/facilitators.....	304
5.3.2.3	Research results obtained from survey questionnaires for academic staff/facilitators.....	313
5.3.2.4	Higher order analysis of data and identification of emerging patterns from the participants in higher education context.....	319
5.4	SUMMARISED RESEARCH RESULTS.....	331
5.5	CONCLUSION.....	332
	<b>CHAPTER 6 INTERPRETATION, SYNTHESIS AND LIMITATIONS OF THE FINDINGS, PRESENTATION OF THE FRAMEWORK, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>333</b>
6.1	INTRODUCTION.....	333
6.2	SYNTHESIS OF THE STUDY.....	334
6.2.1	The research question.....	334
6.2.2	The aim of the study.....	334
6.3	DISCUSSION OF DOMINANT THEMES IDENTIFIED FROM THE EMPIRICAL STUDY.....	335
6.3.1	The current state of public service delivery in terms of the implementation of the <i>Batho Pele</i> principles.....	336
6.3.1.1	The root causes related to the lack of implementation of the <i>Batho Pele</i> principles.....	338
6.3.1.2	The role of government in the improvement of service delivery and transformation of the character and moral state of public service.....	347
6.3.1.3	The role of higher education in preparing future practitioners for improved service delivery.....	354
6.3.2	Community service learning as a transformative pedagogical tool for the infusion of graduate attributes (specifically required for implementation of the <i>Batho Pele</i> principles).....	359
6.3.2.1	The extent to which graduate attributes (specifically required for the implementation of the <i>Batho Pele</i> principles) are instilled through community service learning modules.....	360
6.3.2.2	Transformative learning as a crucial component within community service learning modules in higher education.....	363
6.3.2.3	Lessons learned and proposals towards improving the GOVE3724 module.....	370
6.4	A FRAMEWORK FOR THE INFUSION OF GRADUATE ATTRIBUTES (SPECIFICALLY REQUIRED FOR THE IMPLEMENTATION OF THE <i>BATHO PELE</i> PRINCIPLES) IN COMMUNITY SERVICE LEARNING MODULES TOWARDS IMPROVED SERVICE DELIVERY.....	372
6.5	CONTRIBUTION OF THIS STUDY.....	376



6.6	LIMITATIONS OF THE STUDY .....	377
6.7	RECOMMENDATIONS FOR FURTHER RESEARCH.....	378
6.8	CONCLUDING REMARKS .....	378
	<b>LIST OF REFERENCES.....</b>	<b>380</b>

## **LIST OF APPENDICES**

APPENDIX A: STUDY INFORMATION AND INFORMED CONSENT DOCUMENT – NPO MANAGERS
APPENDIX B: STUDY INFORMATION AND INFORMED CONSENT DOCUMENT – PUBLIC SERVANTS
APPENDIX C: PERMISSION BY GOVE3724 PROGRAMME DIRECTOR
APPENDIX D: STUDY INFORMATION AND INFORMED CONSENT DOCUMENT – STUDENTS
APPENDIX E: STUDY INFORMATION AND INFORMED CONSENT DOCUMENT – ACADEMIC STAFF
APPENDIX F: PRE-IMPLEMENTATION STUDENT QUESTIONNAIRE (ADAPTED)
APPENDIX G: POST-IMPLEMENTATION STUDENT QUESTIONNAIRE (ADAPTED)
APPENDIX H: SURVEY QUESTIONNAIRE FOR THE ACADEMIC STAFF/FACILITATORS
APPENDIX I: GOVE3724 STUDY GUIDE AND MODULE CATALOGUE
APPENDIX J: PRE-IMPLEMENTATION STUDENT QUESTIONNAIRE (ORIGINAL)
APPENDIX K: POST-IMPLEMENTATION STUDENT QUESTIONNAIRE (ORIGINAL)
APPENDIX L: SEMI-STRUCTURED INTERVIEW SCHEDULE FOR ACADEMIC STAFF/FACILITATORS
APPENDIX M: SEMI-STRUCTURED INTERVIEW SCHEDULE FOR SELECTED PUBLIC SERVANTS
APPENDIX N: FOCUS GROUP SCRIPT FOR THE SELECTED NPO MANAGERS
APPENDIX O: TRANSCRIPTION OF INTERVIEWS FOR THE SELECTED PUBLIC SERVANTS
APPENDIX P: TRANSCRIPTION OF INTERVIEWS FOR THE SELECTED ACADEMIC STAFF/FACILITATORS
APPENDIX Q: FOCUS GROUP TRANSCRIPTION FOR THE SELECTED NPO MANAGERS
APPENDIX R: ETHICAL CLEARANCE
APPENDIX S: SIGNED CONSENT FORMS

## LIST OF TABLES

---

Table 1.1: The eight principles of <i>Batho Pele</i> .....	2
Table 3.1: The alignment between the different types of learning objectives and consolidated clusters of graduate attributes from various scholars on a global level, associated with the type of learning objectives .....	90
Table 3.2: The alignment between the different types of the learning objectives, consolidated clusters of graduate attributes associated with the type of the learning objectives and those attributes specifically required for the implementation of the <i>Batho Pele</i> principles.....	94
Table 3.3: The alignment between the different types of learning objectives, consolidated clusters of graduate attributes associated with the type of learning objectives and the Critical Cross-Field Outcomes on a national level, required for the implementation of the <i>Batho Pele</i> principles .....	102
Table 3.4: The alignment between the different types of learning objectives, consolidated clusters of graduate attributes associated with the type of learning objectives and the UFS proposed unique graduate attributes on an institutional level, required for the implementation of the <i>Batho Pele</i> principles .....	107
Table 3.5: The alignment between the three different components of the study in terms of the classification of graduate attributes .....	111
Table 3.6: The alignment between the different types of learning objectives, consolidated clusters of graduate attributes associated with the type of learning objectives and GOVE3724 related core aspects on a module level, required for the implementation of the <i>Batho Pele</i> principles .....	151
Table 3.7: The alignment between the four different components of the study in terms of the classification of graduate attributes .....	157
Table 3.8: The 'core attracters' based on the four different components used in the study .....	164
Table 4.1: The implications of philosophical assumptions associated with the transformative paradigm underlying this study.....	177
Table 5.1: Description of participants in the focus group discussion .....	212
Table 5.2: Description of participants in the first-round of semi-structured interviews (public servants) .....	215
Table 5.3: Description of participants in the second-round of semi-structured interviews (Academic staff/facilitators) .....	216
Table 5.4: Summary of the identified themes and subthemes through focus group discussion with the selected NPO managers .....	221
Table 5.5: Summary of themes and subthemes developed from the semi-structured interviews with the selected public servants.....	233
Table 5.6: Demographic profile of GOVE3724 students who participated in the pre- and post-implementation student questionnaires.....	265
Table 5.7: The extent to which the GOVE3724 module has infused the graduate attributes related to the intellectual/theoretical objectives from students' perspective .....	288

Table 5.8: The extent to which the GOVE3724 module has infused the graduate attributes related to the interpersonal/life skill objectives from students' perspective.....	295
Table 5.9: The extent to which the GOVE3724 module has infused the graduate attributes related to the technical/practical objectives from students' perspective.....	298
Table 5.10: The extent to which the GOVE3724 module has infused the graduate attributes related to the workplace skills and applied knowledge .....	303
Table 5.11: Summary of themes and subthemes developed from the semi-structured interviews with GOVE3724 academic staff/facilitators .....	305
Table 5.12: The extent to which the GOVE3724 module has infused the graduate attributes related to the different types of learning objectives identified in this study .....	323
Table 6.1: The extent to which the GOVE3724 module has infused the core graduate attributes required for implementation of the <i>Batho Pele</i> principles.....	361

# LIST OF FIGURES

---

Figure 1.1: Summarised version of the research design of the study .....	24
Figure 2.1: Batho Pele Regulatory Framework .....	40
Figure 2.2: Alignment between 'soft' and 'hard' service delivery enablers and improved public service delivery .....	46
Figure 3.1: Key partners from different sectors involved in GOVE3724 module – The triad approach .....	146
Figure 3.2: GOVE3724 process underpinning the practical phases and activities of the module .....	147
Figure 3.3: Possible/Potential GOVE3724-related core aspects required for the implementation of the Batho Pele principles .....	156
Figure 4.1: A framework for research – The interconnection of worldviews, design and research methods .....	169
Figure 4.2: A framework for research for this study .....	172
Figure 4.3: A visual representation of the research stages underlying the empirical study .....	181
Figure 4.4: Selection criteria for participants in Stage 1 .....	185
Figure 4.5: Selection criteria for participants in Stage 2 .....	185
Figure 4.6: Data analysis process for the study .....	199
Figure 5.1: I think that I shall learn from the community in which I am going to work / I learned from the community in which I worked .....	266
Figure 5.2: I think that I shall learn from the service sector staff involved in the module/ I learned from the service sector staff involved in the module .....	267
Figure 5.3: I expect that this module will provide me with the opportunity to apply the knowledge that I acquired during my study period thus far / The module provided me with the opportunity to apply the knowledge that I acquired during my study period thus far .....	274
Figure 5.4: I expect that the community service learning module will assist in preparing me for the world of work / Community service learning module assisted in preparing me for the world of work .....	275
Figure 5.5: I think that the community service learning experience will help me to move from focusing on myself to focusing on community and others to achieve common good / Community service learning experience helped me to move from focusing on myself to focusing on community and others to achieve common good .....	277
Figure 5.6: I think that the community service learning experience will help me to gain insight into my role as a responsible citizen / The community service learning helped me to gain insight into my role as a responsible citizen .....	278
Figure 5.7: I think that the community service learning will contribute to my personal development / The community service learning contributes to my personal development .....	279
Figure 5.8: I think that the community service learning module will require much more work than other modules / The community service learning module required much more work than other modules .....	280

Figure 5.9: Rating in the pre-implementation questionnaires on the infusion of graduate attributes related to the intellectual/theoretical learning objectives by GOVE3724 students .....	283
Figure 5.10: Rating in the post-implementation questionnaires on the infusion of graduate attributes related to the intellectual/theoretical learning objectives by GOVE3724 students .....	284
Figure 5.11: Rating in the pre-implementation questionnaires on the infusion of graduate attributes related to the interpersonal / life skill learning objectives by GOVE3724 students .....	289
Figure 5.12: Rating in the post-implementation questionnaires on the infusion of graduate attributes related to the interpersonal / life skill learning objectives by GOVE3724 students .....	290
Figure 5.13: Rating in the pre-implementation questionnaires on the infusion of graduate attributes related to the technical/practical learning objectives by GOVE3724 students .....	296
Figure 5.14: Rating in the post-implementation questionnaires on the infusion of graduate attributes related to the technical/practical learning objectives by GOVE3724 students .....	296
Figure 5.15: Rating in the pre-implementation questionnaires on the infusion of graduate attributes related to the workplace skills and applied competence by GOVE3724 students .....	299
Figure 5.16: Rating in the post-implementation questionnaires on the infusion of graduate attributes related to the workplace skills and applied competence by GOVE3724 students .....	300
Figure 5.17: Rating on graduate attributes related to the intellectual/theoretical learning objectives by GOVE3724 academic staff/facilitators .....	315
Figure 5.18: Rating on graduate attributes related to the interpersonal/life skill learning objectives by GOVE3724 academic staff/facilitators .....	316
Figure 5.19: Rating on graduate attributes related to the technical/practical learning objectives by GOVE3724 academic staff/facilitators .....	317
Figure 5.20: Rating on graduate attributes related to the workplace skills and applied knowledge by GOVE3724 academic staff/facilitators .....	318
Figure 5.21: A visual representation of all the themes and subthemes .....	331
Figure 6.1: Dominant themes identified from this study .....	336
Figure 6.2: A framework for the infusion of graduate attributes (specifically required for implementation of the Batho Pele principles) in CSL modules towards improved service delivery .....	373

## LIST OF ACRONYMS AND ABBREVIATIONS

---

BA	Bachelor of Arts
CBM	Citizen-Based Monitoring
CCFOs	Critical Cross-Field Outcomes
CDS	Centre for Development Support
CHE	Council on Higher Education
CHESP	Community – Higher Education – Service Partnerships
CSL	Community Service Learning
DBSA	Development Bank of Southern Africa
DHET	Department of Higher Education and Training
DoE	Department of Education
DPME	Department of Planning, Monitoring and Evaluation
DPSA	Department of Public Service Administration
FGD	Focus Group Discussion
FSP	Free State Province
FSPG	Free State Provincial Government
GEAR	Growth, Employment and Redistribution
HE	Higher Education
HEI	Higher Education Institution
HEQC	Higher Education Quality Committee
ICCS	Institute for Citizen-Centred Service
IDASA	Institute for Democracy in Africa
JET	Joint Education Trust
MPAT	Management Performance Assessment Tool
NCHE	National Council for Higher Education
NDP	National Development Plan
NPC	National Planning Commission
NPHE	National Plan for Higher Education
NPO	Non-Profit Organisation
NQF	National Qualifications Framework
NRF	National Research Fund
PAIA	Promotion of Access to Information Act
PAJA	Promotion of Administrative Justice Act
PALAMA	Public Administration Leadership and Management Academy

PSA	Public Service Act
PSC	Public Service Commission
PSR	Public Service Regulations
RDP	Reconstruction and Development Programme
RSA	Republic of South Africa
SAMDI	South African Management Development Institute
SAQA	South Africa Qualification Authority
SDIP	Service Delivery Improvement Programme
SETA	Sector Education and Training Authority
UFS	University of the Free State
UNISA	University of South Africa
USA	United States of America
WPTPS	White Paper on Transformation of Public Service

## ABSTRACT

---

Over the past few years, higher education institutions (HEIs) worldwide, including in South Africa, have come under increasing pressure to bridge the gap between employer expectations and higher education outcomes. As such, community service learning (CSL) as a form of community engagement has been identified as an important transformative pedagogical tool that can transcend lecture halls and realign the curriculum to resonate with the demands of society.

The aim of this study was to design a framework for the infusion of graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) in CSL modules towards improved public service delivery. This was done by means of a contextualised perspective on public service delivery, with reference to the implementation of the *Batho Pele* principles, as central to the transformation of public service delivery and the role of CSL in infusing such graduate attributes for improved service delivery. This study was predominantly qualitative in nature, using a phenomenological research design conducted in the transformative paradigm to generate empirical data. The first stage of the empirical part of the study focused on determining the current state of public service in terms of the implementation of the *Batho Pele* principles. In this regard, data was generated through a focus group discussion with the managers of the selected non-profit organisations, as well as semi-structured interviews with selected public servants.

In the second stage of the empirical study, the focus was on determining the extent to which the graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) are instilled in students by means of an exit-level CSL module (GOVE3724). This was achieved through document review, as well as pre- and post-implementation student questionnaires completed by students enrolled in the Governance and Political Transformation undergraduate programme. In addition, GOVE3724 academic staff members/facilitators participated in semi-structured interviews and self-administered survey questionnaires.

The findings of the study culminated in a framework outlining the graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) in CSL modules towards improved public service delivery. The resulting framework points to the need for a realignment of the entire curriculum with the infusion of such graduate attributes, entrenching and institutionalising the organisational culture characterised by a citizen-oriented approach (the *Batho Pele* initiative) through the use of CSL as a transformative pedagogical tool to explicitly infuse graduate attributes in university students for improved service delivery.



The study revealed that although the *Batho Pele* principles are central to public service transformation, their implementation is currently lacking, partly due to a lack of supervision within government. Internal weaknesses and operational challenges within the system must be removed, while government must shift from perceiving citizens as ‘mere’ sources of information and instead treat them as active partners in the effort to improve service delivery. It is crucial that initiatives aimed at improving service delivery are executed through a multifaceted and collaborative approach, as a crucial requirement for effective and efficient service delivery, to the benefit of all sectors of civil society, including those that have been historically marginalised.

**KEYWORDS:** Service delivery, *Batho Pele* principles, public service, public servants, citizens, higher education institutions, community service learning as a transformative tool, graduate attributes

## OPSOMMING

---

Hoëronderwysinstellings wêreldwyd, insluitende in Suid Afrika, was die afgelope paar jaar toenemend onder druk om die gaping tussen werknemer-verwagtinge en hoëronderwysuitkomste te oorbrug. Gevolglik is gemeenskapsdiensleer / “Community Service Learning” (CSL), ('n vorm van gemeenskapsbetrokkenheid), as 'n belangrike transformerende pedagogiese hulpmiddel geïdentifiseer wat die grense van die lesinglokaal kan oorskry, en die kurrikulum in ooreenstemming met die verwagtinge van die samelewing bring.

Die doel van hierdie studie was om 'n raamwerk te ontwikkel wat die eienskappe van 'n gegradueerde in die CSL-modules integreer (spesifiek daardie eienskappe wat benodig word vir die implementering van die *Batho Pele*-beginsels), ten einde openbare dienslewering te verbeter. Dit is bewerkstellig deur middel van 'n gekontekstualiseerde uitkyk op openbare dienslewering, met verwysing na die implementering van *Batho Pele*-beginsels, as 'n middel tot openbare dienslewering. Die rol van CSL in die samevoeging van die eienskappe van 'n gegradueerde ter verbeterde dienslewering is ook uitgelig. Hierdie studie was hoofsaaklik kwalitatief van aard, en 'n fenomenologiese navorsingsontwerp is binne die transformerende paradigma gebruik om empiriese data te genereer. Die eerste fase van die empiriese studie het gefokus op die bepaling van die huidige stand van openbare dienslewering in terme van die implementering van die *Batho Pele*-beginsels. Data is gegenereer deur middel van 'n fokusgroepbespreking met die bestuurders van geselekteerde nie-winsgewende organisasies, sowel as deur middel van semi-gestruktureerde onderhoude met geselekteerde staatsamptenare.

In die tweede fase van die empiriese studie was die fokus op die bepaling van die mate waartoe die gegradueerde eienskappe (spesifiek daardie eienskappe wat benodig word vir die implementering van die *Batho Pele*-beginsels) ingeskerp word by studente deur middel van 'n uittreevlak CSL-module (GOVE3724). Dit is bereik deur dokumentersiening, sowel as voor- en na-implementering studentevraelyste wat deur GOVE3724 studente ingeskryf vir die Bestuur en Politiese Transformasie voorgraadse program, voltooi is. Verder het GOVE3724 akademiese personeellede/fasiliteerders deelgeneem aan semi-gestruktureerde onderhoude en selfgeadministreerde opnamevraelyste.

Die bevindinge van die studie het gelei tot die ontwikkeling van 'n raamwerk wat die gegradueerde eienskappe (spesifiek daardie eienskappe wat benodig word vir die implementering van die *Batho Pele*-beginsels) in CSL-modules uiteensit, wat bydra tot die verbetering van openbare dienslewering. Hierdie raamwerk dui op die noodsaaklikheid van die herbelyning van die totale kurrikulum met die insluiting van sodanige gegradueerde

eienskappe, waar die organisatoriese kultuur gekenmerk word deur 'n burger-georiënteerde benadering (die *Batho Pele*-beginsel). Dit word bewerkstellig deur die gebruik van CSL as 'n transformerende pedagogiese hulpmiddel, ter inskerping van die gegradueerde eienskappe by universiteitstudente.

Die studie toon dat die *Batho Pele*-beginsels sentraal is tot die transformasie van die staatsdiens. Die implementering daarvan ontbreek tans as gevolg van 'n gebrek aan toesighouding in die regering. Interne swakhede en operasionele uitdagings binne die stelsel moet verwyder word, terwyl die regering daarvan moet wegbeweeg om burgers te sien as blote bronne van inligting, en hulle eerder moet behandel as aktiewe deelnemers in die poging tot beter dienslewering. Dit is uiters belangrik dat inisiatiewe wat daarop gemik is om dienslewering te verbeter, uitgevoer word deur 'n multi-faset- en samewerkingsbenadering, wat deurslaggewende vereistes is vir doeltreffende en genoegsame dienslewering, tot voordeel van alle sektore van die burgerlike samelewing, insluitende dié wat histories gemarginaliseerd was.

**SLEUTELWOORDE:** Dienslewering, *Batho Pele*-beginsels, staatsdiens, staatsamptenare, burgers, hoëronderwysinstellings, gemeenskapsdiensleer as 'n hulpmiddel tot transformasie, gegradueerde eienskappe

# Chapter 1

## ORIENTATION TO THE STUDY

---

### 1.1 INTRODUCTION AND BACKGROUND

Public sector reforms from the 1970s and beyond called for market-driven changes to make the bureaucracy competitive, client oriented and results driven, which in essence meant the introduction of some of the private sector principles (Mubangizi & Theron, 2011:39). Hence, around the world, public sector organisations have become increasingly committed to quality in service delivery (ICCS, 2007:1). Particularly in the South African public service, with the advent of democracy, the imperative for the delivery of quality service was rooted in the principles espoused by the *Batho Pele* ['People First'] *White Paper on Transforming Public Service Delivery* (RSA DPSA, 1997) – hereafter referred to as the *Batho Pele* White Paper. This implies that the democratic government of South Africa has anchored its public service delivery transformation on a citizen-centred approach.

Hence, through the *Batho Pele* White Paper, the South African government committed itself to honouring eight principles of service delivery. These principles are the central component of the transformation of public service delivery. They are aimed at providing a policy framework and practical implementation strategy for the more efficient, effective and equitable provision of public services (RSA DPSA, 2008:3). In the main, these *Batho Pele* principles cannot be achieved in isolation from one another, as they are interlinked (RSA PSC, 2007a:9; 2007b:3; 2008a:20; 2010:4). Table 1.1 below provides an outline and brief description of these service delivery principles, as they are discussed in more detail in Chapter 2.

Despite intensive endeavours directed at improving public service delivery (e.g. embarking on the *Batho Pele* initiative), significant challenges continue to plague service delivery in the country (Luthuli, 2009:460; RSA DPSA, 2008:1). Since 2004, South Africa has experienced an unprecedented wave of public protests against poor service delivery (Hemson & Roberts, 2008:12; Idasa, 2010:2), with the Free State Province also seeing an increase in the number of protests (Coetzee, 2005:154; Marais, Matebesi, Mthombeni, Botes & Van Rooyen, 2008:52).

**Table 1.1: The eight principles of *Batho Pele***

<b><i>Batho Pele</i> Principle</b>	<b>Description</b>
Consultation	Citizens should be consulted about the level and quality of the public services they receive and, wherever possible, should be given a choice about the services they are offered.
Service Standards	Citizens should be told what level and quality of public services they will receive so that they are aware of what to expect.
Access	All citizens should have equal access to the services to which they are entitled.
Courtesy	Citizens should be treated with courtesy and consideration.
Information	Citizens should be given full, accurate information about the public services they are entitled to receive.
Openness and transparency	Citizens should be told how national and provincial departments are run, how much they cost, and who is in charge.
Redress	If the promised standard of service is not delivered, citizens should be offered an apology, a full explanation, and a speedy and effective remedy; and when complaints are made, citizens should receive a sympathetic positive response.
Value for money	Public services should be provided economically and efficiently in order to give citizens the best possible value for money.

Source: RSA DPSA (2007a:10-16).

Among the factors claimed as reasons for the protest marches were skills shortages and poor attitudes of public servants (Luthuli, 2009:461); a lack of consultation and communication between the citizens and government (Napier, 2008:172); a lack of transparency on processes and information (Vyas-Doorgapersad & Ababio, 2006:392); insufficient attention to the views and needs of the citizens; and a lack of public participation (Coetzee, 2010:84; Idasa, 2010:3-4). These realities are in direct contrast with the principles of good governance, suggesting a failure to implement *Batho Pele* principles. As such, lack of implementation of the *Batho Pele* initiative was found to be one of the main issues at the heart of poor public service delivery (RSA DPSA, 2008:3).

In this regard, in terms of Chapter 10, Section 196(4)(a) and (c) of the *Constitution of the Republic of South Africa (Act 108 of 1996)*, the Public Service Commission (PSC), as an independent and impartial body, has been mandated to promote the constitutional values and principles set out in Section 195 and propose measures to ensure effective and efficient performance within the public service (RSA, 1996:112). In line with its constitutional mandate, from the year 2000, the PSC has conducted a series of surveys on the implementation of the *Batho Pele* principles, since these principles are claimed as almost a replica of the constitutional values, as expressed by the Department of Public Service and Administration (DPSA) (RSA DPSA, 2007b:6).

Research findings emanating from the PSC surveys, starting with the evaluation of implementation of the *Batho Pele* principles of Service Standards (RSA PSC, 2005), Access (RSA PSC, 2006a), Redress (RSA PSC, 2006b), Consultation (RSA PSC, 2007a), Value for money (RSA PSC, 2007b), Openness and Transparency (RSA PSC, 2008a), Courtesy (RSA PSC, 2009a) and Information (RSA PSC, 2009b), point to a number of factors contributing to the failure to implement these principles. *Inter alia*, an insufficient budget, a lack of feedback and formalised complaints-handling systems, a lack of regular measurement of government's performance against service standards, utilisation of top-down communication mechanisms and structures, shortage of staff, and a lack of understanding of some of the *Batho Pele* principles (e.g. value for money), and a lack of commitment and accountability from the public servants were some of the key factors cited as barriers to the effective and efficient implementation of the *Batho Pele* initiative.

Additionally, the DPSA pointed out that a lack of alignment between the strategic plans of government departments and the skewed understanding of public servants of the functions underlying each principle, as well as a lack of awareness of the standards and what is expected of public servants in respect of each principle, has had a negative impact on the implementation of these principles (RSA DPSA, 2008:1-4). In the main, these factors are indicative of some of the internal challenges within government, and as such, suggest that the public service as an institution must make more of an effort to entrench and institutionalise the *Batho Pele* principles.

Notwithstanding that public service as a public administrative system is primarily responsible for addressing the challenge of quality service delivery, the imperative for the entrenchment of democratic norms and principles, such as the *Batho Pele* principles, also forms part of one of the important overarching transformational goals of society to which the post-school system must respond (RSA DHET, 2013:10). Correspondingly, the basic schooling system owes it to the post-school education and training institutions (e.g. universities) to holistically (including the infusion of sound ethical values and principles) prepare learners for further education, which does not seem to be the case at present (Griesel & Parker, 2009:19; RSA DHET, 2013:6). Hence, improving the quality of basic education, especially in fostering and infusing democratic values and principles in the curriculum, is among the key objectives set out in the National Development Plan (RSA NPC, 2011:425; Zarenda, 2013:4).

Therefore, in essence, reference to these roles, which are to be performed by the respective institutions from different systems, proposes that a concerted effort by all relevant stakeholders is crucial and more likely to bring about radical changes in improving public service delivery. As such, I believe that public service delivery challenges in the South African context could be

best addressed through extensive collaboration and partnership with the key role players in training and development, such as higher and further education institutions.

Public service as the employer must be in a position where it can share its expectations with the higher education (HE) sector – for example, its notions of what an ideal employee should be. This is in line with the *White Paper for Post-School Education and Training* (RSA DHET, 2013:1), which stipulates that employers, as they are among HE's major beneficiaries, in particular the public service, must be significantly engaged in education and training processes and contribute to its success. On the other hand, HE should be willing to listen and begin to incorporate the desired graduate attributes (e.g. competencies required for the implementation of the *Batho Pele* principles) by the public service in their curriculum, with the aim to produce graduates who meet the employers' expectations.

In this regard, as one of the resultant effects of the phenomenon of globalisation and the advent of democracy in South Africa, South African society has emphasised the need for HE to become relevant in terms of the social, cultural and economic realities of the country and the development of modern societies (RSA DoE, 1997a:3). In the main, this need for education and training transformation has demanded that educational programmes do not excessively focus on discipline-specific outcomes (i.e. those outcomes that are specific to the qualification) at the expense of society's needs and the needs of the individual (SAQA, 2000:19).

This transformational goal was based on the fact that in the South African education system of the past, including those schools and institutions that have been recognised for academic excellence internationally, did not necessarily produce critically aware citizens (SAQA, 2000:26). Hence, Checkoway (in Daniels, 2013:193) highlights that there has been a global criticism of HEIs in that they are not developing civic competences in their students and that they have lost their civic purpose. In view of the definition of civic competence, this implies that HEIs have played an insignificant role in developing the student's ability and readiness to be an active member of a democracy, which is demonstrated through a) efforts to become involved in the community, b) a person's appreciation of diversity, and c) pride in being a good citizen (Daniels, 2013:193).

As such, globally, there is a trend for many universities to expand and redefine their role as critical role players in the lifelong learning of their students, as future practitioners (Daniels, 2013:193). It is for this reason that much current curriculum design is taken up with consideration for the infusion of graduate attributes, in addition to the specific content knowledge that students should also acquire (Leibowitz, 2011:213). This is also evident in the South African context, as emphasis on principles such as lifelong learning and meaningful contribution of citizens in social institutions has underpinned the education and training system

of the country, which suggested a need for university students to acquire specific skills (SAQA, 2000:19) in addition to the discipline-specific skills.

In response to the global need for HEIs to develop specific skills (i.e. graduate attributes) to respond to societal needs, Harvey and Green (in Griesel & Parker, 2009:4) indicated that during the 1990s, a number of countries undertook initiatives that produced lists of skills that are seen as essential aspects to prepare students for the new demands and changes in the world of work. These skills are often described as core, key or generic skills. Particularly in the South African context, the advent of the National Qualifications Framework (NQF) in the mid-1990s led to the emergence of a similar set of skills, expressed as the critical cross-field outcomes (CCFOs) (Griesel & Parker, 2009:4; Leibowitz, 2011:214).

These CCFOs are nationally recognised and described as the qualities for development in students within the education and training system, regardless of the specific area or content of learning (SAQA, 2000:18). This implies that they have been prescribed for all educational programmes by SAQA and in fact, the University of the Free State (UFS) has recently published its own set of graduate attributes as part of its teaching and learning strategy (UFS, 2014:8). In essence, the NQF Glossary of Terms (SAQA, 2014:23) describes CCFOs as those generic outcomes that inform all learning and teaching, based on the fact that they are deemed critical in developing the capacity of students for lifelong learning (SAQA, 2000:18). It is notable that the NQF Glossary of Terms (SAQA, 2014:23) indicates that the CCFOs are also interpreted as graduate attributes in the HE sector.

The preceding discussions highlight that the *Batho Pele* principles are the central component for the transformation of public service delivery, thus core attributes in the public service context. It is essential to state that within this study, reference to graduate attributes specifically includes core competencies required for the implementation of the *Batho Pele* principles, since they were found to be one of the main issues at the heart of poor public service delivery (RSA DPSSA, 2008:3) – hence the assumed need for such attributes to be infused in university curriculum for improved public service delivery. The notion of graduate attributes and its classification is discussed in greater detail in Chapter 3.

Furthermore, there are a number of principal arguments contributing to the increasing emphasis on the integration of graduate attributes in the university curriculum. Both internationally and in South Africa, the expectations of employers, with specific reference to government, are viewed as one of the common factors putting increased pressure on the role of HEIs to produce graduates with graduate attributes that are aligned to the needs and expectations of public service or any other employer in order to improve service delivery (Chapman, 2004:7; Griesel & Parker, 2009:3). These expectations from the workforce,



especially in this rapidly growing age of knowledge, require more sophisticated education to remain competitive and relevant (Fossey, 2012:358). Moreover, as stipulated by Brennan and Shah (in Albertyn & Daniels, 2009:413-414), government as the major funder of HEIs has a vested interest in the quality of HE processes and products. This implies that HEIs are challenged to equip students by putting processes in place or aligning existing processes to facilitate the production of knowledge and attributes that are responsive to the requirements of the workplace. This initiative from HEIs could enable graduates to deal better with change, diversity and tolerance and to empower and mobilise people in the community to deal with social issues within the South African context (O'Meara, 2008:28).

Hager and Holland (2006:2) strongly maintain that encouraging better learning both prior to entering the workplace (i.e. role of HE) and while engaged in the workplace (i.e. role of public service), is crucial in enhancing the employability of new graduates to the workforce. Nduna (2012:234) further advocates that quality mentoring in workplaces (e.g. public service) is vital to ensure that students are well-supported and not just placed. Nduna refers to this as 'workplace mentoring'. This highlights the fact that the role and responsibility of public service in training should not be ignored. It is essential that the public service should be opened up as a training space to the greatest extent possible, in order to address the skills challenges both at micro level (i.e. significant skill needs within the public service) and macro level (i.e. national skills shortages) (RSA DHET, 2013:66).

Therefore, whilst there are expectations from HEIs in terms of preparing students for the world of work, government should also strengthen their internal training initiatives specifically on the core attributes (e.g. *Batho Pele* principles) for more efficient and effective provision of public services. Moreover, the public service should ensure that the 'right' people are employed without compromising internal processes and policies, as seems to be the trend across the public service (Nengwekhulu, 2009:344). In support of the latter statement, Bridgstock (in Archer & Chetty, 2013:139) expressly state that recruitment practices are uneven and strongly influenced by factors such as race, gender, social class and politics.

Moreover, the emphasis of HEIs should not only be on the quantity of graduates produced, but rather on the quality of the knowledge, skills, competencies, attributes and values acquired. As correctly defined, quality education refers to "education that invests in the student's ability to read the world more critically in order to bring about a better world for all" (Daniels, 2013:187). In the preface to the *White Paper for Post-School Education and Training*, Dr B.E. Nzimande, Minister of Higher Education and Training, specifically echoes that the "education and training system should ... contribute to developing thinking citizens [i.e. graduates], who can function effectively, creatively and ethically as part of a democratic society. They should

have an understanding of their society, and be able to participate fully in its political, social and cultural life” (RSA DHET, 2013:vii).

However, it is alarming that large sections of the post-school system offer a less than satisfactory quality of education (RSA DHET, 2013:8). In support of the latter statement Mbanga (2004:104-106) expressed concern about the lack of synergy between training programmes and transformation imperatives, arguing that while HEIs continue to train and educate people, the current education and training system does not provide public and private sectors with the core capabilities and key competencies that these institutions require to optimally deliver on their mandate. Similarly, the results of a baseline study that was conducted on graduate attributes make it clear that “there is a real need to address gaps between employer expectations and HE outcomes” (Griesel & Parker, 2009:1). It is against this backdrop that Daniels (2013:187) affirms that within a number of South African educational programmes, the acquisition of discipline-specific skills seems to continue to be valued over the development of the student’s competence to critique and respond to the educational complexities, as well as the socio-economic needs and challenges of society.

The lack of cooperation and collaboration between the post-school education and training institutions (e.g. universities) and employers (e.g. the public service) is mentioned as one of the factors contributing to quality challenges in the post-school system (RSA DHET, 2013:1). In an attempt to address this challenge, one of the main policy objectives of the *White Paper for Post-School Education and Training* aims at ensuring that the post-school education and training system is responsive to the needs of individual citizens, employers in public and private sectors, as well as broader societal and developmental objectives (RSA DHET, 2013:4). However, the realisation of this objective requires of HEIs to expand particularly in terms of the types of education and training available, including the curricula, in order to be responsive to and provide for the wide variety of needs of both graduates and employers (RSA DHET, 2013:2).

Similar to the *White Paper on Post-School Education and Training* (RSA DHET, 2013:vii) Albertyn and Daniels (2009:415) argued in favour of a shift away from mere knowledge and skills acquisition to “the preparation of students to deal with super-complexity in the [world of work]”. This view highlights the importance and value of HEIs in combining both theoretical knowledge (which provides knowledge of general principles and laws, which allows additional learning and adaptation to new circumstances); and practical experience (which builds applied knowledge and develops self-confidence in someone’s ability to act effectively) (RSA DHET, 2013:9). Public service being responsive to the needs of the citizens does not solely depend on discipline-specific skills acquired by an official, but also on the relevant graduate attributes

(including those required for the implementation of the *Batho Pele* principles) to improve the state of service delivery.

According to Smith and Bath (2006:262), graduate attributes, which should be acquired by all graduates regardless of the discipline or field of study, may be considered as the central achievements of the HE process. Thus, while public service plays a primary and critical role in improving service delivery, HEIs should instil the necessary graduate attributes (including those required for the implementation of the *Batho Pele* principles) in students. Singh (2008:1066) echoed this view by stating that “university classrooms can no longer be divorced from the place of work”. In fact, as stipulated in the *White Paper for Post-School Education and Training* (RSA DHET, 2013:56), post-1994, one of the main purposes or intentions of the education and training institutions created, e.g. Sector Education and Training Authorities (SETAs), was and is still to prepare students for the labour market.

Towards the end of the previous century the *Higher Education Act (Act 101 of 1997)* (RSA, 1997:5) stipulated that the South African imperative to address this issue requires that institutions of HE set objectives to overcome “the chronic mismatch between the output of HE and the needs of a modernising economy”. To do so, as the main purpose of the universities is to directly provide education and training and to execute research (RSA DHET, 2013:vii), they are mandated to play a much more active role in transformation. As such, HE must lay the foundations for the development of a learning society, which can stimulate, direct and mobilise the creative and intellectual energies of all the people towards meeting the challenge of reconstruction and development (RSA, 1997:5). Part of the required response is that universities align their teaching methods and strategies with government requirements, such as introducing relevant graduate attributes (e.g. the *Batho Pele* principles), aligned particularly to government’s framework, into their curricula.

In this regard, the criticism about the mismatch between HE outputs and employers’ needs, culminating in an ineffectiveness of HE to deal with societal issues, paved the way for academic initiatives such as Campus Compact (within the international context) (Bringle & Hatcher, 2005:28; Daniels, 2013:193; Hatcher & Erasmus, 2008:49) and Community - Higher Education - Service Partnerships (CHESP) (within the South African context) to promote the integration of community or public service into academic and student life (Erasmus, 2005:5; Erasmus, 2007a:29; Le Grange, 2007:3; O’Brien, 2005:64). This implies that universities started forging partnerships with civil society that could afford opportunities to their students for civic engagement, service and leadership (Daniels, 2013:193) to be better prepared for improved public service delivery. In essence, this led to the prominence of CSL as a pedagogy that goes beyond the classroom space, utilising the communities as educational spaces.

Specifically, since the *Batho Pele* principles are the key competencies in the transformation of public service delivery and represent a practical implementation strategy, as indicated in the preceding discussions, I as the researcher contend that such principles require the internalisation of certain values and attitudes, which requires a pedagogy such as CSL that transcends lecture halls. This implies the teaching of pedagogies that incorporate student activities that focus on both learning and serving the communities and on transforming institutional cultures, with the aim to realign the curriculum to resonate with the demands of society (Albertyn & Daniels, 2009:409-410; Van Schalkwyk & Erasmus, 2011:60).

The *White Paper for Post-school Education and Training* makes reference to community engagement in its various forms as a core function of universities (RSA DHET, 2013:39). More specifically, Lazarus, Erasmus, Hendricks, Nduna and Slamet (2008:61) referred to CSL as one of the most noteworthy forms of community engagement advocated in South Africa. Moreover, Singh (2008:1065) stated that CSL, as part of HE pedagogies, is becoming more prominent and has the potential to instil graduate attributes in students.

The prominence of CSL is largely based on the view that it is a pedagogical tool that is able to link students to the communities and bridge the gap between the university classroom and communities. Richardson (2006:38) affirmed that CSL focuses on both student development and community improvement. It enables the students to tap into problem-solving in community settings and it also steers real-world education toward projects that promote the public good. Furthermore, based on my personal experience, as a former CSL student and subsequently a lecturer, CSL activities expose students to a sector-partner context where real-life experiences such as working under pressure, the manner of dealing with clients, addressing conflict situations, communicating and working as part of a team, may be more easily learned. Hence, CSL as a form of community engagement has been identified as an important transformative pedagogical tool for infusing the university curriculum with graduate attributes for improved service delivery (Hatcher & Erasmus, 2008:55; McClam, Diambra, Burton, Fuss & Fudge, 2008:236). It is against this backdrop that CSL in the HE context is regarded as pedagogy that has introduced new ways for engaging with the educational space (Daniels, 2013:193).

Particularly in South Africa, the publication of the *White Paper on the Transformation of Higher Education* (RSA DoE, 199) – hereafter referred to as *Education White Paper 3* – laid the foundation for CSL to become a core part of HE. Both in South Africa and internationally, an increasing number of HEIs consider CSL to be a valuable teaching strategy or ‘critical pedagogy’ (as referred to by Stanton & Erasmus, 2013:63) towards better preparing and equipping students to become full participants in both the private and public sectors (Erasmus, 2007:31). In addition, it is geared towards enhancing academic learning (Nduna, 2007:69) and

equipping students with the attributes required to contribute constructively to a rapidly changing global environment (Erasmus, 2007:26). Smith and Bath (2006:262) alluded to the fact that teaching methods that allow graduate students' involvement (as referred to by O'Meara, 2008:27) in engaged teaching, learning and research in a socially integrative learning environment such as CSL, are most likely to enhance the development of graduate attributes.

## **1.2 RATIONALE AND STATEMENT OF THE RESEARCH PROBLEM**

As an employee in the Department of the Premier in the Free State Provincial Government (FSPG), I share the prevailing concern about poor public service delivery, particularly in the Free State Province. Over the past few years, as part of my responsibilities at work, I have been conducting client satisfaction surveys to determine the views of public servants (as internal clients) and citizens (as external clients) respectively, in terms of the services provided by government. The key findings of these surveys pointed to poor implementation of *Batho Pele* principles by public servants. A lack of consultation, ill-treatment, non-existence of complaints procedures, and a lack of punctuality on the part of officials were some of the main areas of concern indicated by the citizens. These findings resonate with those of the PSC and DPSA, as indicated in the preceding discussions.

Despite extensive research that has been conducted by independent bodies such as the PSC on the *Batho Pele* principles, in a quest to enhance excellence in governance within government, public service delivery protests, as indicated above, seem to be underpinned by, among other things, government's failure to implement and comply with these principles. This highlights that since 1997, when these principles were introduced, the institutionalisation thereof stands to be the greatest challenge for the South African government to date. This has led to a growing awareness of poor service delivery among citizens all over the country.

In essence, it implies that while the *Batho Pele* principles are viewed as the core competencies of public service, the central component of the transformation of public service delivery, and thus the key attributes to be instilled in public servants in order to efficiently and effectively improve service delivery, seems to be a mere 'pie in the sky' at this stage.

This could either be an indication that the *Batho Pele* initiative is treated as an add-on and not as part of the essential element of government departments' core business, or that in instances where clients are provided an opportunity to voice their views (e.g. through citizen satisfaction surveys), government does not give the necessary attention to the needs of citizens (Coetzee, 2010:84; Idasa, 2010:3-4). In this study, the reference to the limited attention given to the needs of citizens is notable, as it suggests challenges to 'authentic', that is mutual and reciprocal, citizen consultation and participation processes within government, which is crucial

in giving effect to the citizen-oriented approach (i.e. the *Batho Pele* initiative). The latter statement is supported by the PSC, which concedes that when citizen participation is implemented effectively, it can assist in transforming the public service into a citizen-centred and accountable institution (RSA PSC, 2007a:5). Hence, the focus in this study was also on the notion of citizen participation, as is strongly embedded within each principle of *Batho Pele* initiative.

Although there is a body of literature (e.g. Alexander, 2010:25; Botes, Lenka, Marais, Matebesi & Sigenu, 2007:1; Hemson & Roberts, 2008:12; Idasa, 2010:2; Luthuli, 2009:460; Marais, Matebesi, Mthombeni, Botes & Van Rooyen, 2008:52) on the state of public service delivery within the South African context, there is currently no evidence of research conducted with a focus on other, alternative approaches in terms of instilling core attributes aligned to government's framework or policies for improved service delivery. Hence, it is contended that attention should be given to strategies that could be utilised to accommodate the development of graduate attributes in HE (Chadha & Nicholls, 2006:116), especially the values and attributes of the *Batho Pele* principles, for improved public service delivery.

Taking into account the need for public service delivery transformation, the responsibility of HEIs to produce well-equipped graduates (with both discipline-specific and graduate attributes), and the potential of CSL to contribute to the holistic development of students, the following is posed as a research problem:

**The role of CSL as a transformative tool for infusing the university curriculum with graduate attributes for improved service delivery (specifically those required for the implementation of the *Batho Pele* principles) has not yet been determined.**

### 1.3 RESEARCH QUESTIONS

Given the current state of public service delivery within the South African context and the role that CSL as a form of community engagement can play in instilling certain attributes in students, the following research question can be asked:

**How can CSL be utilised as a transformative tool to instil graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) in university students for improved public service delivery?**

In order to answer this main question, the following subsidiary research questions are posed to guide the study:

### **Subsidiary questions**

1. What, according to literature, is the alignment between the current state of service delivery in terms of the implementation of the *Batho Pele* principles and the notion of CSL as a transformative pedagogy at HEIs for infusing core attributes for improved public service delivery?
2. What are the needs of the clients of public service in terms of service delivery and the challenges they face in this regard?
3. What are the challenges that public servants in South Africa face in terms of being trained for service delivery in general and the standards expected by the *Batho Pele* principles?
4. To what extent are the graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) instilled in students by means of an exit-level CSL module?
5. How can a framework be designed for the infusion of graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) in CSL modules towards improved public service delivery?

## **1.4 AIM AND OBJECTIVES OF THE RESEARCH**

This study aimed to determine how CSL can be utilised as a transformative tool to instil graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) in students for improved public service delivery.

This leads to the following objectives of the study:

- To determine, through a review of relevant literature, the alignment between the current state of service delivery in terms of the implementation *Batho Pele* principles and the notion of CSL as a transformative pedagogy at HEIs for infusing core attributes for improved public service delivery.
- To determine the needs of the clients of public service in terms of service delivery and the challenges they face in this regard.
- To determine the challenges the public servants in South Africa face in terms of being trained for service delivery in general and the standards expected by the *Batho Pele* principles.
- To determine the extent to which the graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) are instilled in students by means of an exit-level CSL module.

- To design a framework for the infusion of graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) in CSL modules towards improved public service delivery.

## 1.5 DEMARCATION OF THE RESEARCH

Tight (2012:3) reports that HE is regarded as a multidisciplinary field of study as it is often researched from a number of disciplinary perspectives. The study falls within the ambit of course design and teaching and learning, as indicated by Tight (2012:9) with a disciplinary focus on CSL. Specific reference is made to how CSL can be utilised as a transformative tool to infuse graduate attributes into the university curriculum for improved service delivery.

The study is positioned within the institutional context of the UFS, which is home to the GOVE3724 module in the Governance and Political Transformation undergraduate programme under study.

The primary objective is to design a framework for CSL modules infusing focused graduate attributes (i.e. those aligned to the core competencies required by the *Batho Pele* principles) to be instilled in students for improved public service delivery. Therefore, only those elements able to provide information with regard to the topic of interest are included in the study. In this instance, the academic staff and students participating in the GOVE3724 module, managers of the selected non-profit organisations (NPOs) (as representatives of clients of government – people at grassroots level), and the public servants (with whom the selected NPOs work) seem to be the appropriate target population that would provide the necessary information and thus add value to the study. All those who participated in this study were geographically situated in the Mangaung Metropolitan Municipality, particularly in Bloemfontein.

## 1.6 CLARIFICATION OF CONCEPTS

There are a number of concepts that are threads running through the entire framework of the thesis. These concepts, as indicated below, are considered key in this study and will thus be discussed and clarified in the subsequent section.

### 1.6.1 Service delivery

In accordance with Fox and Meyer (1995:118), service delivery is the provision of public activities, benefits, or satisfaction to the citizens, as expected by them and mandated by regulations. It is an ongoing and dynamic process (Kroukamp, 1999:329). In contrast, for the purposes of this study (Mulaudzi & Liebenberg, 2013:142), the definition of service delivery that refers to the ability of government to provide a quality service that is based on a certain



set of 'people attributes' and characterised by accountable and transparent governance for all citizens at every level, is used.

### **1.6.2 *Batho Pele* principles**

'*Batho Pele*' is a Sesotho adage referring to the notion of 'People First'. As expressed by the *Batho Pele* White Paper, this concept is a title that was derived from the guiding principle of public service transformation and reform adopted by the post-1994 public service: 'service to the people' (RSA DPSA, 1997:4; see also Crous, 2004:575).

The notion of the *Batho Pele* principles is distinctly described as a citizen-oriented service delivery approach, as an initiative that puts pressure on systems, procedures, attitudes and behaviour within the public service, and which reorients them in the client's favour (RSA DPSA, 1997:4). For the purposes of this study, *Batho Pele* principles are viewed as 'soft' service delivery enablers characterised by a set of core attributes that are deemed imperative within government for a complete realisation of transformed and improved public service delivery.

### **1.6.3 Public service**

Public service is defined as an administrative system or vehicle by means of which government institutions deliver all kinds of services to their citizens (Nengwekhulu, 2009:343-344). Services that are offered by public institutions are known as public services (Masango & Mfene, 2012:81), and according to Venter *et al.* (in Shaidi, Taylor & Raga, 2014:107), these services can be either tangible and/or intangible.

More explicitly, the *Public Administration Management Act (PAMA) (Act No. 11 of 2014)* defines public service as all "(a) national departments; (b) national government components...; (c) provincial departments... and (d) provincial government components... and their employees" (RSA, 2014:8). Since the terms 'public service' and 'government' are used interchangeably in this study, Chapter 3 (Section 40) of the *Constitution of the Republic of South Africa* (RSA, 1996:25), stipulates that "[i]n the Republic, government is constituted as national, provincial and local spheres of government which are distinctive, interdependent and interrelated." For the purposes of this study, this implies that the state of public service delivery is described from the perspective of all three spheres of government.

### **1.6.4 Public servants**

As denoted by Du Toit, Knipe, Van der Walddt and Doyle (in Crous, 2004:576) members of society – the citizens – are not the only clients of government. There are also other clients of government from within national and provincial departments, such as public servants within their own organisations (i.e. persons appointed in the public administration, as stipulated in

PAMA) (RSA, 2014:6), as well as other departments and institutions to whom government provide services. This implies that the public servants are regarded as amongst the internal clients of the public service. They are referred to as the foot soldiers, the implementers or service providers of public service policies and mandates (Ngidi & Dorasamy, 2013b:49).

For the purposes of this study, public servants are those officials who are employed by the South African public service to provide quality services to the citizens. In particular, “[t]hose employed in the South African public service are supposed to devote their attention to the promotion of the general welfare [of the citizens] and to their personal benefit. Public [servants] should also take into cognisance the values of the society and its communities and not substitute their own value choices for those of the society; in other words, they should in all respects be publicly accountable for their actions” (Hanekom, Rowland & Bain, 1987:160).

### **1.6.5 Citizens**

The Founding Provisions of the *Constitution of the Republic of South Africa*, in Chapter 1, Section 3, state that all South African citizens are equally entitled to the rights, privileges and benefits of citizenship and equally subject to the duties and responsibilities of citizenship (RSA, 1996:3). In relation to this study, citizens are regarded as people at the receiving end of government services (i.e. service recipients). As such, for the purposes of this study, the concept of ‘clients’ is mainly used throughout the discussions, as it is a more inclusive term than ‘citizens’.

### **1.6.6 Non-profit organisations**

Civil society constitutes a number of sectors, such as the public and private sectors, which both have an essential role in contributing towards efficient and effective service delivery to the South African citizenry. Fundamentally, the third sector also plays a vital role in public service delivery, specifically within communities, as it plays an intermediary role between government and the people it serves (Ndou, 2013:191). Voluntary organisations, NPOs and social economy are some of the labels commonly used in the literature to refer to the third sector (Sibanda, 2011:815). This study focuses particularly on NPOs as one of the groups of organised civil society included in the third sector, as an emergent partner of governance (Choudhury & Ahmed, 2002:562; HM Treasury, 2007:5).

NPOs, as institutions closely allied with the communities they serve (i.e. clients of government), are often regarded as the representatives of the people at grassroots level and their primary voice in the fight for social, economic and political justice. Furthermore, Hatcher and Erasmus (2008:49) revealed that in most of the countries where CSL is increasingly used, NPOs and stakeholders within HE provide the primary support. This highlights the existing partnership

between NPOs and CSL as a transformative pedagogy in an HE context. Consequently, the involvement of the NPOs in this study not only adds value based on their knowledge and working experiences in relation to CSL modules in HEIs, but their proximity to the clients of government contributes immensely to the study, by amplifying the voice (i.e. needs and challenges) of those at grassroots level. This is especially relevant, since citizen participation is highlighted as among the key factors contributing to the lack of adherence to the principles of *Batho Pele*, as indicated above.

### **1.6.7 Higher education institutions**

The *Higher Education Act* (RSA, 1997:9) defines an HEI as “any institution that provides higher education on a full-time, part-time or distance basis and which is: – (a) established or deemed to be established as a public higher education institution under this Act; (b) declared as a public higher education institution under this Act; or (c) registered or conditionally registered as a private higher education institution under this Act”.

### **1.6.8 Community service learning as a transformative learning tool**

Since the GOVE3724 module under study is specifically offered to students at the UFS, the university’s definition of CSL is used in this study. The CSL Policy (UFS, 2006:9-10) defines CSL as: “An educational approach involving curriculum-based credit-bearing learning experiences in which students (a) participate in contextualised, well-structured and organised service activities aimed at addressing identified service needs in a community, and (b) reflect on the service experiences in order to gain a deeper understanding of the linkage between curriculum content and community dynamics, as well as achieve personal growth and a sense of social responsibility.”

In addition to the standard elements of CSL (Erasmus, 2007:29; Hatcher & Erasmus, 2008:50-51), the definition thereof held by the UFS places special emphasis on the nature and purpose of the partnership context in the sense that CSL “requires a collaborative partnership context that enhances mutual, reciprocal teaching and learning among all members of the partnership” (UFS, 2006:10). This is crucial in the context of this study, as it is contended that joint efforts between different sectors of civil society are crucial for improved public service delivery. Hence, this study was aimed at exploring the role that the HE sector can play in infusing graduate attributes central to the transformation of public service delivery (i.e. the *Batho Pele* principles).

Furthermore, according to Bamber and Hankin (2011:195), transformative learning is an approach to adult learning and draws on the ideas of Mezirow. In simpler terms, it is defined as learning where there is not only an increase in knowledge, but also a radical shift in a student’s perspective and understanding (i.e. perspective transformation) of the world through

action learning and reflective practices (Daniels, 2013:191). Mezirow (in Bamber & Hankin, 2011:195) explains 'perspective transformation' as a process of: a) becoming critically aware of our underlying assumptions about our world, b) reformulating and revising these assumptions to allow a more inclusive, integrative perspective (i.e. new or own meaning perspective), and c) making decisions or otherwise acting on the new understanding or perspective that has emerged, as a consequence of exposure to critical participation and action, as well as reflection. In essence, this process is referred to as a transformative learning theory.

In this regard, CSL is increasingly recognised as an important pedagogical approach designed to encourage active participation both locally and globally (Bamber & Hankin, 2011:192). As stipulated by Greene (in Bamber & Hankin, 2011:196), the fact that engagement in CSL may present learning opportunities that challenge stereotypes and personal values, and expose the participants to critical reflection and surprising information that contradicts their previously accepted assumptions, it has the potential to force students to develop critical awareness of the world around them and, therefore, serves as a catalyst for transforming the perspective and understanding of students. Hence, it is referred to as a transformative pedagogical tool within this study.

### **1.6.9 Graduate attributes**

The development of graduate attributes in HE continue to gain prominence, mainly as a result of the employers' graduate employability agenda' prompted by an increasingly competitive and changing labour market (Du Preez & Fossey, 2012:346; Fossey, 2012:362; Hager & Holland, 2006:1; Smith & Bath, 2006:259; Tomlinson, 2008:51).

As indicated earlier, particularly in South Africa, graduate attributes have been prescribed for all educational programmes by SAQA (1997), in the form of CCFOs, or to be more accurate, the Critical Cross-Field and Developmental Outcomes (Leibowitz, 2011:214). Moreover, universities (e.g. UFS) also have their own graduate attributes, which are particular to their institution (UFS, 2014:8). The focus in this study was to explore the infusion of graduate attributes, specifically those required for the implementation of the *Batho Pele* principles, as stipulated in Table 1.1 above, for improved public service delivery.

Despite the flaws in the way that graduate attributes are often described, Griesel and Parker (2009:3) refer to graduate attributes as being "the knowledge, skills, competencies and values" that should be acquired by all graduates regardless of their discipline or field of study. "Such attributes or qualities can include critical thinking, intellectual curiosity, problem-solving, logical and independent thought, communication and information management skills, intellectual

rigour, creativity and imagination, ethical practice, integrity and tolerance, which are important aspects in any curriculum” (Smith & Bath, 2006:262).

In contrast, Hager and Holland (2006:2) regard graduate attributes as qualities, attitudes and values that cluster around key human skills, such as teamwork, courtesy, relating to and working with people, communication, gathering and ordering of information, and problem-solving. They regard these qualities as important to obtain in all walks of life, especially in preparation for the world of work. In this regard, Leibowitz (2011:213) adds that graduate attributes are also qualities that students require to graduate as competent and meaningfully engaged members of society. These attributes are progressively viewed as being important throughout life.

Furthermore, the University of the Western Cape (in UFS, 2014:8), as one of the South African HEIs, defines graduate attributes as the qualities, values, attitudes, skills and understandings that students should have developed by the end of their studies across all qualifications offered by a particular university, for future employment and to develop them as critical and responsible citizens, contributing to the social and economic welfare of society.

Particularly for this study, Hager and Holland’s definition of graduate attributes was adopted and adapted, drawing from the other definitions provided above, due to its relevance for the purposes of this study. Hence, graduate attributes are viewed as human or personal skills, attributes, values, qualities or attitudes that are significant and necessary to be acquired by all graduates regardless of their discipline or field of study, especially in preparation for the world of work, **as well as for becoming critically aware and responsible citizens and community-oriented graduates, for the socio-economic welfare of society (researcher’s emphasis added).**

## 1.7 OVERVIEW OF THE RESEARCH METHODOLOGY

This section focuses on the research paradigm, design and methods employed in this study.

### 1.7.1 Transformative paradigm

This study was conducted in the transformative paradigm, which is a metaphysical framework that focuses on ethics in terms of cultural responsiveness, recognising those dimensions of diversity that are associated with power differences and the building of relationships, using methods that are conducive to social change (Mertens, 2012:1).

Certain assumptions that are associated with the transformative paradigm (Mertens, 2005:3; 2007:216), and which are aligned to this study, are discussed below.

Ontologically, multiple realities are socially constructed based on different lenses that people bring into a particular research context. This study also incorporated different views based on the perceptions and experiences of the respective groups of participants, namely the academic staff/facilitators and students participating in the exit-level GOVE3724 module; managers of the selected NPOs (as representatives of clients of government – people at grassroots level); as well as the public servants (those who engage with the NPOs selected for the study).

The transformative epistemological assumption brings up the notion of the interactive relationship between the researcher and the participants in the study. This study was empowering to both myself as the researcher and the participants, as there was mutual sharing of knowledge. Pursuant to this, preliminary discussions were held as a way of building trust with the participants.

Methodologically, this paradigm denotes that the researcher has the freedom to choose quantitative or qualitative or mixed methods as is needed. It further highlights that the inclusion of a qualitative dimension in methodological assumptions is critical in transformative research, as a point of establishing a dialogue between the researcher and the participants. For purposes of this study, although the quantitative dimension was incorporated, the methodology of this study was mainly qualitative in nature in order to allow for an in-depth analysis of the meaning of the phenomena under investigation.

Furthermore, the transformative axiological assumption promotes the notions of human rights, social justice and reciprocity as among key values encompassing the nature of ethical behaviour (Mertens, 2010:11). The priority that is placed on human rights and social justice in this regard is primarily meant to accommodate people at the grassroots levels who experience oppression (Mertens, 2010:29). Within this study, the focus on the *Batho Pele* initiative echoed the notion of social justice, as it is primarily about respect for human rights and recognition of human dignity regardless of background (Daniels, 2013:186). Additionally, the aim of the interactive relationship between me as the researcher and the participants was to create an enabling environment for collaborative, mutual and reciprocal sharing of knowledge, which underpins some of the values encompassed in the transformative paradigm.

### **1.7.2 Research design and methodology**

As has been indicated, this study was predominantly qualitative in nature. The qualitative method is an in-depth study using face-to-face techniques to collect data from people in natural settings (McMillan & Schumacher, 2010:321). Qualitative methods provide respondents with an opportunity to express their experiences and perceptions with regard to the phenomena under study. The core feature of qualitative data analysis for this study was the coding process.

Coding is the process of grouping evidence and labelling ideas so that they reflect increasingly broader perspectives (Creswell & Plano Clark, 2007:30,132).

On the contrary, quantitative data was also collected through this study. A quantitative research approach is a systematic and objective process based on numerical data. The quantitative data collected in this study was presented through the use of statistics (McMillan & Schumacher, 2010:6,9).

### **1.7.2.1 Population and sample**

This study involved the following participants, selected purposively:

- a) One permanent academic staff member and three academic facilitators, as well as students engaged in the GOVE3724 exit-level module of the Governance and Political Transformation undergraduate programme at the UFS. There were approximately 50 students registered for GOVE3724 and four academic staff members/facilitators in the year 2015.
- b) Ten managers of the selected NPOs as representatives of citizens or clients of government.
- c) Nine public servants, including seven with whom the selected NPOs worked in the Free State Government (FSG) and two municipal councillors from the Metropolitan Mangaung Municipality with whom GOVE3724 students worked during community engagement.

With specific reference to sampling, a non-probability sampling strategy was followed. For the purposes of this research, purposeful sampling (sometimes referred to as purposive, judgement, or judgemental sampling), as an example of non-probability sampling was employed. This type of sampling was chosen mainly because it accommodated the aim to select particular elements from the population that would be informative about the topic of interest (Berg, 2009:50-51; McMillan & Schumacher, 2010:125). It was critically important for the target population in this research to include people who were informed about the phenomena under study. The selected participants were by all indications appropriate to provide the necessary information for the study.

### **1.7.2.2 Data collection techniques**

To explore the topic in question, multiple data collection methods and sources were used in the data-gathering process. This section highlights the data collection techniques that were employed.

### **a) Literature review**

A literature review is essential for both quantitative and qualitative studies, irrespective of the research paradigm embedded in the study (Mertens, 2010:91). Within this study, the literature review focused mainly on the two main components that were utilised as a lens through which the research topic was viewed. Firstly, the purpose of the literature review was to determine the alignment between the current state of public service delivery in terms of implementation of the *Batho Pele* initiative as the central component of public service delivery transformation (refer to Chapter 2), and secondly, to explore the notion of CSL as a transformative pedagogical tool at HEIs for infusing core graduate attributes for improved public service delivery (refer to Chapter 3). These two chapters specifically address objective one of this study (refer to par. 1.4).

### **b) Focus group discussion**

The focus group discussion (FGD) was employed as a qualitative data collection method to collect in-depth data about the insights of the managers of the selected NPOs in this study. FGD is an enabling tool designed to create a better understanding of people's feelings and perceptions about a particular issue (Greeff, 2005:299; Nieuwenhuis, 2007:90). More profoundly, focus groups create a platform to not only listen to people, but also to learn from others (Greeff, 2005:300).

In this instance, there were two phases of data collection. During the first phase, preliminary information-gathering sessions with the respective managers of their selected NPOs were conducted. Two respective questionnaires (i.e. NPO Profile and Researcher Profile) that were developed from the National Research Fund (NRF) project of which this study formed part (Title: *Knowledge as Enablement*, with specific focus on the Third Sector) were utilised to collect information regarding the profile of each NPO participating in this study. A similar process was followed regarding the researcher profile. The purpose of this information-gathering process was to ensure that participants involved in this project gained a proper understanding of the main objective of this study. Furthermore, this process also assisted in the establishment of rapport with the selected NPO managers.

In the second phase of data collection, an FGD with the same NPO managers was conducted with the focus on specific questions related to the study. The main objective of the FGD was to determine the needs of the clients of public service, in terms of service delivery and the challenges they face in this regard. This was conducted through the voice of the selected NPO managers for this study, as representatives of the citizens. In essence, this addressed objective two of this study (refer to par. 1.4).



### c) Semi-structured individual interviews

Semi-structured individual interviews were conducted with the following participants of this study:

1. **Public servants:** Individual interviews were conducted with nine public servants, seven of whom were among those with whom the selected NPOs were working, while the remaining two were the municipal councillors from the Metropolitan Mangaung Municipality area with whom the GOVE3724 students worked during community engagement, as indicated above. Public servants with first-hand experience at the workplace are viewed as good sources of information on current skills shortages (RSA DHET, 2013:57). For the purposes of this study, the objective of semi-structured individual interviews with the public servants was to determine the challenges they face in South Africa in terms of being trained for service delivery and the standards expected by the *Batho Pele* principles. As such, objective three of this study was achieved (refer to par. 1.4).
2. **GOVE3724 academic staff/facilitators:** Individual interviews were also conducted with one permanent academic staff member and three academic facilitators involved in the GOVE3724 module. The objective of the interviews was to determine the extent to which the graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) are instilled in students by means of the exit-level GOVE3724 module. These interviews took the form of reflective conversations with the academic staff. In this instance, objective four of this study was addressed from the staff members' perspective (refer to par. 1.4). In addition, each staff member also completed a survey questionnaire that specifically focused on their views in terms of those graduate attributes required for the implementation of the *Batho Pele* principles.

### d) Pre- and post-implementation student questionnaires

The pre- and post-implementation student questionnaires were used to determine the students' experiences in terms of the extent to which the graduate attributes (including those specifically required for the implementation of the *Batho Pele* principles) were instilled in them by means of the exit-level GOVE3724 module. Although these student questionnaires included a number of closed questions, a larger part of the questionnaire comprised open-ended questions aimed at eliciting more detailed responses from the students.

Acquiring the views of the GOVE3724 students through the questionnaires addressed objective four of this study, specifically from the students' perspective (refer to par. 1.4).

### **e) Survey questionnaire for academic staff/facilitators**

The survey questionnaire was utilised to determine the experiences of the academic staff/facilitators regarding the extent to which the graduate attributes (including those specifically required for the implementation of the *Batho Pele* principles) were instilled in them by means of the exit-level GOVE3724 module. This survey questionnaire was informed by some parts of the pre- and post-implementation student questionnaires that mainly dealt with those graduate attributes specifically required for the implementation of the *Batho Pele* principles. It was constructed of both closed-ended (quantitative) and open-ended questions (qualitative).

Obtaining the views of the GOVE3724 academic staff/facilitators through the survey questionnaire further addressed objective four of this study explicitly from the academic staff/facilitators' perspective (refer to par. 1.4).

### **f) Document analysis**

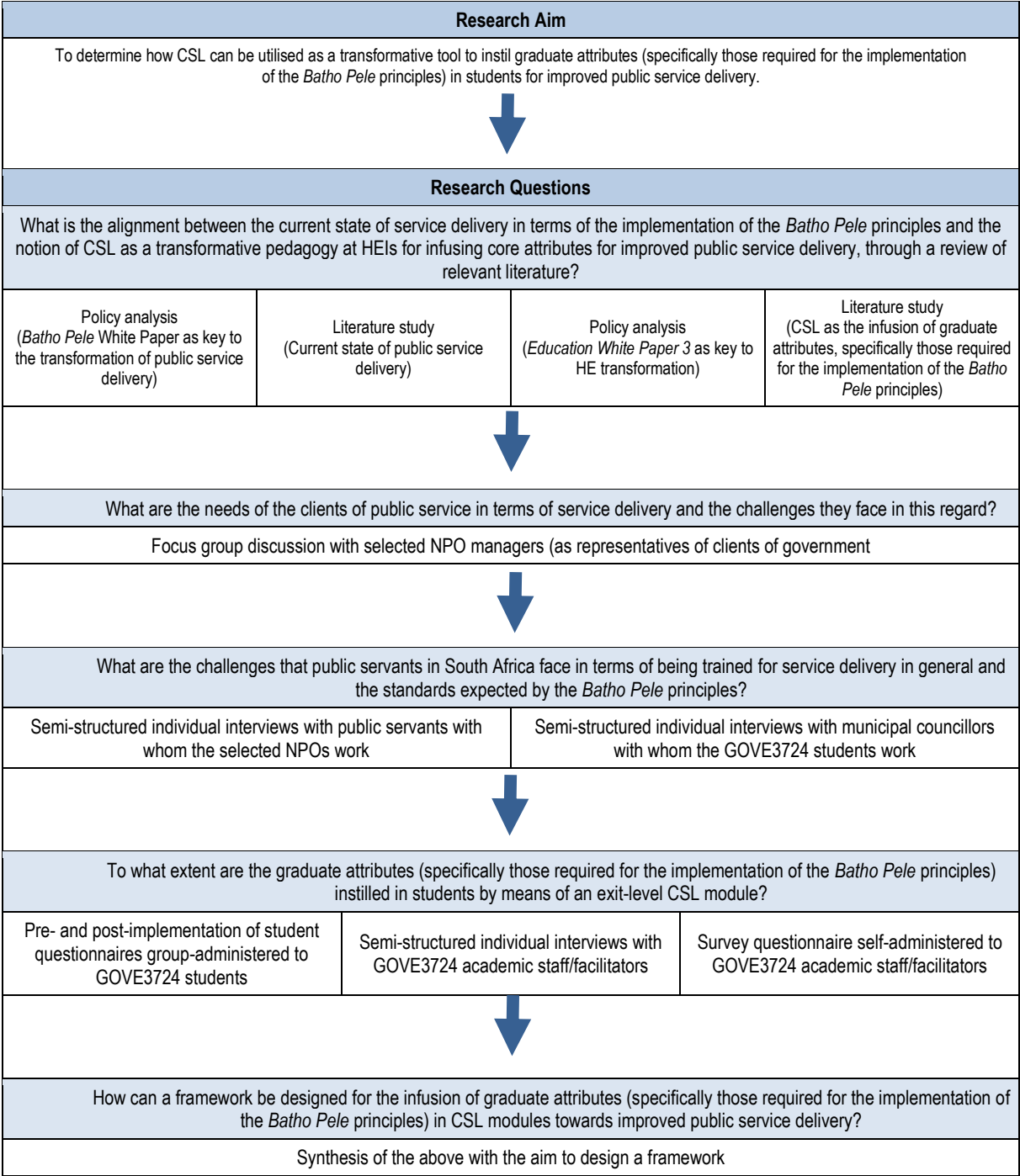
Document analysis was also used as a means of collecting data. Du Preez and Fossey (2012:350) maintain that prior to the restructuring of a curriculum of a learning programme to infuse the development of graduate attributes, a comprehensive curriculum analysis should be undertaken. A similar approach was also followed in this study. An analysis of documents related to the GOVE3724 module of the Governance and Political Transformation undergraduate programme was executed, analysing all study guides and relevant module documents (e.g. module catalogue, study guides, students' reflection reports, etc.) that shed light on the module (Nieuwenhuis, 2007:82).

### **1.7.3 Data analysis and reporting**

Qualitative data analysis is primarily an inductive process and was used to guide the data analysis in this study (Creswell, 2009:238). The collected data was first coded (Creswell 2009:238) and then analysed by reducing the data, sifting the significant data, and identifying significant categories and recurring patterns or themes (Babbie, 2010:338; McMillan & Schumacher, 2010:367; Schurink, Fouche & De Vos, 2011:397). As this study is predominantly qualitative in nature, the collected data were reported by means of detailed or rich descriptions.

To the contrary, quantitative data were also collected and analysed through this study. According to Creswell and Plano Clark (2007:6), the analysis of quantitative data consists of statistically analysing scores or numbers collected on questionnaires to answer the research questions. All the collected quantitative data was coded and captured on an Excel Spreadsheet, in which frequencies, percentages and graphs were used to illustrate the results.

A detailed description of the research design and methodology for the empirical part of the study is provided in Chapter 4. In view of the overarching research question (refer to par. 1.3). Figure 1.1 below offers a summarised version of the research design of the study.



**Figure 1.1: Summarised version of the research design of the study**

## 1.8 SIGNIFICANCE OF THE RESEARCH

This section points out the significance or necessity of this research based on the following focus areas:

### 1.8.1 Focus on an alternative approach towards improving public service delivery, namely through graduate attributes in the university curriculum

Over the past 10 years, the *Batho Pele* initiative has made a lot of inroads in terms of improving service delivery. However, the implementation of the *Batho Pele* White Paper has been very slow, thus impacting negatively on the quality of public service delivery (RSA DPSA, 2008:3). The research findings from both the PSC and the DPSA, as indicated earlier, clearly indicate that a number of challenges still exist in terms of the implementation of the *Batho Pele* principles.

In view of the outlined challenges in the preceding discussions, it is evident that the institutionalisation of the *Batho Pele* initiative by the public service as an institution has not been successful. The fact that this study focuses on the realignment of the university curriculum, in terms of infusing graduate attributes required for the implementation of the *Batho Pele* principles for improved public service delivery, highlights an alternative approach in addressing the issue of a citizen-oriented approach in the South African context. It creates an environment to strengthen the relationship of constructive collaboration between government and HE, specifically aimed at improving the *Batho Pele* principles as core attributes central to the transformation of public service delivery.

As indicated in the preceding discussions, several authors (Barrie, 2006:216; Chapman, 2004:7; Griesel & Parker, 2009:3; Mubangizi & Theron, 2011:38; SAQA, 2000:19) have stated that there is a general agreement that there should be a balance between the body of knowledge that forms the core curriculum of traditional HE and the development of graduate attributes, since the latter are a necessary pre-condition for graduate employability. Hence, Albertyn and Daniels (2009:409) contend that “HEIs are required to equip graduates by putting processes into place to facilitate the production of knowledge and development of skills needed to live in a [continually changing] diverse society”.

Despite the awareness expressed above, Atlay and Harris, (2000:77), as well as Du Preez and Fossey (2012:346), reveal that the integration of graduate attributes in HE curricula has not received much attention in practice. In this regard, the *White Paper for Post-School Education and Training* stipulates that the skills level of both existing employees and those entering the labour market are viewed as an imperative pillar of the public service strategy for attracting investment, industrial expansion and job creation (RSA DHET, 2013:57). This

implies that the acquisition of graduate attributes becomes essential (Mubangizi & Theron, 2011:45), especially since we have students before we have employees. In this regard, a huge responsibility for the development of graduate attributes (including those required for the implementation of the *Batho Pele* principles) lies within HEIs, since they are in a favourable position in terms of better preparing and producing future practitioners for the world of work.

### **1.8.2 Focus on non-profit organisations as representatives of government clients at grassroots level**

Insufficient attention to the views and needs of the citizens (i.e. government clients) forms part of the factors contributing to poor public service delivery, as indicated above. Given that effective and efficient service public delivery, especially in a democratic society such as South Africa, relies heavily on the voice of the citizens, which is commonly referred to as citizen participation, this study created a platform and a space for citizens (i.e. the selected NPOs for the study) to have a voice in preparing students for the public service. This was achieved by focusing on the needs of the NPOs (as representative of government clients at grassroots level) in terms of service delivery and the challenges they face in this regard.

### **1.8.3 Focus on community service learning as a transformative pedagogy**

While traditional classroom-based pedagogies emphasise the learning of subject matter and engaging with literature that might not always have a link to the local context (i.e. communities), within this study the focal point was on CSL as a pedagogy that is centred on problem-solving, thus the focus is essentially local. Additionally, in CSL pedagogies, reflective practices are incorporated as one of the essential learning components, and as such it is inclined towards perpetuating critical thinking, which is crucial in developing students' competence in terms of critiquing and responding to the educational complexities (Daniels, 2013:187), as well as the socio-economic needs and challenges within society. Moreover, CSL does not only confine itself to the advancement of critical thinking through reflection, but it also encourages critical participation and action within communities. The focus on the participation of students in a local context through CSL as a pedagogy reflects the belief that education should develop the students' social responsibility, as well as social responsiveness, and prepare them to become involved and active citizens in democratic life (Daniels, 2013:194).

As a result, engagement in a local context, and reflective practices through CSL as a pedagogy, create a platform for transformative learning environments and learning opportunities, as students are exposed to real-life contexts that have the potential to allow them to: a) become critical consumers of knowledge, as they are encouraged to analyse

educational issues in an effort to find solutions, b) deepen their meaning-making about civil society, and c) develop as active citizens (Daniels, 2013:193-194).

This implies that CSL is a pedagogy through which students can acquire new knowledge, skills and citizen-oriented attitudes and principles needed to be effective future practitioners in the educational sphere (Daniels, 2013:194), as well as the public service. Bamber and Hankin (2011:192) contend that models of service learning are increasingly recognised as “important in developing the key skills that might enable graduates to become active citizens both locally and globally”. It is against this background that CSL was used in this module as a transformative pedagogy to instil specific graduate attributes required for the implementation of the *Batho Pele* principles for improved public service delivery, specifically in the South African context.

#### **1.8.4 Focus on an exit-level, capstone undergraduate community service learning module**

This study focused on the GOVE3724 module offered at the UFS in the Governance and Political Transformation programme as a case study. It is an undergraduate, 16-credit module aimed at determining the impact of political transformation on public service delivery in South Africa. The fact that this is an exit-level CSL module provides the majority of the enrolled students with a favourable opportunity to obtain competencies relevant to the world of work before they obtain their respective degrees. In support of this, Hager and Holland (2006:1) consider the focus on the transition to the work and the graduate attributes, specifically for graduate students, as a crucial area that needs attention as part of an ongoing process. Consequently, there has been increasing attention given to graduate attributes globally, in particular amongst students approaching their final year (Crebert, Bates, Bell, Patrick & Cragnolini, 2004:3), as HEIs seek to renew and articulate their purpose (Hughes & Barrie, 2010:325-326). In particular, the UFS recently announced its graduate attributes (UFS, 2014:8) and thus this module may also be viewed as instilling graduate attributes from an institutional perspective.

Furthermore, given that GOVE3724 is a capstone module, as it is offered exclusively to students in their final year of study, Mouton and Wildschut (2005:120) state that such modules require students to draw upon the knowledge they have gained throughout their module work and combine it with relevant service in the community. This implies that the GOVE3724 module creates a unique opportunity for third-year students in an undergraduate programme to enable them to apply knowledge and skills to the practice, and as such, empower independent thinkers and researchers through community engagement. The latter statement is supported by Levkoe, Brail and Daniere (2014:69) when they state that CSL aims to unite both the theoretical

and practical training of students by providing an opportunity to connect academic work (i.e. realm of theory) and community development work (i.e. realm of practice).

In conclusion, given the demand that educational programmes do not excessively focus on discipline-specific outcomes at the expense of infusing graduate attributes (which are crucial in enabling graduates to be responsive to both economic and societal needs), it is notable that one and a half decade since the adoption of the *Batho Pele White Paper* and the *Education White Paper 3* (both in 1997), there are still many disparities relating to the public role of universities. It is envisaged that the findings of this study could inform CSL curricula with regard to the graduate attributes specifically aligned to the values and attributes of the *Batho Pele* principles, which need to be infused in order to better prepare future practitioners for the world of work. This may inform academic programme development and improve the quality and relevance of education towards improved public service delivery.

The following section focuses on issues related to the integrity of the study.

## **1.9 INTEGRITY OF THE STUDY**

Various issues pertaining to the integrity of the study are considered. The role of the researcher in the study, ethical considerations, and the trustworthiness of the research are specifically discussed in this section.

### **1.9.1 Role of the researcher in the study**

As the researcher, I played both a participatory role and a reviewing role, thus forming an interactive link between the sets of participants in addition to being an external reviewer of the GOVE3724 module.

### **1.9.2 Ethical considerations**

Prior approval for the study was granted by the GOVE3724 Programme Director, the Ethics Committee of the Faculty of Education, and the Title Registration Committee at the UFS. (Ethical Clearance Number: UFS-EDU-2012-0012.)

Furthermore, all participants gave informed and written consent, and the purpose and processes of the study were explained to them openly and honestly. To ensure confidentiality, the participants were not required to identify themselves during the data collection process and were given the freedom to choose to withdraw from the study at any time without penalty.

In terms of benefits, not only does this study have the potential to better equip the students for their future careers, but the insights gained through the study will be shared with all involved.

In addition, data collection was followed up with verification and further discussions with the participants.

### **1.9.3 Trustworthiness of the research**

Qualitative data is often criticised for a lack of objectivity and, as a result, for not being trustworthy. In this study, data triangulation was enhanced by a means of a multi-method strategy to promote the trustworthiness and credibility of the data (Nieuwenhuis, 2007:80). According to McMillan and Schumacher (2010:325), a multi-method strategy is used when the researcher employs several data collection techniques in a study, but usually selects one as the central method.

With specific reference to this research, both the non-interactive qualitative data collection techniques (i.e. literature review, pre- and post-implementation student questionnaires, as well as document review) and interactive qualitative data collection techniques (i.e. semi-structured individual interviews and FGD) were employed (McMillan & Schumacher, 2010:360). However, the latter (i.e. interactive qualitative techniques), which allowed the use of a face-to-face approach to collect data from the participants in a natural setting (McMillan & Schumacher, 2010:321), were employed as the central method of data collection.

Furthermore, the credibility of this study was enhanced by using member checking or participant review, pre-testing, as well as verification of data collection tools (e.g. interview guide and FGD script), as some of the key validation strategies recommended in this regard (Creswell, 2014:201; McMillan & Schumacher, 2010:379). The reference to member checking implies that the transcribed information based on the FGD and semi-structured interviews conducted in the study was given to all relevant participants for review of the data obtained from them to be verified for accuracy (McMillan & Schumacher, 2010:332). A detailed description of the trustworthiness of the study is provided in Chapter 4.

## **1.10 LIMITATIONS OF THE RESEARCH**

The focus of this study is particularly on the case of the GOVE3724 module in the Governance and Political Transformation undergraduate programme at the UFS. This study does not intend or claim generalisations of any kind. The recommendations of this study will be context-bound to the GOVE3724 module in the Governance and Political Transformation programme and the UFS. However, as the researcher, I am of the opinion that this study has the potential to add to the body of knowledge in HE (i.e. in the subfield of CSL) and the public service as an institution.



According to the Institute for Citizen-Centred Service (ICCS, 2004:22), judgement samples may be biased because of the way in which the samples are selected for the study. As a result, it makes it impossible to draw inferences about the entire population of academic staff/facilitators, students, public servants and the managers of the selected NPOs in the country, because the findings are relevant mainly to a single institution (i.e. UFS) and a specific group of participants.

## 1.11 OUTLINE OF THE STUDY

The study is comprised of six chapters which are structured as follows:

**Chapter 1 (Orientation to the study):** This chapter serves as an introduction and provides an orientation to the study. The introduction included the background to the problem that was researched. The existence of the problem was substantiated by means of a short literature review. Furthermore, the objective of this chapter was to outline the research problem, research questions and research objectives, as well as the research design and methodology that were applied. The significance, integrity, demarcation and limitations of the study, as well as the clarification of the concepts, were briefly discussed.

**Chapter 2 (The alignment between the *Batho Pele* principles and the current state of public service delivery transformation):** The objective of Chapter 2, as the first chapter of literature review, is to determine the alignment between the current state of public service delivery in terms of the implementation of the *Batho Pele* initiative, as the central component of the transformation of public service delivery. This discussion is based on the South African policy and legislative framework governing the delivery of quality public services with specific focus on the *Batho Pele* policy framework and the *Constitution of the Republic of South Africa*, since the state of South African public service delivery has constitutional obligation and legitimate human rights implications. Furthermore, the current state of public service delivery is expounded in a quest to determine the alignment between these principles and the actual implementation thereof in practice. Generally, through studying the relevant literature, there seems to be a glaring gap between government's national imperative of serving the people (i.e. *Batho Pele* initiative) and the current state of public service delivery.

**Chapter 3 (The notion of community service learning as a transformative pedagogical tool for infusing the university curriculum with graduate attributes for improved public service delivery):** Given the misalignment between the *Batho Pele* principles and the current state of service delivery, the second literature review chapter for this study advances the discussion by focusing on the social role of HEIs in developing civic competencies, especially for improved public service delivery. The conceptualisation and classification of graduate

attributes, as well as HE curriculum initiatives in terms of responding to the employers' graduate employability agenda, are discussed in this chapter. In addition, attention is also devoted to both institutional and external factors that are contributing to the deficiencies in the uptake of graduate attributes. Given that the infusion of graduate attributes requires teaching pedagogies that can offer beyond what the traditional curriculum provides, CSL as a pedagogical tool within HEIs is explored, since it has the potential to expose students to transformative learning opportunities so as to enhance critical thinking and awareness, as well as active citizenship, social responsibility and lifelong learning.

**Chapter 4 (Research design and methodology):** Chapter 4 outlines the research paradigm, research design and research methodology used in the empirical portion of the study. In this chapter, a theoretical outline of the transformative paradigm employed is provided. The research design and research methodology are described in terms of selection of the participants, data collection and data analysis. The remainder of this chapter focuses on the validity and trustworthiness aspects, as well as the ethical considerations, applied in the study.

**Chapter 5 (Implementation of the empirical study, and presentation and analysis of research findings):** Chapter 5 provides the presentation and discussion of the data obtained during the study. The data is analysed, the findings are discussed in detail, and, finally, an interpretation of the results is presented.

**Chapter 6 (Interpretation, synthesis and limitations of the findings, presentation of the framework, conclusions and recommendations):** A summary of the research activities and findings, as well as the recommendations for future research, are contained in the final chapter. In the main, the study culminates in the creation of a framework for the infusion of graduate attributes (including those required for the implementation of the *Batho Pele* principles) in CSL modules towards improved public service delivery. This framework is also presented in Chapter 6.

## 1.12 SUMMARY AND CONCLUDING REMARKS

This chapter provided the introduction and background to the research that was undertaken and serves as an introduction to the subsequent chapters. The background to and statement of the research problem, research questions, aims and objectives of the study were presented. The key concepts related to this study were identified and explained within the context of the study. This chapter also provided an overview on the significance and demarcation of the research, as well as the research paradigm, design and methodology employed. An outline of the study, with a brief explanation of the chapters, was also included.

In view of the discussion above, the fact that the integration of graduate attributes for improved service delivery into the curricula has thus far received little attention has been identified as a gap. In order to meet the expectations of South African employers (with particular reference to the public service) for improved service delivery, alternative interventions or approaches need to be employed. Hence, the aim of the study was to design a framework for the infusion of graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) in CSL modules towards improved public service delivery.

As has been stated above, the remaining chapters of this study contain the literature review (i.e. Chapter 2 and Chapter 3), as well as a broader explanation of the research design and methodology used (Chapter 4). Chapter 5 comprises details of the results of the research, the conclusions and recommendations, which are then discussed in depth. The study culminates in a proposed framework, which is presented in the final chapter (i.e. Chapter 6).

## Chapter 2

# THE ALIGNMENT BETWEEN THE *BATHO PELE* PRINCIPLES AND THE CURRENT STATE OF PUBLIC SERVICE DELIVERY TRANSFORMATION

---

### 2.1 INTRODUCTION

The realisation of effective and efficient service delivery is the ultimate goal of the South African public service transformation programme (Masango & Mfene, 2012:79). Hence, the *Constitution of the Republic of South Africa* (RSA, 1996:6), through the Bill of Rights, upholds that the provision of decent public services is a rightful and legitimate expectation of all citizens in South Africa. This constitutional imperative is further echoed in the *Batho Pele* ['People First'] *White Paper on Transforming Public Service Delivery* (RSA DPSA, 1997:3) – hereafter referred to as the *Batho Pele* White Paper (RSA DPSA, 1997:3), as it stipulates that public services are not merely a fortuitous activity or a matter of privilege in a civilised and democratic society such as South Africa.

It is for this reason that through the *Batho Pele* White Paper, government departments are required to improve their services by promoting responsiveness to citizens (RSA DPSA, 1997:24). The state of the South African public service delivery, in other words its responsiveness to the needs of the citizens, has a constitutional obligation and legitimate human rights implication (Nzimakwe & Mpehle, 2012:280). Brynard (in Masango & Mfene, 2012:84) defines the responsiveness of public servants to the citizens' needs as the taking of non-subjective, pertinent and timely actions by public officials in response to the needs expressed by the citizens.

Since 2004, South Africa has experienced an increasing prevalence of public service protests, serving as evidence of severe public service delivery challenges (Alexander, 2010:25; Botes *et al.*, 2007:1; Hemson & Roberts, 2008:12; Idasa, 2010:2; Luthuli, 2009:460; Marais *et al.*, 2008:52). Moreover, Alexander (2010:28), as well as Mulaudzi and Liebenberg (2013:143), postulate that in the first half of 2009, more protests were reported in the country than in any previous year. This confirms the reason why poor quality in general public services is set in the Diagnostic Report released by the National Planning Commission (NPC) in 2011 as being among the nine primary challenges in South Africa since 1994 (Zarenda, 2013:2). Additionally, the ongoing attempts on the part of government to improve the current state of the provision of public services also stand as evidence to this effect (Masango & Mfene, 2012:74).

It is therefore alarming that despite an unprecedented wave of public protests that continues to plague service delivery, a number of authors claim that the transformation of public services in a way that allows government to meet the needs and expectations of the citizens seems to be the

greatest challenge facing the country (Luthuli, 2009:460; Camerer, in Mafunisa, 2008:89; Ngidi & Dorasamy, 2013a:205; RSA DPSSA, 2007b:10).

Although such public service delivery protests have occurred throughout the country, distinctively the protests in the Free State Province (FSP) have been more acute, especially at municipal level, compared to other provinces (Botes *et al.*, 2007:1; Coetzee, 2005:154; Koma, 2010:112; Marais *et al.*, 2008:55). The concentration of these public service protests, particularly in local government (i.e. municipal level), may be attributed to the fact that it is often contended as a sphere closest to the people. In fact, the *Constitution of the Republic of South Africa* regards it as the epicentre of the government service delivery system (RSA, 1996:84). Consequently, more attention and resources are increasingly being devoted to the local sphere of government to ensure that its efficacy is aligned with the constitutional imperatives (Koma, 2010:112-113). In view of the focus and resources devoted to the local sphere, it is therefore disturbing that this massive public service delivery protests continue to engulf the South African government, particularly in the local sphere of government (Koma, 2010:112).

Furthermore, there is a set of complex factors or reasons behind such public service delivery protests (Marais *et al.*, 2008:52). In this regard, the literature on social movements tends to suggest that structural factors (e.g. poor living conditions, increasing poverty and pressure on basic infrastructure) are fundamental causes of public protests (Marais *et al.*, 2008:56). However, the depth and parameters of this study do not allow for a discussion of these factors. In general, the protests are largely due to poor public service delivery (Alexander, 2010:25; Botes *et al.*, 2007:2). For the purposes of this study, specific focus will be on the lack of implementation of the *Batho Pele* initiative, as it was found to also be one of the main issues at the heart of poor public service delivery in the South African context (RSA DPSSA, 2008:3). In addition, this finding also resonates with the recent findings from a study that was conducted during 2012 by the Public Service Commission (PSC), in which the lack of implementation of the *Batho Pele* principles as found to be one of the internal factors hampering effective public service delivery within provincial departments. As it was further highlighted in the PSC findings, this was due to the fact that *Batho Pele* is not viewed as an organisation-wide initiative, but as a sole responsibility of the *Batho Pele* units and frontline staff that interact with the clients of government on an everyday basis (RSA PSC, 2012:28).

In light of the fact that the *Batho Pele* initiative embodies the values and principles that are enshrined in the *Constitution*, it can be contended that the persistent public service delivery protests are a glaring reflection of the failure of government to realise the constitutional obligation and legitimate expectation to deliver decent public services to the citizens. As such, the challenge of service delivery underpinned by public protests in the South African government stands to be

a crucial factor to be addressed, as it impacts on certain systems, in particular the education system (Botes *et al.*, 2007:14). More explicitly, Alexander (2010:25) asserts that mass participation of the new generation, *inter alia* the school learners, has been the key feature of these public protests. This finding is disturbing in that the basic schooling system has a crucial role to play in laying a solid foundation for a culture of responsible citizenship, holistically (including the infusion of sound ethical values and principles) preparing learners for HE (RSA DHET, 2013:6; RSA NPC, 2011:423; RSA PSC, 2010:2). Therefore, this suggests a dire need for sustainable interventions and solutions to address the challenges facing the South African public service, in order to protect the citizens, and moreover the future of the next generation and beyond.

Based on the above discussions, an overview of the *Batho Pele* regulatory framework aimed at the transformation of South African public service delivery is discussed firstly, followed by a discussion of the *Batho Pele* initiative as the central component of public service delivery transformation. Subsequently, a discussion of the current state of public service delivery, in terms of the implementation of the *Batho Pele* principles, follows. Given that the provision of public services is mainly influenced by the role played by the public servants as service providers, and by the citizens as service recipients (Masango & Mfene, 2012:73), the remainder of this chapter focuses on the key impediments to the implementation of the *Batho Pele* principles as experienced specifically by the citizens, as well as the public servants. This will assist in highlighting the underlying needs and challenges directly related to these two key role players, which are hampering the effective and efficient delivery of public services, especially in terms of the implementation of the *Batho Pele* principles.

Chapter 3 of this study, which is the second literature review chapter, advances the discussion by focusing on an alternative approach that could contribute towards improved public service delivery. In essence, the emphasis of that chapter is on the notion of CSL at HEIs as a transformative pedagogy that can be employed to contribute towards improved public service delivery.

## **2.2 BATHO PELE REGULATORY FRAMEWORK TO TRANSFORM SOUTH AFRICAN PUBLIC SERVICE DELIVERY**

Prior to the 1994 dispensation, South Africa was mainly characterised by divided and segregated communities. In particular, Ngidi and Dorasamy (2013b:30) state that quality service was reserved for the elite, and the majority of the population suffered. However, since the advent of democracy in 1994, public services have entailed a transformation that goes beyond reform in an attempt to accelerate the provision of improved services to all the people of South Africa (Luthuli, 2009:466; Masango & Mfene, 2012:79; Nengwekhulu, 2009:345).

Consequently, government committed itself to the formulation and implementation of several solid policies that have bearing on the transformation and change of South African public service delivery (Crous, 2004: 575; Luthuli, 2009: 460-461; Ngidi & Dorasamy, 2013b:30). As a starting point, the new government focused on those three policies (i.e. *White Paper on the Transformation of the Public Service (WPTPS) of 1995; Constitution of the Republic of South Africa of 1996; Batho Pele White Paper of 1997*) aimed at addressing the anomalies of the past, and thus public services, in a professional, equitable, non-racial and cost-effective manner (Nzimakwe & Mpehle, 2012:280).

Subsequently, there were a number of additional key regulatory frameworks that were introduced to strengthen the governance of South African public service delivery, *inter alia* the *Promotion of Access to Information Act (PAIA), Act 2 of 2000*, the *Promotion of Administrative Justice Act (PAJA), Act 3 of 2000*, and the *Public Service Regulations* (RSA DPSA, 2001). In an attempt to put South African public service delivery into perspective, an overview of the key legislative policies constituting the *Batho Pele* regulatory framework is provided in the following section. The discussion in this section is mainly based on the *Batho Pele* Booklet (RSA DPSA, 2007a:6-9) and the *Batho Pele* Handbook (RSA DPSA, 2007b:22-24).

### **2.2.1 White Paper on the Transformation of the Public Service (1995)**

The *White Paper on the Transformation of the Public Service (WPTPS)*, enacted in 1995, was designed to establish a policy framework to guide the introduction and implementation of new policies and legislation aimed at transforming the South African public service (Nzimakwe & Mpehle, 2012:280). As stipulated by Masango and Mfene (2012:75), in terms of the WPTPS, the purpose of public servants during the apartheid era was to administer, control and hand down services, but not necessarily to work closely with communities in ways that might enable community members to take control of their own development and empowerment. Hence, in terms of public service delivery, such communities were passive recipients, rather than active participants.

It is against this background that emphasis in WPTPS strongly reflected the need to improve the efficiency, effectiveness and overall quality of public services (Ngidi & Dorasamy, 2013a:205). In particular, the promotion of a professional service ethos forms part of the key objectives of the WPTPS (RSA DPSA, 1995:7). This implies that professional service ethos forms part of the issues identified as lacking in the public service. In the context of the South African public service, professional service ethos relates to service delivery values and principles such as the *Batho Pele* principles. Therefore, this suggests that the implementation of the *Batho Pele* principles, as being fundamental to public service ethos, was also reflected as one of the areas to be improved as early as 1995, based on the stipulations of the WPTPS.

## 2.2.2 Constitution of the Republic of South Africa (Act 108 of 1996)

The *Constitution of the Republic of South Africa (Act 108 of 1996)* was introduced in 1996 as the supreme law of the land (Nzimakwe & Mpehle, 2012:280). The imperative for providing quality public services is anchored in the Constitution, specifically in Chapter 2 (Bill of Rights) and Chapter 10 (Public Administration).

Chapter 2 (Section 10) of the *Constitution* (RSA, 1996:7) highlights that “everyone has inherent dignity and the right to have their dignity respected and protected”. Therefore, this implies that the attitudes of public servants in the delivery of the services should not have an adverse impact on the dignity of the citizens. Public servants should be ethical, professional and portray commitment to continuous improvement in the delivery of services (Nzimakwe & Mpehle, 2012:280).

Furthermore, as pointed out in the preceding chapter, the DPSA (RSA DPSA, 2007:6) asserts that Chapter 10 (Section 195) of the *Constitution* (RSA, 1996:111) and Chapter 2 (Section 4) of the *Public Administration Management Act (Act 11 of 2014)* (RSA, 2014:10) in particular are near replicas of the *Batho Pele* principles, emphasising that “Public administration must be governed by the democratic values and principles enshrined in the Constitution” – including the principles explained in the following statements:

1. High standard of professional ethics.
2. Efficient, economic and effective use of resources.
3. Development-oriented public administration.
4. Impartial, fair, equitable and unbiased provision of services.
5. Effective response to people’s needs, entailing public participation in policymaking.
6. Accountable public administration.
7. Transparency through the provision of timely, accessible and accurate information to the public.

It is evident that these fundamental principles within the *Constitution*, which seek to promote and maintain high standards of professional ethics, are relatively aligned with the *Batho Pele* principles. Therefore, as expressed by Dorasamy (2010:62), public servants are legally and ethically invariably bound by the *Constitution* to advance the above values and principles governing the public service. One can therefore conclude that the implementation of the *Batho Pele* principles is not just a process of delivering services to the public, but it should rather be seen in a broader context of enforcing and executing the key principles of the *Constitution*, such as, *inter alia*, respect for human dignity, access to information, openness and transparency, and accountability.



### **2.2.3 Batho Pele White Paper on Transforming Public Service Delivery (1997)**

After the WPTPS (RSA DPSA, 1995) had laid the foundation for the transformation of the South African public service, a *Green Paper* was published in 1996, which served as a tentative government report and consultation document of policy proposal for debate and discussion on transforming public service delivery. Sequentially, this *Green Paper on Transforming Public Service Delivery* (RSA DPSA, 1996) resulted in government adopting the *Batho Pele White Paper* in 1997, which moved from laying the foundation and engaging the public service in the transformation exercise towards introducing a practical implementation strategy aimed at particularly transforming the effectiveness and efficiency of public service delivery (Nzimakwe & Mpehle, 2012:281).

This policy document was distinctive in that it specifically outlined a service delivery framework of eight principles for implementation across the public service (Ngidi & Dorasamy, 2013a:205). It focused mainly on 'how' public services were provided, with the intent to improve the efficiency and effectiveness of such service delivery (RSA DPSA, 2007b:23). More explicitly, it aimed to "introduce a fresh approach to public service delivery; an approach which puts pressure on systems, procedures, attitudes and behaviour within the public service and re-orientes them in the [clients'] favour..." (RSA DPSA, 1997:4). Therefore, in essence, one of the aims of this legislative framework signalled very strongly government's intention to adopt a citizen-oriented approach to service delivery (RSA DPSA, 2007b:17). This implies that through the *Batho Pele White Paper*, a policy framework for the provision of services was developed.

### **2.2.4 Promotion of Access to Information Act (Act 2 of 2000)**

The *Promotion of Access to Information Act* (PAIA) was aimed at giving effect "[t]o the constitutional right of access to any information held by the State..." (RSA, 2000:1). In essence, the *Constitution* provides in more than one section, for instance, Chapter 2, Section 32(1) (RSA, 1996:15) and Chapter 10, Section 195 (1g) (RSA, 1996:111) that people have the right to access any information held by the State. Comparatively, the stipulated aim of PAIA resonates with some of the *Batho Pele* principles, especially access, information, and openness and transparency. Consequently, government is obliged to foster a culture of transparency and accountability, which enables citizens to protect and exercise their constitutional right of access to information (Nzimakwe & Mpehle, 2012:281).

### **2.2.5 Promotion of Administrative Justice Act (Act 3 of 2000)**

Although the *Promotion of Administrative Justice Act* (PAJA) mainly aims to ensure procedurally fair administrative actions, its provisions have direct bearing on virtually all of the *Batho Pele* principles, with specific focus on consultation, courtesy, openness and transparency, information,

and especially redress (RSA DPSA, 2007b:24). In reference to the latter, Section 5 of the PAJA spells out the citizens' right to redress. It states that any person whose rights have been materially and adversely affected by administrative action and who has not been given reasons for the action may request that he or she be provided with written reasons for the action (RSA, 2000:5).

## **2.2.6 Public Service Regulations (2001)**

The *Public Service Regulations* (PSR) (RSA DPSA, 2001) took the transformation process of public service delivery forward and vested control of the service delivery improvement process and the modalities thereof in the executive authority (Ngidi & Dorasamy, 2013a:205). In particular, the implementation of *Batho Pele* principles is further advanced in Part III, Paragraph C of the PSR. This section of the PSR reflects that it is the imperative of all government departments to advance the implementation of *Batho Pele* principles by providing regulations for the development of Service Delivery Improvement programmes (SDIPs) (RSA DPSA, 2007b:8).

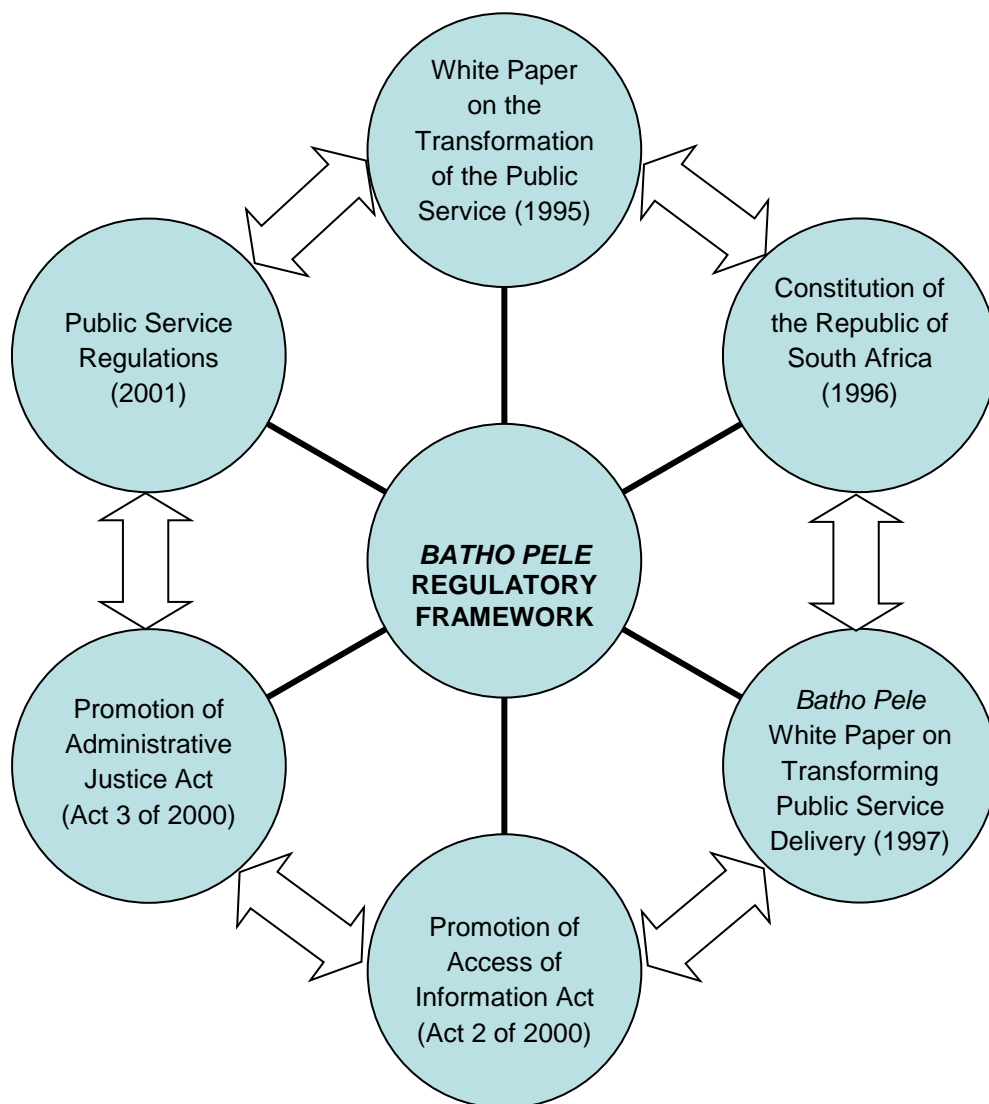
Specifically, the PSR states the following with regard to SDIPs:

1. *Part III.C.1 – an executing authority shall establish and sustain a service delivery improvement programme for his or her department; and*
2. *Part III.C.2 – an executing authority shall publish an annual statement of public service commitment which will set out the department's service standards that citizens and customers can expect and which will serve to explain how the department will meet each of the standards.*

In light of the above, it is therefore expected from the executing authority to provide services with the best value for money, to set measurable objectives for individual departments, to optimally utilise the department's human and other resources, and to apply fair labour practices (RSA DPSA, 2007b:8).

Figure 2.1 depicts a summary of these key policy frameworks that make specific provision for the promotion of *Batho Pele* in public service delivery.

In view of the above-mentioned fundamental cornerstones of legislation, there are several commonalities identified. Firstly, it is evident that the *Batho Pele* initiative is the conceptual thread tying all of these legislative initiatives together; thus reflecting it as the central component of the transformation of public service delivery. This is based on the fact that the provisions of the above-mentioned legislative frameworks, including the Reconstruction and Development Programme (RDP) and the Growth, Employment and Redistribution (GEAR) initiative as government's macro-economic framework, validated the *Batho Pele* White Paper (Nzimakwe & Mpehle, 2012:281).



Source: Author's own (2015).

**Figure 2.1: Batho Pele Regulatory Framework**

Secondly, the welfare of the citizens (i.e. clients of government) seems to be given precedence, thus it is fundamental throughout these respective pieces of enabling legislation constituting the *Batho Pele* regulatory framework. Therefore, if precedence is given to the citizens based on the *Batho Pele* initiative, it implies that any endeavour to meet the basic needs of the public must be driven by the 'people first' approach (Dorasamy, 2010:58). As such, the *Batho Pele* initiative, emanating from the *Batho Pele* White Paper as one of the crucial policy documents relating to public service delivery (Ngidi & Dorasamy, 2013b:30; RSA DPSA, 2007b:9), will be expounded on broadly in the subsequent section, in an attempt to highlight its significance and implications in the South African public service delivery context.

## 2.3 THE CENTRAL COMPONENT OF THE TRANSFORMATION OF PUBLIC SERVICE DELIVERY – THE *BATHO PELE* INITIATIVE

Worldwide, governments have an obligation to provide services in an effective and efficient manner, meeting the needs of the citizens, and the South African public service is no exception (Nzimakwe & Mpehle, 2012:280). Particularly in South Africa, the *Batho Pele* White Paper, gazetted in 1997, was primarily aimed at transforming public service delivery to bring about efficiency and effectiveness in service delivery (Ngidi & Dorasamy, 2013b:30; Nzimakwe & Mpehle, 2012:279; RSA DPSA, 1997:2).

It is against this background that the *Batho Pele* initiative was introduced by the national sphere of government, the Department of Public Service and Administration (DPSA), as a policy and legislative framework emanating from the *Batho Pele* White Paper (Nzimakwe & Mpehle, 2012:279). It is regarded as one of the crucial policy frameworks towards improved service delivery (Ngidi & Dorasamy, 2013b:30; RSA DPSA, 2007b:9). As such, in an attempt to comprehend the connotation of the *Batho Pele* initiative in public service delivery, the focus in the subsequent section will be on the conceptualisation of the notion of *Batho Pele* in broader terms.

### 2.3.1 Conceptualisation of *Batho Pele*

'*Batho Pele*' is a Sesotho adage meaning '*putting people first*' (Crous, 2004:575; RSA DPSA, 1997:4,12). As expressed in the *Batho Pele* White Paper (RSA DPSA, 1997:4), this concept is a title that was derived from the guiding principle of public service transformation and reform adopted by the post-1994 public service, namely 'service to the people'. However, Nzimakwe and Mpehle (2012:284) contend that the concept of *Batho Pele* has its roots in the private sector.

Different authors (Hemson & Roberts, 2008:12; Malaudzi & Liebenberg, 2013:142-143; Nzimakwe & Mpehle, 2012:279) conceptualise the notion of *Batho Pele* in various ways in an attempt to highlight the implication and significance of the term in the context of public service delivery. For Malaudzi and Liebenberg (2013:142-143), the *Batho Pele* principles revolve around the provision of quality public services to the citizens based on a certain set of 'people attributes' or civic-oriented attributes. They allude to caring for the clients of government, which entails the provision of services with decency, courtesy and dignity. Similarly, the *Batho Pele* Handbook (RSA DPSA, 2007b:24) spells out that *Batho Pele* does not refer to a certain plan (e.g. strategic plan or operational plan), but rather it relates more to an attitude that shapes the character of the public service. Nzimakwe and Mpehle (2012:282) further affirm the notion of *Batho Pele* as an attitude or set of values shaping the character and culture of public service through public servants. In addition, Hemson and Roberts (2008:12) regard *Batho Pele* as principles used to govern public services, setting out mechanisms for the accountability of public servants.

In essence, what emanates strongly from the various definitions of these authors is that the *Batho Pele* initiative is regarded as a set of principles, values and attributes necessary for public servants to acquire and to practice in the provision of improved public services to the citizens. Based on this overarching definition, there seems to be three crucial distinctive transformative priorities embedded in the *Batho Pele* initiative, as outlined in the subsequent section. These priorities highlight the significance and implication of this initiative in public service delivery.

### **2.3.1.1 *Batho Pele* as an initiative representing the welfare of citizens**

The main thrust of the *Batho Pele* principles, when it was launched in 1997, was to promote good customer service, thus effective and efficient service to all citizens (Ngidi & Dorasamy, 2013b:30; Nzimakwe & Mpehle, 2012:279). On this basis, the first crucial priority is that the South African public service will be judged by its efficiency and effectiveness in delivering services that meet the basic needs of all citizens (RSA DPSA, 1997:9). In other words, government's recognition of the needs of the citizens can be regarded as an essential indicator against which to measure the effectiveness and efficiency of public services (Dorasamy, 2010:59).

In view of this priority, the *Batho Pele* initiative can be construed as a mechanism that gives precedence to and represents the fundamental goal of a democratic government, which is the welfare and satisfaction of the citizens (Idasa, 2010:1). As corroborated by Nzimakwe and Mpehle (2012:282), this initiative is aimed at, *inter alia*, ensuring that the citizens are the central focus in public service delivery and thus come first. Balkaran and Deen (2013:440) further advocate that it is a way of delivering public services by engaging citizens at the centre of public service planning and operations. As such, the effective implementation of the *Batho Pele* initiative in the delivery of public services is an essential indicator of progress towards a citizen-centred public service.

### **2.3.1.2 *Batho Pele* as an initiative in governing and setting mechanisms for public servant accountability**

In addition to the above thrust, the second transformative priority rooted in the *Batho Pele* initiative constitutes an ethical culture embedding a set of eight principles expected to be implemented by all government departments that offer public services to the citizens (Nzimakwe & Mpehle, 2012:279). These eight service delivery principles underpinning the transformation of the public service are as follows (refer to par. 1.1): consultation; setting service standards; access; courtesy; information; openness and transparency; redress and value for money (Ngidi & Dorasamy, 2013a:205; RSA DPSA, 1997:15; RSA DPSA, 2007b:17). In contrast, some provinces choose to implement other principles in addition to the official eight prescribed. In particular, KwaZulu-Natal and Limpopo have instituted 11 *Batho Pele* principles in total, constituting the eight official

principles plus three additional principles, namely: increasing responsiveness, encouraging innovation, and rewarding excellence (Nzimakwe & Mpehle, 2012:282).

The national expectation to implement and entrench these principles across the country implies firstly that no public servant, whether at local, national or provincial level, is exempt from the implementation of the *Batho Pele* principles. As such, this transformative priority seems to present public servants with a great challenge (RSA DPSA, 1997:17), as it suggests that the successful implementation of these principles rests on the shoulders of all public servants, especially those in front-line offices (RSA DPSA, 2007b:43). Botes *et al.* (2007:4) concur with this sentiment when they assert that it is up to the front-line official to respond effectively to the citizens at the point of interface. However, in essence, in the process of providing public services, the needs of the citizens should be addressed by public servants (Masango & Mfene, 2012:73).

Secondly, it suggests the type of professional service ethos or attributes to be instilled in public servants, as well as the shape that the organisational culture of such public service must take in order to transform all government departments (Nzimakwe & Mpehle, 2012:282). Fundamentally, it requires of public servants to be citizen oriented, service oriented and accountable, and to have a sense of duty and commitment to continuous public service delivery improvement (Nzimakwe & Mpehle, 2012:279). It further demonstrates how the attitude and behaviour of public servants could be regulated (Ngidi & Dorasamy, 2013b:34). As a result, this initiative is regarded as a means of governing and setting out mechanisms for accountability for the type of services delivered by public servants (Hemson & Roberts, 2008:12; Nzimakwe & Mpehle, 2012:281). As the face and voice of the public servant is essentially the face and voice of the public service (RSA DPSA, 2007b:1), it is essential for public servants, especially top management, to embody and personify these key attributes and principles of public service (Mafunisa, 2008:85).

The emphasis on the personification of the *Batho Pele* principles, as denoted by Mafunisa (2008:85), indicates that these principles go beyond theory and requires the internalisation of these attributes by public servants, especially to accelerate the effectiveness of the implementation thereof. Moreover, the internalisation of the *Batho Pele* principles becomes even more critical; as Ngidi and Dorasamy (2013b:33) maintain, it is difficult to refer to transformative institutions or government departments without referring to transformative people, as these are intertwined. This infers that the realisation of transformed public service requires transformed public servants. This implies that the defining feature of public administration should be to have public servants who understand the needs of the citizens and are able to respond more quickly to such needs (Masango & Mfene, 2012:84).

It is, however, articulated that past assessments of public service delivery devoted more attention to the citizens as external clients, often neglecting to address other government departments

focusing mainly on internal clients, which are in this case the public servants. This suggests that there is limited consultation with the majority of public servants in terms of public service delivery improvement (Crous, 2004:576-577). Hence, engagement or consultation with the internal clients of the public service (i.e. the public servants themselves) stands to be critical when assessing public service delivery, particularly when addressing the implementation of the *Batho Pele* principles as attributes that need to be embodied by them within the public service. This study aims at engaging the citizens, as their voice is one of the crucial indicators of government's effectiveness in transforming and improving public service delivery (RSA PSC, 2012:17). However, the fact that this study also aims at engaging the public servants to identify the challenges they face in terms of being trained for service delivery, and the standards expected by the *Batho Pele* principles, may contribute towards the closing of this identified gap.

### **2.3.1.3 *Batho Pele* as an initiative signifying 'soft' public service delivery enablers**

There are a number of enablers on how to deliver improved public services (Ngowi, 2009; Nyamukachi, 2004; Wilkins, 2001) such as basic reorganisation, partnerships, outsourcing and service contracts. However, the third crucial transformative priority embedded in the *Batho Pele* initiative signifies alternative service delivery enablers, which cannot go unheeded. This initiative does not refer to a certain plan, but rather spells out the principles, values and attributes necessary to shape the character and culture of the public service (Nzimakwe & Mpehle, 2012:282; RSA DPSA, 2007b:24). As such, it advocates that the public service has to be driven by efficiency and effectiveness underpinning ethical principles (Dorasamy, 2010:58). Therefore, the significance of the *Batho Pele* initiative is based on the weight it puts on the latter, referred to as 'soft' public service delivery enablers for purposes of this study. In particular, the realisation of a developmental, capable and ethical State, which treats citizens with dignity, as being one of the key objectives of the National Development Plan (NDP) (Zarenda, 2013:5), mainly calls for a strong emphasis on the implementation of the so called 'soft' public service delivery enablers.

By virtue of these ethical principles, values and attributes, one can deduce that the provision and improvement of public services is not an absolute mechanical process, but a primary means of promoting human development, thereby restoring human dignity (Ngidi & Dorasamy, 2013a:206). In essence, this further implies that as much as institutional reforms within systems, structures and policies are necessary preconditions for the transformation of public service delivery, they cannot be exclusively sufficient to guarantee effective and efficient transformation and the improvement of public service delivery. Similarly, the *Batho Pele* White Paper echoes the fact that improved public service delivery is not only about rule books, prescripts, plans and the issuing of circulars, but is rather a dynamic process from which a completely new relationship is developed between the public service and the citizens (RSA DPSA, 1997:4). This implies that the citizens

must feel that they are treated with respect through the manifestation of the *Batho Pele* principles by the public servants (Nzimakwe, 2011:61). As such, when the public servants work hard to satisfy their clients, and those clients realise that they come first (i.e. *Batho Pele*), a good rapport is developed, and in turn trust, which is crucial in maintaining and strengthening the citizen-government relationship (Nzimakwe & Mpehle, 2012:284).

Conversely, if the effectiveness and efficiency of the public service is not underpinned by these ethical principles, the transformation process in the delivery of public services will never be fully realised. Moreover, an effective and efficient client interface, which is the point where the citizen meets the public service (Botes *et al.*, 2007:4), as well as the sustainability and facilitation of the citizen–government relationship referred to above, will be impeded.

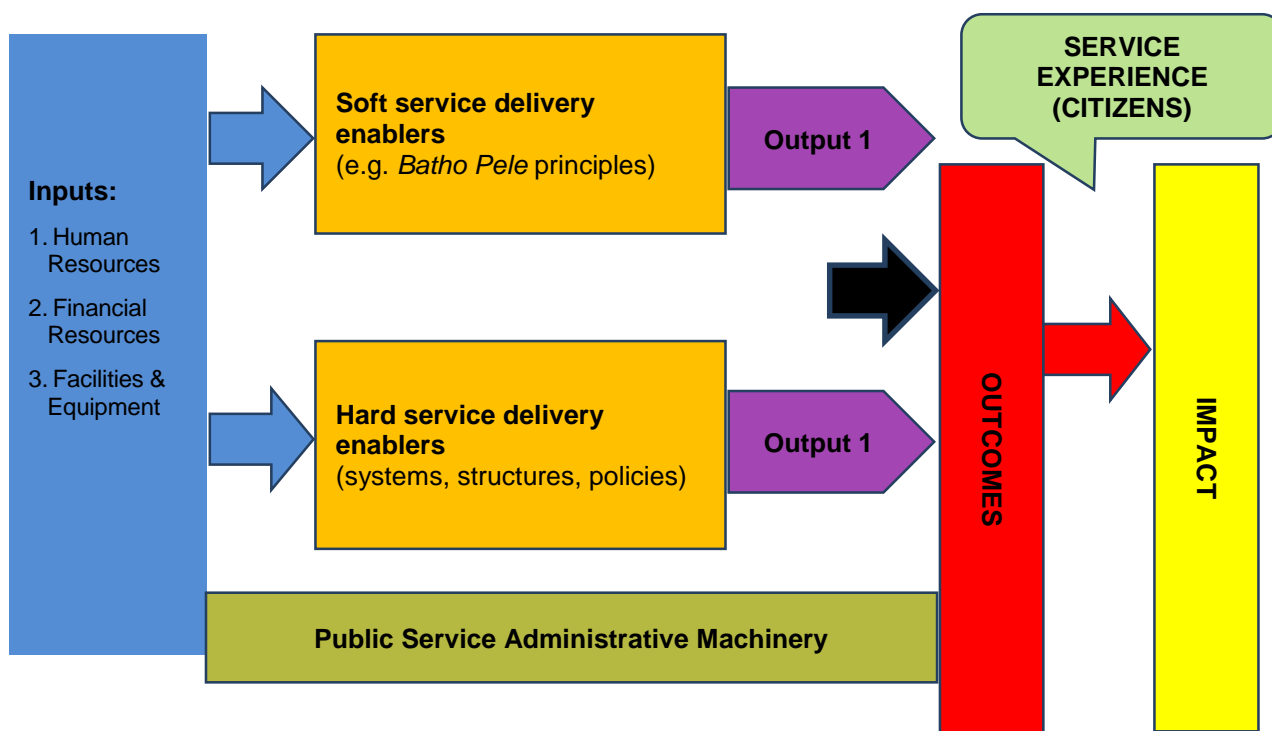
However, in the same way, it is noteworthy that the *Batho Pele* initiative by itself cannot address challenges such as poverty, crime, social injustice and unemployment, nor should one expect this (Kroukamp, 1999:337). “[It] is not a quick fix or a miracle cure for poor [public] service delivery” (RSA DPSA, 2007b:43). This implies that a focus on embedding such attributes or principles in government will not guarantee quality public services, but without it the complete transformation of public service delivery is not possible. Therefore, in principle, transformation and an improvement in public service delivery requires sufficient attention to what might be referred to as ‘hard’ service delivery enablers (e.g. sector-specific mandates, systems, structures and policies) and ‘soft’ service delivery enablers (e.g. ethically based *Batho Pele* principles).

In order to contextualise this discussion, the importance of both the ‘hard’ and ‘soft’ public service delivery enablers is further expounded from the MPAT Model, which was approved by Cabinet in 2010, in an attempt to assess compliance with the legal prescripts in terms of the management practices in the public service by the Department of Planning, Monitoring and Evaluation (DPME) (previously referred to as the Department of Performance Monitoring and Evaluation) (RSA DPME, 2012:6). The ideology underpinning the MPAT Model is that the effective application of management practices can improve public service delivery (RSA DPME, 2012:7). These management practices (e.g. strategic management, financial management and human resource management) fit into the systems, legislation, prescripts and policies through which government provides services. For the purposes of this study, these management practices encompassed in the MPAT Model form an integral part of the ‘hard’ public service delivery enablers for effective and efficient administrative machinery. However, in relation to this study, the MPAT Model has been adapted to incorporate both the ‘soft’ and ‘hard’ enablers relating to public service delivery (see Figure 2.2).

Figure 2.2 demonstrates government departments’ resources (inputs) and both ‘soft’ and ‘hard’ public service delivery enablers necessary in implementing the activities required to deliver the



desired results (outputs). In terms of the results chain, the outputs contribute to the achievement of the outcomes, which in turn have an impact on the lives of citizens as the primary beneficiaries of government (RSA DPME, 2012:7). This suggests that the effective implementation of both ‘soft’ and ‘hard’ public service delivery enablers within the administrative machinery underpins institutional efficiency, which is crucial in determining the ultimate outcomes and impact of public service delivery on the citizens.



Source: Adapted from RSA DPME (2012:8)

**Figure 2.2: Alignment between ‘soft’ and ‘hard’ service delivery enablers and improved public service delivery**

When one or both of these sets of public service delivery enablers, particularly the attributes and principles governing the delivery of public services, are undermined, the quality of public service delivery will always be compromised, because there is no holistic awareness and implementation of the organisation’s priorities (Dorasamy, 2010:59). The *Batho Pele* principles, in particular, are crucial in shaping the character of the public service (Nzimakwe & Mpehle, 2012:282; RSA DPSC, 2007b:24;). Therefore, this implies that although there are other crucial service delivery enablers towards improved public service delivery, the potential of the *Batho Pele* initiative as a key service delivery enabler should not be underestimated, especially since the citizens themselves, among others, regard the majority of the *Batho Pele* principles (e.g. the availability of information on public services, redress where a promised standard has not been met, and being treated with courtesy) as important drivers of their satisfaction with public services (RSA PSC, 2010:45-46). Hence, Ngidi and Dosaramy (2013b:34) express that the *Batho Pele* principles has a major role

in ensuring effective public service delivery. It is on this basis that the nature or character of the public service is considered as an essential factor when assessing public service performance (Luthuli, 2009:465).

Based on the above discussions, the significance and implications of the *Batho Pele* initiative in public service delivery are apparent. The subsequent section will therefore focus on the current state of public service delivery in relation to the actual implementation of the *Batho Pele* principles in order to determine the alignment thereof.

## **2.4 CURRENT STATE OF PUBLIC SERVICE DELIVERY IN TERMS OF THE IMPLEMENTATION OF *BATHO PELE* PRINCIPLES**

Ngidi and Dorasamy (2013b:30) affirm that a democratic South Africa inherited “a public service that was not people-friendly and lacked the skills and attitudes to meet the developmental challenges facing the country”. Therefore, in a struggle to transform the public service, this legacy raised a need for the public service to ensure that all citizens receive quality services through identifying service delivery strategies, *inter alia*, organisational capacity-building for public servants in order to attain appropriate skills and attributes relevant in responding to the service delivery needs, as well as the developmental challenges confronting the country (RSA DPSA, 1997:3).

It is, however, alarming that glaring evidence of public service delivery challenges still exists (Dorasamy, 2010:59; Nzimakwe & Mpehle, 2012:283) even though it is over two decades since the inception of a democratic government that committed itself to a number of key policy frameworks contributing to the transformation of public service delivery (refer to par. 2.2) (Crous, 2004:575; Nengwekhulu, 2009:345; Ngidi & Dorasamy, 2013b:30), in particular the *Batho Pele* White Paper. It is against this background that a number of authors (Dorasamy, 2010:59; Hemson & Roberts, 2008:12-13; Ngidi & Dorasamy, 2013b:30) assert that while initiatives are in place to ensure the implementation of the *Batho Pele* principles, public service delivery is still not meeting the citizens’ expectations.

As explicitly expressed by Nyamukachi (2004:47), Kroukamp (2005:74), Harsch (2008:3), Atkinson (in Marais *et al.*, 2008:55) and Nengwekhulu (2009:341), the post-1994 government’s services are mainly characterised by inefficiency, ineffectiveness and lack of responsiveness to the needs of the citizens, which translate into poor service delivery to the majority of the citizens. This persistent poor public service delivery may reflect the level of readiness of government in delivering the services, which involves the availability and readiness for use of all resources, including systems, people’s attitudes and abilities, and finances (Luthuli, 2009:462).

Moreover, Mubangizi and Theron (2011:39) contend that while the *Batho Pele* White Paper introduced a practical implementation strategy aimed at particularly transforming the effectiveness and efficiency of public service delivery, in practice what has been fundamental to this *White Paper*, among others, is the notion of efficiency. Based on the explanation given by Mubangizi and Theron (2011:39), efficiency refers to 'how to do things right', and as such, they maintain that in practice, the focus has been on knowing how to manage resources, keep records and religiously follow the prescripts, processes and procedures. Conversely, they claim that less focus has been placed on effectiveness, which is defined as 'what the right thing is', and thus assert that in practice there is less focus being put on the real needs of the citizens and ways in which they can best be served. As a result, there is a misalignment between the implementation of *Batho Pele* principles and the current state of public service delivery.

The following section thus focuses on the current state of public service delivery in terms of the actual implementation of the *Batho Pele* principles.

#### **2.4.1 Current state of public service delivery in terms of the implementation of *Batho Pele* principles**

According to Chapter 3, Section 40 of the *Constitution of the Republic of South Africa* (RSA, 1996:25), "[i]n the Republic, government is constituted as national, provincial and local spheres of government which are distinctive, interdependent and interrelated". This implies that South Africa has adopted a democratic model of cooperative governance comprising these three spheres. Luthuli (2009:463) refers to cooperative government as the cluster system through which different departments or spheres of government cooperate for the purpose of delivering a common service. In particular, securing the wellbeing of the citizens of the Republic, providing effective, efficient, transparent, accountable and coherent government for the Republic as a whole, and ensuring loyalty to the Constitutional imperatives, are among the main principles of cooperative government. Therefore, this implies that all three spheres of government are constitutionally bound to contribute towards good governance through the provision of effective and efficient service delivery for the wellbeing of South Africa's citizens (Madumo, 2014:131; Nzimakwe & Mpehle, 2012:280).

Notwithstanding the fact that the policy and legislative framework, in particular the *Batho Pele* initiative, clearly stipulates what public servants should do in terms of providing services to the citizens, and how they should go about it (Masango & Mfene, 2012:80; Ngidi & Dorasamy, 2013a:205; RSA DPSA, 1997:17), it seems contradictory that a review of reports by the PSC and the media suggests that quality public service delivery has been negatively affected by the lack of an ethical culture (Dorasamy, 2010:56; RSA DPSA, 2008:3).

Among the neglected principles, those highlighted were lack of access to services, lack of transparency and openness, lack of information on services and the standards with which they must comply, lack of responsiveness, insensitiveness towards citizens' views, and discourteousness (Coetzee, 2010:84; Idasa, 2010:3-4; Napier, 2008:172; RSA DPSA, 1997:12; Vyas-Doorgapersad & Ababio, 2006:392). This affirms that since the enactment of the *Batho Pele* White Paper in 1997, the actual implementation of the *Batho Pele* principles has been slow (RSA DPSA, 2007b:10) and not entrenched in the culture of public service.

Although the client interface, i.e. the point where the citizens meet public service and require an array of services, manifests within all spheres of government (Botes *et al.*, 2007:4), as indicated above, it is crucial to highlight that it is in the local sphere of government where immediate and frequent contact happens most frequently, since it is the sphere closest to the communities. This is also evident in the existing body of literature on service delivery, with most of the empirical studies conducted in this regard seeming to focus predominantly on the local municipalities. Hence, within this study, the current state of public service delivery in terms of the implementation of the *Batho Pele* principles is mainly from the local government perspective. However, since the application of the *Batho Pele* principles is not limited to local government, the challenges related to the implementation of these principles, as stipulated below, are certainly not unique to the provincial and national sphere of government. Hence, the dilemmas related to the implementation of these principles are broadly discussed in the subsequent section.

#### **2.4.1.1 Lack of consultation**

The *Batho Pele* White Paper (RSA DPSA, 1997:18) points out that consultation as a service delivery principle aims at enabling the public service to engage with the citizens, and in return, the citizens to voice their needs and challenges regarding service delivery issues. The democratic principle stipulated in Section 195(1)(e) of the *Constitution of the Republic of South Africa* (RSA, 1996:111), demanding a response to the public's needs and encouraging the public to participate in policymaking, echoes the *Batho Pele* principle of consultation. Hence, Masango and Mfene (2012:82) define consultation as a form of participation in which information is provided, and the views of the participants are elicited. Therefore, in the main, consultation within the public service context is expected to be unequivocally mutual and reciprocal, whereby the citizens also have a responsibility to inform the public servants of their actual needs, in order for their real needs, rather than perceived needs, to be realised (Masango & Mfene, 2012:73). This implies that "citizens cannot be passive recipients if government is to deliver services that address real needs" (RSA DPME, 2013:2).

Furthermore, public consultation and engagement between public servants and informed citizens can occur through various methods such as client surveys, interviews and meetings with

community representative bodies (RSA DPSA, 1997:18). Additionally, such participation could lead to increased access to public services and could ultimately improve the quality of public services (Masango & Mfene, 2012:81). Hence, the PSC asserts that the service delivery principle of consultation “is critical in the deepening of good governance and democracy because it incites active participation of the public not as service recipients but also as players in decision-making on service delivery” (RSA PSC, 2007a:9).

However, lack of consultation and communication between the citizens and government is identified as one of the service delivery challenges related to public service protests (Botes *et al.*, 2007:4; Coetzee, 2010:84; Idasa, 2010:3-4; Kroukamp, 2011:22). Within the provincial sphere of government, the FSP in particular was rated poorly in the implementation of a number of these principles, especially in terms of consultation (Hemson & Roberts, 2008:12-13).

In particular, the key findings of a case study conducted by Marais *et al.* (2008:63) in one of the local municipalities in the FSP identified the inability to create open communication channels, where all parties have a voice, as among the main systemic factors triggering protests. Similarly, as pointed out in one of the surveys conducted by the PSC, in practice it seems that government departments tend to embark on a variety of activities to communicate to the citizens, which does not necessarily provide an opportunity for the public to actively engage and raise their views, concerns and recommendations regarding service delivery, as the types of communication instruments or methodologies that are often used do not allow for a two-way consultative process (RSA PSC, 2007a:32). These consultation methodologies often include the sharing of information through reports, advertisements and websites. As a result, this highlights the need to reflect on, monitor and strengthen the effectiveness of existing consultation mechanisms (RSA PSC, 2007a:32), to ensure an authentic dialogue in public participation, where the voices of all stakeholders, especially the citizens, are heard.

In addition, budgetary constraints, shortage of staff, lack of appropriate monitoring, geographic distribution of clients, language and literacy issues, as well as poor public participation, were identified by government departments as some of the barriers to consultation (Ngidi & Dorasamy, 2013b:39; RSA PSC, 2007a:24). Moreover, Marais *et al.* (2008:63) expressed the inability of public servants to communicate effectively as a further barrier to consultation. Therefore, the above-mentioned challenges relating to consultation suggest that more still needs to be done by government to ensure that consultation with the citizens is mutual and reciprocal at all times.

#### **2.4.1.2 Lack of service standards**

The *Batho Pele* White Paper highlights that the setting of service standards in public service involves setting measurable standards in consultation with the citizens and the relevant executing

authority for approval. Upon approval, the set service standards need to be published and displayed in ways that are relevant and understood by the citizens. Fundamentally, the *Batho Pele* White Paper further stipulates that the setting of service standards serves as a baseline standard, which enables the citizens to be aware of what level and quality of services to expect, and to judge whether they have received the services as promised (RSA DPSA, 1997:18-19). In line with the explanation of the *Batho Pele* White Paper on service standards, Section 195(1)(d) of the *Constitution* stipulates that public services must be provided impartially, fairly, equitably and without bias. This constitutional principle can only be achieved when clear service standards are formulated.

A PSC evaluation of the *Batho Pele* principle of service standards found that while the development and use of service standards as a means to assess service delivery is widespread, several critical challenges remain. These challenges include non-existence of service standards, poorly defined service standards, service standards not readily available both internally and externally, and less emphasis on the responsibilities of clients. In particular, the measurement of performance on a regular basis and the use of information gathered from the citizens were rated as the most severe challenges in this regard (RSA PSC, 2005:11-12). The reference to the limited use of information from the citizens further echoes the insufficient attention paid to the voice of the citizens as a persistent barrier, even in the setting and implementation of service standards. Moreover, in cases where the service standards are in place, the speed at which public services are rendered (i.e. timeliness) was pointed out as an additional aspect not rated as satisfactory by the citizens (RSA PSC, 2011:10).

#### **2.4.1.3 Limited access**

The service delivery principle of increasing access to public services for all South African citizens is related and gives effect to the constitutional principle highlighting the fact that services should be provided impartially, fairly, equitably and without bias (RSA, 1996:111). In addition, Section 195(1)(g) of the *Constitution* points to the importance of providing the public with accessible information in particular. This implies that this service delivery principle relates to accessibility in terms of both public services and information.

Hence, Masango and Mfene (2012:81-82) advocate that the sharing of knowledge and information pertaining to the services provided and the functioning of the respective government departments is of paramount importance in terms of enabling citizens to access public services easily. Additional to the latter statement, Masango and Mfene (2012:81-82) assert that the initiative from the citizens, as well as the manner in which public servants conduct themselves (i.e. approachability) in the rendering of public services, are other crucial factors that could have an impact on citizens' access to public services.

Furthermore, the *Batho Pele* White Paper (RSA DPSA, 1997:20) accentuates physical distance and lack of infrastructure as some of the key factors that make it difficult for all citizens to have equal access to the services to which they are entitled, especially those based in remote areas. It is for this reason that the White Paper proposes mechanisms such as the setting up of mobile units and the redeployment of facilities and resources closer to those with the greatest need so as to ensure access to services and information for all citizens.

In contrast, in practice it seems that citizens are not satisfied with their access to public services (RSA PSC, 2011:10). The key findings of a case study conducted by Ngidi and Dorasamy (2013b:42) in a particular South African government department pointed to corruption in the form of bribery of public servants to bypass inefficiency and ineffectiveness as one of the barriers impeding the application of this principle. In addition, while the PSC findings indicate that government departments are increasingly focused on information and communication technologies (e.g. websites, newspapers and radio broadcasts) to advertise public services, one of the key factors impeding the effective implementation of this principle is the lack of funding to modify buildings for the disabled and to meet the needs of those in remote areas (RSA PSC, 2006a:70-72).

#### **2.4.1.4 Lack of courtesy**

According to the *Batho Pele* White Paper (RSA DPSA, 1997:20-21), courtesy and consideration call for public servants to adjust their behaviour, progressing from merely 'smiling politely', 'saying please', and 'saying thank you', to treating their clients as people who are entitled to receive the highest standards of public service. In essence, as stipulated in the *Constitution*, courtesy relates to, amongst other things, the constitutional principle of maintaining a high standard of professional ethics (RSA, 1996:111).

In particular, the *Batho Pele* White Paper proposes the following as being crucial mechanisms in encouraging client-oriented behaviour: a) Ensuring that all codes of conduct include specific standards of courtesy (e.g. considering people with special needs, and ensuring easy access to the complaints system); b) Regular monitoring of the performance of public servants, especially at the client interface; c) Consistent modelling of good behaviour by senior managers; and d) Providing public servants with an opportunity to suggest ways of improving service delivery, with a guarantee that such suggestions will be taken seriously by management.

Conversely, it is alarming to note that in several government departments, the carefree and arrogant attitude displayed by most public servants remains a serious barrier to efficient public service delivery (Alexander, 2010:25; Marais *et al.*, 2008:63; Nzimakwe & Mpehle, 2012:285). In fact, the findings of four case studies conducted by *Botes et al.* (2007:3,5) highlight the experience

of arrogant and distant public servants as a common trend at municipal, provincial and national level. Therefore, this implies that citizens are treated with a low standard of professional ethics. This could be explained by the fact that the majority of government departments have not developed courtesy standards as stipulated in the *Batho Pele* White Paper, which are central to the actual implementation of the principle (RSA PSC, 2009a:30). This finding was revealed in one of the surveys conducted by the PSC, evaluating specifically the implementation of courtesy.

Furthermore, Nzimakwe and Mpehle (2012:286) highlight the other side of the coin, indicating that this type of uncaring attitude may be a sign that public servants are overloaded and stressed, and they inevitably end up expressing their feelings of negativity and tension in their interactions with clients.

#### **2.4.1.5 Limited provision of information**

The *Batho Pele* principle dealing with the provision of information resonates with the constitutional principle emphasising the necessity of providing the public with timely, accessible and accurate information in order to foster transparency (RSA, 1996:111). In this regard, as indicated earlier, government's initiatives through the development of legislation, *inter alia* PAIA and PAJA, which give further effect to the service delivery principle of information, cannot be ignored.

With respect to the dissemination and presentation of information, the *Batho Pele* White Paper specifically indicates that various distribution forms and points, such as libraries, community representative groups (e.g. NPOs) and the media, can be employed to disseminate information either verbally, in writing or graphically. In the main, the use of appropriate language is highlighted as being imperative in meeting the varying needs of the citizens (RSA DPSA, 1997:21-22).

However, while there is evidence of key legislation promoting the provision of information, the lack of transparency when it comes to processes and information is still highlighted as one of the factors contributing towards poor public service delivery (Vyas-Doorgapersad & Ababio, 2006:392). The PSC findings on the evaluation of the implementation of the *Batho Pele* principle of information show that in the majority of cases where government information is made available, it tends to be predominantly in English rather than in any of the local languages that are most appropriate and comprehensible for the specific community group involved. In addition, the survey also found that few government departments are implementing suitable information programmes (e.g. visual information materials, media talks and road shows) dedicated to people who are illiterate (RSA PSC, 2009b:29-30), which serves as a further barrier to the access of information by citizens. These challenges are alarming, given the high level of illiteracy in South Africa in general (RSA PSC, 2009b:2). As such, the implementation of innovative mechanisms to present information in a comprehensible manner to all citizens is essential.



#### **2.4.1.6 Lack of openness and transparency**

With the advent of democracy in 1994, the new democratic government emphasised the importance of the flow of accurate and reliable information to the citizens to ensure their meaningful participation in decision-making (RSA PSC, 2008:2). To this effect, the principle of openness and transparency was captured and reaffirmed by the *Constitution of the Republic of South Africa* in Section 195(1)(f) and (g), highlighting the democratic values and principles of fostering transparency and accountability as crucial in governing public administration (RSA, 1996:111). In 1997, through the introduction of the *Batho Pele* White Paper, the principle of openness and transparency was further promoted through the proposal of specific methodologies, such as the distribution of annual reports and frequent progress reports to the citizens, as practical mechanisms to ensure openness and transparency (RSA DPSA, 1997:22). As indicated earlier, government has since adopted other enabling legislation in terms of the openness and transparency of information (e.g. PAIA and PAJA).

According to the *Batho Pele* White Paper, the principle of openness and transparency revolves around a government department's willingness to share its *modus operandi*, as well as how well they perform, the resources consumed, and the person in charge (RSA DPSA, 1997:22).

Despite government's initiatives in terms of promoting openness and transparency through the enabling legislation mentioned above, a perceived lack of transparency in relation to institutional processes and information still remained as a further factor contributing towards inefficient and non-responsive service delivery, which translates into protest marches (Botes *et al.*, 2007:4; Kroukamp, 2011:22; Vyas-Doorgapersad & Ababio, 2006:392). In this regard, a lack of funds, staff shortages, and challenges relating to illiteracy and language usage amongst the citizens were reported as being key barriers to the implementation of this service delivery principle (RSA PSC, 2008a:25).

This indicates the need for the public service to address the above-mentioned barriers to ensure increased levels of openness and transparency in its processes – especially since citizen empowerment (e.g. providing citizens with information and knowledge relating to their rights, as well as the obligations and roles of public servants) is one of the critical factors that could contribute towards improved public service delivery. In such cases, the citizens could demand that their rights be protected, with public servants being held accountable (Masango & Mfene, 2012:74).

#### **2.4.1.7 Limited redress**

According to the *Batho Pele* White Paper (RSA DPSA, 1997:22-23), the service delivery principle of redress upholds that if the promised standard of service is not delivered, citizens should be

offered an apology, a full explanation, and a speedy and effective remedy; and when complaints are made, citizens should receive a sympathetic and positive response. In this regard, the White Paper explicitly indicates the existence of complaints management systems and procedures as essential departmental remedies that can be implemented to ensure redress, and this should be in line with the specific principles of accessibility, speed, fairness, confidentiality, responsiveness, and review and training mechanisms. This implies that the effectiveness of the complaint systems is dependent on government's adherence to the above-mentioned principles, which is critical in ensuring that the needs and concerns of the citizens are sufficiently addressed.

This principle of *Batho Pele* is further echoed in Section 195(1)(i) of the *Constitution of the Republic of South Africa*, stating that "Public administration must be broadly representative of the South African people, with ... the need to redress the imbalances of the past..." (RSA, 1996:111). Moreover, as mentioned before, supporting and amplifying the service delivery principle of redress lies in the enactment of the PAJA in 2000 (RSA DPSA, 2007b:24), since it makes provision for all citizens that are adversely affected by an administrative action to have the right to request written reasons for such action (RSA, 2000:5).

However, according to Botes *et al.* (2007:5), very little attention has been given to citizens at the point of interface, especially in terms of addressing their problems, queries and complaints on a day-to-day basis. More expressly, on the one hand, a number of survey findings (Marais *et al.*, 2008:63; RSA PSC, 2006b:68; RSA PSC, 2011:10) have pointed to partial compliance with the principle of redress, with the majority of government departments reporting the availability of some form of complaints-handling procedure. On the other hand, there seem to be challenges in the lack of a complaints management system in terms of accessibility and a formal complaints-handling system (e.g. provision of written guidelines, recording and tracking of complaints), monitoring and evaluation processes, as well as the regular review of the standards in place and the procedure for complaints so as to ensure continued alignment with the departmental objectives regarding redress and citizen care.

In this regard, Botes *et al.* (2007:5) recommended the development of effective monitoring and evaluation systems to assess the performance and roles of public servants in responding to citizens, and to monitor client interface on a day-to-day basis, as crucial mechanisms in ensuring the implementation of redress in service delivery.

#### **2.4.1.8 Receiving the least possible value for money**

According to the *Batho Pele* White Paper (RSA DPSA, 1997:24), the principle of value for money revolves around reducing public expenditure and creating more cost-effective public services. Hence, the White Paper further points out that finding ways to simplify procedures, to eliminate

wasteful expenditure and inefficiency, and to promote the productive use of resources such as money, time, equipment and facilities, is crucial in ensuring that citizens receive the best possible value for money. This service delivery principle is reaffirmed by the *Constitution of the Republic of South Africa*, Section 195(1)(b), which emphasises the importance of promoting the effective, efficient and economic use of public administration resources.

On the contrary, a PSC study on the evaluation of the *Batho Pele* principle of value for money in the public service found that government still faces significant challenges in the understanding and implementation of this principle. Human resource constraints and shortages, lack of commitment, poor attitude to government work and lack of accountability were highlighted as some of the greatest obstacles facing government in this regard (RSA PSC, 2007b:57).

In summary, despite the fact that the *Batho Pele* initiative constitutes the inner core of the *Batho Pele* White Paper, which is regarded as the cornerstone of the transformation of public service delivery, the above discussions serve as a confirmation that the desired outcome of the initiative has not been achieved (Matoti, in Ngidi & Dorsamy, 2013b:38).

Therefore, since the *Batho Pele* principles are in line with human rights and constitutional principles, as stipulated above, the non-implementation thereof is a reflection of failure of government in realising the constitutional obligation and legitimate expectation to deliver decent public services to the citizens in a way that promotes human dignity. Hence, Nzimakwe and Mpehle (2012:280) assert that public servants in performing their duties should be professional and ethical without adversely impacting on the dignity of the citizens.

Furthermore, Mubangizi (2005:642) and Coetzee (2010:85) assert that the challenge with regard to the implementation of the *Batho Pele* principles does not lie within the structures and processes or related policy frameworks as such, but rather in the lack of law enforcement in public service. Concurrently, Nzimakwe and Mpehle (2012:286) confirm that there is a major gap between policy and the implementation thereof, which according to Crous (2004:575) often results in a barrier to the establishment of good governance.

This implies that the challenge of implementing the *Batho Pele* White Paper, as a definitive government policy framework on the transformation of public service delivery, marks the failure of public service in constituting good governance – especially given that in essence, all the principles constituted in the *Batho Pele* initiative promote and encourage authentic, as well as active participation and consultation between government and citizens (Masango & Mfene, 2012:80), which is the cornerstone of good governance. The concept of governance refers to the maintenance of law and order, the ability of institutions to take informed decisions based on

participatory and consultative requirements, as well as the protection and advancement of the welfare of society and the State itself (Botes *et al.*, 2007:2; Crous, 2004:575; Edighejii, 2003:3-4).

It is against this background, that I conclude that there is a misalignment between government's national imperative of serving the people (i.e. *Batho Pele* initiative) and the current state of public service delivery. Therefore, this implies that the notion of *Batho Pele* seems to be just a cliché and an empty promise in as far as the public service is concerned. Although there are positive pockets of excellence achieved in some quarters of the public service since the democratic dispensation in South Africa, there is a disturbing evidence of poor service delivery in many parts of government (Kroukamp, 2011:21) where more could have been achieved, especially in public service delivery improvement (Luthuli, 2009:460).

Given that the state of South African public service delivery has a constitutional obligation and legitimate human rights implication, it is indisputable that there is a dire need for sustainable interventions and solutions to address the challenges facing the South African public service. In fact, Kroukamp (2005:73) asserts that developing countries such as South Africa need to find solutions aligned to the current societal needs and challenges. This implies that solutions intended to address the lack of the implementation of the *Batho Pele* principles as one of the main issues at the heart of poor public service delivery (RSA DPSA, 2008:3) should be aligned to the needs and challenges (i.e. root causes) hampering the implementation thereof. As such, awareness of the factors that serve as barriers in the implementation of the *Batho Pele* principles will direct and realign the responsiveness of government to the needs and challenges of the citizens and public servants. It is this alignment between the solutions and the needs that will ensure that government's interventions culminate in the 'real' transformation of public service delivery.

In essence, the realisation of the *Batho Pele* initiative seems to rest, respectively, on the satisfaction of the basic needs of the citizens and accountability of public servants. This is clearly expounded on the conceptualisation of the *Batho Pele* initiative (refer to par. 2.3.1). Consequently, lack of implementation of this initiative underpins that the welfare of the citizens is adversely affected and that the accountability of public servants is negatively implicated. As such, it is imperative for government to prioritise both the citizens and public servants in addressing their challenges and needs, which is the ultimate dynamic requirement for the transformation process on how the public services are delivered to be fully effected (RSA DPSA, 2007b:1).

The following section will thus respectively focus on some of the key factors claimed as reasons for the failure to implement the *Batho Pele* principles. This section will highlight some of the crucial needs and challenges of the citizens and public servants respectively, which should inform the decisions taken by government principals in relation to the solutions and interventions aimed at

improving public service delivery underpinned by the implementation of a professional service ethos (i.e. *Batho Pele* principles).

## **2.5 IMPEDIMENTS TO THE IMPLEMENTATION OF *BATHO PELE* PRINCIPLES**

In view of the literature, it is evident that there are diverse factors that contribute to public service delivery-related challenges (Marais *et al.*, 2008:52), specifically to the lack of implementation of the *Batho Pele* principles. These factors, however, cannot be exhausted in this study. In particular, within this study, some of the key factors claimed as impediments to the implementation of the *Batho Pele* principles as experienced by the citizens and, secondly, as experienced by public servants, are discussed in the following section.

### **2.5.1 Impediments as experienced by citizens**

In the South African context, the introduction of the democratic era in 1994 enforced the principle of citizen participation through the *Constitution of the Republic of South Africa* (RSA, 1996:103) and thus, it has been regarded as the cornerstone of good governance (Napier, 2008:166). Moreover, the enactment of the *Batho Pele* initiative has further given effect on the notion of citizen participation, since what is embedded in the respective *Batho Pele* principles is the zeal to make government programmes more responsive to the needs of the citizens, through authentic and active participation between government and citizens. In essence, this implies that public service cannot develop a truly citizen-oriented culture, that is, the *Batho Pele* initiative, without the active participation of other stakeholders, especially the citizens (RSA DPSA, 1997:11). In other words, the transformation in how the public services are delivered will not be meaningful and complete unless the voice of the citizens (i.e. their challenges and needs), are prioritised and addressed (RSA DPSA, 2007b:1).

The notion of citizen participation is referred to as when citizens have a voice in how they are governed, especially in decision-making that directly affects their lives, the services they need and the standards at which those services will be implemented (Idasa, 2010:1; Mutahaba, 2006:282; Van Rooyen & Naidoo, 2006:458). In line with the definition of citizen participation given by Pearce (in Madumo, 2014:132), on the one hand, members of society can participate in decision-making process by expressing their voice in their individual capacity as citizens (i.e. direct citizen participation). On the other hand, the views and needs of the citizens in the decision-making process can be expressed through representative participation where an individual or community body is appointed as representative (i.e. indirect citizen participation). This highlights the different forms of citizen participation that can be used.

Given that citizen participation is the cornerstone of good governance, the South African government has paid attention to encouraging it in the provision of public services (Masango & Mfene, 2012:74). It is for this reason that within the NDP, as one of the key national policy frameworks, civil society is deemed as crucial in forming part of the suggested sectoral dialogues in contributing to its implementation (Zarenda, 2013:7). Moreover, a *Framework for Strengthening Citizen-Government Partnerships for Monitoring Frontline Service Delivery* was approved by Cabinet in August 2013. This framework sets out a Citizen-Based Monitoring (CBM) programme to strengthen the active participation of citizens in monitoring service delivery to promote good monitoring and evaluation practices in government. Following the approval of the framework, the Presidency (DPME) established a CBM programme aimed at strengthening the monitoring of government performance by focusing on the experiences of ordinary citizens in order to strengthen public accountability and drive service delivery improvements (RSA DPME, 2013:v-vi).

In this regard, for citizen participation to be realised, it requires that the needs, priorities and challenges, i.e. the voice of the clients of government, be established and amplified as one of the crucial steps in implementing a service delivery improvement programme (RSA DPSA, 1997:12-13). This implies that for government to enhance the effectiveness of public service delivery, it does not solely depend on the perspective or availability of skilled public servants and financial resources, but also requires the perspectives or active involvement of the citizens as the recipients of public services (Idasa, 2010:6; Masango & Mfene, 2012:73-75; Mubangizi & Theron, 2011:39; RSA NPC, 2011:429).

However, Masango and Mfene (2012:74) point out that meaningful contributions and active participation by the citizens in decisions that affect their lives is mainly possible through informed and capacitated citizenry, since those citizens who do not know their rights, duties and responsibilities could be exposed to victimisation by those in public institutions. Additionally, Napier (2008:177) asserts that an indication of some results emanating from the citizens' input is also crucial and should be visible, as proof that their voice was prioritised and addressed and, moreover, to create a feeling of power and effectiveness, which will in turn enhance their participation. However, based on a *Framework for Strengthening Citizen-Government Partnerships for Monitoring Frontline Service Delivery*, the systematic use of citizens' input to improve performance remains largely missing from government's monitoring systems (RSA DPME, 2013:v).

From the above discussions, given that citizen participation is a constitutional imperative, a cornerstone for good governance, and moreover is strongly embedded in the *Batho Pele* initiative, the role and responsibility of government in creating a platform for the voice of the citizens is

crucial, especially, since citizens – as the clients of government – experience the resultant effects of the services delivered and can therefore contribute considerably towards propositions related to the improvement of public service delivery.

As a result, there has been a dissemination of various types of legislation and the establishment of structures of citizen participation (e.g. citizen forums, community development workers and ward committees), as well as methodologies (e.g. Exco Meets The People, Public Service Week, Citizen Report Cards, and Citizen Satisfaction Surveys) that have been applied to facilitate discourse between the public and government (Masango & Mfene, 2012:74; Mubangizi, in Mubangizi & Theron, 2011:39; RSA DPME, 2013:3,8; RSA PSC, 2008b:20-21; Ssekibuule & Okafor, 2014:5-6). This highlights the attempts that have been made in relation to the promotion of citizen participation to ensure that public services are delivered efficiently and effectively (Masango & Mfene, 2012:74).

In contrast, a number of authors (Kroukamp, 1999:330-333; Masango & Mfene, 2012:76; Napier, 2008:176) contend that there seem to be challenges in the practical implementation of citizen participation. Notwithstanding these dilemmas, citizen participation remains a constitutional imperative, as well as a legitimate expectation, and thus cannot go unheeded. It is against this background that the fact that the efficacy of citizen participation may be constrained by certain factors (Masango & Mfene, 2012:76) is alarming, as it plays a crucial role in contributing towards a citizen-oriented approach in service delivery. Moreover, engaging with citizens as the intended beneficiaries of government services is a critical component in measuring the performance of government and for the delivery of appropriate and high-quality services (RSA DPME, 2013:2). Hence, specific dilemmas in terms of citizen participation are discussed in the following section.

### **2.5.1.1 Dilemmas of citizen participation**

While the voice of the citizens is deemed essential in improving public service delivery, with numerous public structures having been established and methodologies applied, as indicated in the above discussions, the participation or voice of the citizens, especially at grassroots level, is often neglected (Coetzee, 2010:84; Idasa, 2010:3-4; RSA DPME, 2013:2; Ssekibuule & Okafor, 2014:1; World Bank, 2004:9). Correspondingly, the PSC report on the assessment of citizen participation practices in the public service confirms that while government departments apply different methodologies to affect citizen participation, the institutionalisation of this crucial democratic principle remains problematic (RSA PSC, 2008:24).

Hence, Desai (in Marais *et al.*, 2008:54) argues that the exclusions and marginalisation of citizens are central to public service delivery-related protests, especially in poorer parts of the country (Alexander, 2010:32). Since regular critical engagement between government and citizens would

avoid service delivery protests, as citizens would have been kept in the loop about service delivery and policy development processes (RSA PSC, 2008:33) and the expected results, there would be greater trust in government and higher levels of public confidence (RSA DPME, 2013:3). This explains why in the preamble to the recently approved *Public Administration Management Act (Act 11 of 2014)*, the need to redress the marginalisation of people and communities is recognised as one of the most pervasive challenges facing the country (RSA, 2014:2).

As such, people at grassroots level are characterised by their greatest need, namely the need for better public services. Particularly, in terms of the *Batho Pele* principles, they experience the lowest level of consultation, redress, openness, relevant information and courtesy (Hemson & Roberts, 2008:14), since they often have limited opportunities to voice their concerns and experiences in terms of service delivery. They represent a part of society that suffers the brunt of poor service delivery, because they do not have the latitude and luxury to opt out of the public system due to affordability issues.

Based on the above discussions, it is evident that the problem is not the existence of citizen participation structures and methodologies, but rather the provision of a conducive environment for authentic dialogue, underpinned by a voice being given to all, within these structures, since insufficient attention to the voice of the citizens remains a topical issue related to citizen participation. As correctly stipulated in a *Framework for Strengthening Citizen-Government Partnerships for Monitoring Frontline Service Delivery*, the emphasis of government's monitoring has been on internal government processes, with the voice of the citizen being largely ignored, which poses a risk in terms of the picture not being complete (RSA DPME, 2013:2).

In the main, the PSC indicates, among other things, the lack of feedback on issues raised by the citizens, as well as political dynamics involving constant fighting between political parties seeking influence (i.e. power struggles), as some of the challenges experienced in the application of citizen participation (RSA PSC, 2008:24). In this regard, Madumo (2014:134) highlights that in some instances, tokenism is practiced, where government establishes public structures and creates public platforms for engagement with citizens only for purposes of compliance with the relevant legislation, while still remaining dominant and holding all the power in terms of agenda setting. In addition, citizen participation is mostly regarded as an ad hoc measure, and in many government sectors it is completely lacking, as it is not valued as a means to enhance the efficiency and effectiveness of service delivery (RSA DPME, 2013:3).

Furthermore, citizen ignorance and unwillingness to participate (Kroukamp, 1999:330-333), low literacy levels (Masango & Mfene, 2012:76); lack of specialist skills in dealing with complex issues within government, and vague goals of citizen participation (Napier, 2008:176) are some of the other challenges related to citizen participation.



Therefore, in essence, the preceding discussions highlight the fact that while citizen participation is regarded as a cornerstone of good governance, especially in a democratic country such as South Africa, it is generally not matched with 'authentic' implementation in practice. As a consequence, the insufficient attention given to the voice of the citizens culminates in government being less responsive to their 'real' needs and challenges, since these remain unknown (Masango & Mfene, 2012:82).

It is against this backdrop that the scope for citizens' input or voice in public service delivery should be established, and moreover with specific emphasis on enabling citizens to participate in the processes and decisions that impact their lives and livelihoods (Masango & Mfene, 2012:84-85). In this regard, if a platform is created for the voice of the citizens, this will essentially enhance the understanding of government specifically in terms of the service delivery needs and challenges of their clients, which will in turn put them in a better position to align their interventions with the citizens' needs, thus resulting in effective decision making specifically directed towards improved service delivery (Kroukamp, 2005:73; Madumo, 2014:131; Masango & Mfene, 2012:84). Hence, it is necessary for citizens to be enabled, so that their voice may make a meaningful contribution towards the process of improving public service delivery (Masango & Mfene, 2012:76) and also strengthening government departments' processes and systems (RSA DPME, 2013:3).

This calls for alternative interventions aimed at strengthening and amplifying the voice of the citizens, especially those at grassroots level (Ghaus-Pasha, 2004:30; World Bank, 2004:8). The fulfilment of this call becomes even more critical in a democratic government such as South Africa, as it is characterised by its ability to provide a space for the voice of all, including the poorest of the poor (Idasa, 2010:6). The following section will therefore focus on one of the alternative forms that could be employed in an attempt to rekindle the voice of the citizens as a constitutional imperative, which is crucial in respect of the transformation of public service delivery.

### **2.5.1.2 The Third sector as representative of the voice of the citizens**

One of the alternative means of stimulating the emergence of an active and reflective citizenry, especially in terms of the implementation of the *Batho Pele* principles, is by reinvigorating the participation and voice of the third sector (Ghaus-Pasha, 2004:30; Mubangizi, 2005:646; Sibanda, 2011:815). This means amplifying the voice of the third sector to be more prominent and lively in influencing and shaping solutions directed at improving public service delivery. This proposed alternative to amplify the voice of the citizens signifies representative participation or indirect citizen participation, referred to by Pearce (in Madumo, 2014:132) as participation through association, which is regarded as another type of citizen participation, as indicated above.

Over the past three decades, the third sector has played an increasingly influential role in public service delivery, particularly in developed countries, and especially through the formulation of public policy at both domestic and international level. In contrast, the role of the third sector in developing countries (e.g. South Africa) is seen as being restrained, undermined and given little attention (Choudhury & Ahmed, 2002:581). Traditionally, the main activity of the third sector has focused on the delivery of services at the expense of their 'voice', driven by a developing agenda to transform public services by utilising broader suppliers of a mixed economy (Macmillan, 2010:6-7). The constraints encountered by the third sector in developing countries, *inter alia* financial, technical and capacity constraints, narrow agendas and exclusive memberships (Ghaus-Pasha, 2004:18,33), could prevent the voice of the third sector from being heard.

Interventions that could promote the voice of the third sector, on the other hand, include an enhanced consultation process in line with greater government transparency and responsiveness, investment in capacity-building support, the review of the nature of funding arrangements that may limit the third sector's independence, the creation of a new advisory structure for the third sector to express its voice, and the enforcement of policies, acts and regulations advocating the voice of the third sector in the social society (HM Treasury, 2007:17-19).

Kroukamp (1999:335) defines citizen participation as the mobilisation of the voice of the citizens by creating a platform for them to share their views, challenges and needs in terms of public service delivery. However, that voice becomes more effective when information is shared, when participation outcomes affect decision-making processes (Napier, 2008:166; Osborne, 2010:3; World Bank, 2004:8), when there is willingness from government to consider all views expressed by the citizens (Matebesi & Botes, 2011:18), and all sectors are prepared to be objective and learn from one another (Clark, 1993). To promote the voice and bargaining power of the third sector, Ghaus-Pasha (2004:24,27) recommends sound partnerships, the amalgamation of resources, and the coordination of efforts among different bodies within the third sector. In addition, Clark (1993) and Idasa (2010:6) emphasise the importance of inclusive membership or participation in government forums focusing on service delivery issues. In contrast, enhancement of community awareness of rights and obligations is also regarded as an essential factor in promoting the voice of the beneficiaries of public service delivery (Idasa, 2010:6; Nzimakwe & Mpehle, 2012:286).

Taking into account the dilemmas of the third sector voice in public service delivery and, moreover, the diversity of sectors in a civil society, the question may be posed: Why the focus on the third sector? The third sector as an institution outside the realm of government and distinct from other sectors (Mubangizi, 2005:646) seems to have certain comparative advantages in

dealing with social, political and environmental issues. It is closely connected to the communities it serves, it has relatively strong relationships with the people at grassroots level, and is perceived as having gained the trust of the citizens, which is not always the case when it comes to government. Furthermore, the third sector is regarded as a critical contributor to, and participant in, the social and economic development of communities (Ghaus-Pasha, 2004:9; HM Treasury, 2007:5), playing an intermediary role between government and the citizens (Ndou, 2013:192) and promoting the principles of good governance (e.g. transparency, openness, responsiveness and accountability) (Ghaus-Pasha, 2004:3), thus possessing 'moral authority' in society (Ghaus-Pasha, 2004:25).

In response to the question posed earlier (Why focus on the third sector?), it is evident that the significant role and position of the third sector in civil society place it in a favourable position to act as the representative of the people at grassroots level. The voice of the third sector can therefore not be undermined, and particularly, NPOs in this sector constituting an emergent partner of governance (Choudhury & Ahmed, 2002:562; HM Treasury, 2007:5) should be given the platform and opportunity to voice their challenges, as well as amplify the voice of the citizens and find solutions for effective and sustainable transformation in public service delivery.

Furthermore, in the *Batho Pele* White Paper (RSA DPSA, 1997:11), NPOs are among one of the representatives of the wider community recommended to be in partnership with government in order to participate in public service decision-making processes and improvement initiatives. Similarly, Kroukamp (2005:72) and Mubangizi (2005:633) further support the participation of NPOs in terms of engaging in and influencing public service decision-making processes for effective and sustainable development in respect of public service delivery. As such, these sentiments serve as confirmation that NPOs are viewed as a sector that could be utilised to close the gap between the citizens and the government (De Vos, Strydom, Fouche & Delport, 2005:301). It is, however, noteworthy that the participation of NPOs as representatives of the citizens in this study does not imply replacing the voice of the citizens with that of the NPOs, but rather this is regarded as an alternative approach that can be utilised to amplify the voice of the citizens based on their potential and the virtue of their position in civil society. As defined by Pearce (in Madumo, 2014:132) in the preceding discussion, this serves as an indirect form of citizen participation.

The participation of NPOs becomes even more crucial in this study given that they are also clients of government in their own right and form part of the people at the grassroots level. A report from the National NPO Database (RSA DSD, 2015:13) confirms that the NPOs are clients of government in light of the increasing number of registered NPOs in partnership with government over the five-year period between 2010 and 2015. In this regard, the social services sector was

identified as the leading sector in terms of the number of registered NPOs and also significant growth in numbers during this period. Therefore, the validity of the information received from the selected NPOs will be enhanced, since they are also members of the citizenry (Merterns, 2010a:249).

Consequently, one of the objectives of this study was to create a platform for the voice of the NPOs (as representatives of the more marginalised citizens) by determining their needs in terms of public service delivery and the challenges they face in this regard (refer to Chapter 1, par. 1.4). The findings of the empirical investigation in this regard were interpreted against the information revealed by the literature thus far.

### **2.5.2 Impediments as experienced by public servants**

The World Development Report (World Bank, 2004:3-4) argued that regardless of sufficient budget allocations to the people at grassroots level especially, the availability, efficiency and effectiveness of public servants in the delivery of public services remain crucial. As a result, whilst the lack of implementation of the *Batho Pele* principles directly impacts on the welfare of the citizens, the reputation, accountability and competency of the public servants, as service providers, remain in question.

Based on earlier discussions (refer to par. 2.3.1.2), the crucial matter of accountability, which echoes one of the principles of good governance (Napier, 2007:376) and moreover, as one of the transformative priorities embedded in the *Batho Pele* initiative (Hemson & Roberts, 2008:12; Nzimakwe & Mpehle, 2012:281), seems to explain why public servant inefficiency and ineffectiveness will always remain an issue. This implies that, in one way or the other, public servants will always be accountable to the citizens.

However, it is important to note one of the crucial statements highlighted in the *Batho Pele* White Paper (RSA DPSA, 1997:4), namely that public service delivery transformation and improvement cannot be achieved in isolation from other fundamental management changes and advocacy within the public service – especially since public servants are crucial stakeholders in the provision of public services, meaning that institutional mechanisms to enable them to deliver better service should also be taken into account (Masango & Mfene, 2012:78). Pillay *et al.* (in Qwabe, 2009:24), for instance, identify the aspects of integrated training and development, while Gandz and Bird (in Masango & Mfene, 2012:78) identify role empowerment (i.e. giving public servants more discretion over their own work) and reward empowerment (i.e. allowing public servants greater discretion in assessing the quality of their own performance and allocating corresponding benefits) as mechanisms that can be implemented to enable public servants to improve service delivery.

Given this study's focus on the *Batho Pele* principles as core attributes for the transformation of public service delivery, it is noteworthy that Leibowitz (2011:224), alerts curriculum planners, teachers and researchers to be cautious of assuming that graduate attributes can be fostered independently from the disciplines and, equally importantly, independently from influences such as institutional or social contexts. It is for this reason that I contend that although HE has a crucial social role to play in developing responsible citizens and community-oriented graduates, similarly, social institutions such as public services need to ensure an organisational culture that supports and promotes the implementation of the *Batho Pele* principles. As such, Kirkpatrick (in Qwabe, 2009:23) points out that the right climate in the workplace is one of the key requirements to be met before any change or transformation in behaviour can occur.

It is therefore alarming that despite the citizens' concern over the improvement of public services, the majority of public servants, particularly in the front-line service delivery offices, are characterised as being frustrated by the systems, processes and procedures in place, which are often internal barriers to good service rather than supportive structures (RSA DPSSA, 1997:11). On this basis, the following are some of the internal factors regarded as fundamental to improved public service delivery and essential for the implementation of the *Batho Pele* principles.

#### **2.5.2.1 Lack of commitment and role modelling from both administrative and political leadership**

In the public service, the public servants at the operational level are those who provide services directly to the citizens, as they are at the point of direct contact with the citizenry (Masango & Mfene, 2012:83). Dorasamy (2010:63), however, asserts that "an effective and efficient public service has to be driven by leadership which prioritize the needs of the public", with leadership commitment being particularly important in maintaining acceptable public service delivery standards and principles (e.g. *Batho Pele* principles) and playing a crucial role in enhancing responsiveness towards the needs of the citizens (Dorasamy, 2010:56). In concurrence, Mafunisa (2008:84), as well as Ngidi and Dorasamy (2013b:49), further advocate that public managers have an important part to play by serving as role models for proper conduct in the workplace.

It is, however, alarming that Kroukamp (2005:72), Botes *et al.* (2007:5) and Marais *et al.* (2008:58) highlight the fact that managerial factors had contributed extensively to the public protests experienced in the country and the challenges facing governance in contemporary public administration and management. It is for this reason that public managers, as facilitators and enablers of service delivery within all spheres of government, must understand the socio-economic context in which they function and the implications of their actions for the needs of the citizens (Mubangizi & Theron, 2011:40).

Since the public service is not a depoliticised or politically neutral institution (Nengwekhulu, 2009:344), the discourse on service delivery challenges and transformation cannot be separated from the political dynamics. As such, Mafunisa (2008:84) maintains that it is also the responsibility of the political principals to uphold high ethical standards. Moreover, Mubangizi (2005:641) asserts that there is a need for a strong political will to ensure that policies are drafted and implemented to effect the delivery of quality services. To the contrary, Luthuli (2009:460-461) highlights the inability of leaders to comply with the requirements and implementation of policies, whether political or administrative, as one of the factors contributing to the lack of implementation of public policies. He further contends that this could be attributed to the public policies not providing a clear understanding of how to introduce and sustain the accompanying initiatives. These could be some of the reasons explaining the glaring gap between the *Batho Pele* regulatory framework (refer to par. 2.2) and the implementation thereof. Hence, a strong political will and emphasis on good leadership lies at the heart of the governance agenda (Nzimakwe, 2011:52).

Furthermore, in cases where public managers (i.e. both administrative and political) are good models of commitment and consistency in portraying ethical behaviour, this is likely to infiltrate the entire public service (Dorasamy, 2010:63). In more expressive terms, Mafunisa (2008:85) affirms “modelling [especially from top management] as a powerful form of social influence”. As a result, the absence of leadership is often underpinned by a lack of ethical behaviour (Doramasy, 2010:57). This coincides with the findings of a PSC survey conducted in 2012, highlighting the lack of commitment from management as one of the internal factors hampering the implementation of the *Batho Pele* initiative (RSA PSC, 2012:28). Hence, Dorasamy (2010:59) asserts that public servants, particularly public leaders, need skills, both soft and hard, in order to realise the public service goals – especially since the way in which public leadership is exercised is likely to create a good organisational culture and result in improved service delivery (Nzimakwe, 2011:60).

### **2.5.2.2 Shortage of skills, both qualitatively and numerically**

Kroukamp (2005:72) points to public servants as posing a further challenge to governance in contemporary public administration. More explicitly, Luthuli (2009:461), Dorasamy (2010:58), Idasa (2010:6), RSA NPC (2011:364) and the PSC (RSA PSC, 2012:28) point to the lack of skills amongst public servants as one of the factors contributing towards the failure to improve service delivery. The *White Paper for Post-School Education and Training* (RSA DHET, 2013:57) concurs, further stating that this lack of skills has consistently been identified as a serious impediment to economic and social development.

Hence, particularly in working towards constructing a people-oriented public service, the *White Paper on Public Service and Education* (RSA DoE, 1997b) recommended “innovations and

changes in the offering of training and education within the public sector environment”. Additionally, Chapter 7 (Section 30) (a) (ii) of the *Skills Development Act (Act 97 of 1998)* (RSA, 1998) made provision for the development of finance skills, stipulating that every public service employer in both the national and provincial sphere of government must budget at least one percent of its payroll towards the training and education of its employees. As highlighted in Chapter 2 (Section 1) (iv) of the *Skills Development Act* (RSA, 1998), among others, the purpose of the Act is to improve the delivery of social services. The key role for successful people-oriented service delivery and management lies both in governing and responding to the expectations of clients and in training and motivating the service workforce (i.e. public servants) to interact positively with the clients (Osborne, 2010:3). This highlights that public service has an instrumental role to play in creating an enabling environment through training and investing in its employees in a way that will empower them to better serve South Africa’s citizens.

As such, Mafunisa (2008:84) specifically suggests that guidance and internal consultation mechanisms (e.g. regular institutional workshops on ethical values and principles) should be made available to ensure that public servants apply basic ethical standards for putting people first in the workplace. When such training around the adherence to *Batho Pele* principles is provided to all stakeholders within the public service, the challenges in terms of the application of these principles will be minimised (Ngidi & Dorasamy, 2013b:49).

In this regard, particularly in the field of public administration and management, the Public Administration Leadership and Management Academy (PALAMA), formerly known as the South African Management Development Institute (SAMDI), was launched in 2008 and is recognised as the primary statutory body in the provision of public service training and development. One of its roles is to foster and entrench basic constitutional values and principles, which constitutes a professional service ethos such as the *Batho Pele* principles (Qwabe, 2009:20-21; RSA PSC, 2010:26). Additionally, the fact that Chapter 4 (Section 11) of the *Public Administration Management Act* (RSA, 2014:12) makes provision for the establishment of the National School of Government, aiming at, among other things, the promotion of the progressive realisation of the values and principles governing public administration, is further indication of positive initiatives from government. Hence, Ngidi and Dorasamy (2013a:205-206) maintain that public sector organisations have been capacitated to conduct their services in a manner that promotes the service ethos and values underlying the *Batho Pele* principles, as an example.

However, although the public service training and development initiatives (e.g. PALAMA) are founded on the vision “To contribute towards the development of a dedicated, productive and people-centred public service...” (RSA DoE, 1997b:24-25), as asserted by Ngidi and Dorasamy (2013b:48), as well as Nzimakwe and Mpehle (2012:286), the persistent challenge in terms of the

lack of skills as stipulated above is indicative of the gap that exists in the training and development of public servants, not only for career development, but also in respect of service delivery initiatives such as *Batho Pele*. Correspondingly, Lawless (in Nzimakwe & Mpehle, 2012:286) shared the same sentiment when he stated that there is a skills shortage in the public service due to the fact that little has been done to train public servants.

From the aforementioned challenges, while the current efforts in terms of training initiatives are acknowledged, it is evident that there is still a need for the public service to locate itself on the learning edge (Qwabe, 2009:24) and also strengthen the internal training initiatives tailored to service delivery needs for better results. In this regard, Hendricks (in Qwabe, 2009:22) maintains that constant monitoring and evaluation of the impact of training within the public service is one of the essential processes that will support and improve the relevance, quality and credibility of the training function. As stated by Barnes *et al.* (in Mubangizi & Theron, 2011:39), taking into consideration the increasing prevalence of public service delivery protests, exposing public servants to new experiences in dealing with an irate public, the development of public servants' capacity to change their orientation to what they do and how they do it becomes even more crucial.

Given that any organisation is only as strong as the people who work for it, and training plays a critical role in building a public service geared towards service excellence (RSA DoE, 1997b:25), the question is whether interventions from other sectors would add more value in instilling such a professional service ethos and the relevant values and attributes (e.g. *Batho Pele* principles). Dorasamy (2010:62) argues that the different sectors and institutions have pre-determined ethical influences on future practitioners. In this regard, Kroukamp (1999:335; 2011:26) recommends education and training from universities as a crucial mechanism that can also be used to equip future practitioners with relevant skills, before they enter the workplace.

In conclusion, Nzimakwe and Mpehle (2012:279) point to the importance of an organisational culture that is able to create an enabling environment essential for the realisation of efficient and effective public services. They maintain that such an environment is evident when public servants have a sense of belonging – when they feel appreciated, supported and important in an organisation. Conversely, a lack of management commitment and support for public servants, as well as inadequate internal training and development, and dilemmas related to citizen participation, are some of the key impediments to the implementation of the *Batho Pele* principles, clearly suggesting that the current organisational culture within the public service does not seem to facilitate and promote the implementation of efficient and effective public services (Atkinson, in Marais *et al.*, 2008:55).



It is against this background that I as the researcher conclude that the transformation of public service delivery, in particular the implementation of the *Batho Pele* initiative, will remain a challenge. Nzimakwe (2011:60) maintains that the role of leadership, an understanding of the needs of the clients through consultation with the clients and more active participation, as well as adequate training and development of the service providers, are some of the critical factors contributing towards a positive organisational culture required for improved service delivery in any organisation.

Therefore, in my perspective, the creation of an enabling work environment towards improved effectiveness and efficiency, especially in the implementation of the *Batho Pele* initiative, is imperative, and calls for a change in the organisational culture of government departments. To achieve this, government as a social institution needs to take ownership and accountability in ensuring that it prioritises and responds to the needs and challenges of the public servants and the citizens, as they are key stakeholders in the delivery of public services. Equally, the South African people must not forget their roles as responsible and active citizens shaping society (RSA NCP, 2011:413). In fact, the founding provisions of the *Constitution of the Republic of South Africa* (RSA, 1996:3) clearly stipulate that, as much as citizens are entitled to the rights, privileges and benefits of citizenship, in the same way they are subject to the duties and responsibilities of citizenship.

Moreover, there is a need for public servants to be effective, which is implied by Mubangizi and Theron (2011:38) as 'doing the right thing'. As correctly stated by Kirkpatrick (in Qwabe, 2009:23), this essentially requires of the public servants to have the desire to change before transformation in behaviour can occur. Moreover, they need to realise their mandatory obligation and accountability to serve the people and to live up to the concept of 'servanthood'; that is, prioritising the interests and needs of those they serve (i.e. their clients) before their own (Nzimakwe & Mpehle, 2012:284), which according to Botes *et al.* (2007:3) does not seem to be the case at present. This is disquieting, since addressing public service delivery challenges will be nullified if public servants are not dedicated, committed and supportive to government, regardless of the systems put in place or the actions taken to rectify the state of service delivery (Sexwale in Kroukamp, 2011:23).

Hence, with this study, the focus was also on determining the challenges the public servants in South Africa face in terms of being trained for service delivery and the standards expected by the *Batho Pele* principles (refer to Chapter 1, par. 1.4). The findings of the empirical study in this regard were interpreted against what was revealed thus far by the literature, in a quest to make a valuable contribution.

## 2.6 CONCLUSION

In view of the fact that the processes and initiatives of public service transformation do not seem to have created a new public servant whose work ethic is aligned to the vision of the post-1994 government, with a motto of *Batho Pele*, Luthuli (2009:460) proposes that the public service alone cannot address the issues of poor service delivery. This is also echoed by Nengwekhulu (2009:341,346) who advocates that the improvement of public service delivery requires a multifaceted approach.

In particular, inadequate training and development dilemmas in the public service cannot be denoted without collaborating with HE as a sector mandated to lay the foundations for the development of a learning society (RSA, 1997:5). Therefore, this also call for HEIs to focus on the holistic development of the graduates they produce; that is, training in both discipline-specific skills and the necessary graduate attributes (including those required for the implementation of the *Batho Pele* principles) in order to be fully responsive to the needs of the citizens. Given that the core business of public service is about the people, HEIs' role in training and producing people-oriented future practitioners will contribute towards improving public service delivery. This balanced approach in HE training will ensure that quality graduates are produced for employers, particularly for the public service as the largest employer in South Africa (Luthuli, 2009:465). As such, Chapter 3 of this study advances this discussion by exploring the role of HEIs in infusing graduate attributes, specifically focusing on the notion of CSL as a transformative pedagogical tool for infusing graduate attributes (including those required for the implementation of the *Batho Pele* principles) for improved public service delivery.

## Chapter 3

# THE NOTION OF COMMUNITY SERVICE LEARNING AS A TRANSFORMATIVE PEDAGOGICAL TOOL FOR INFUSING THE UNIVERSITY CURRICULUM WITH GRADUATE ATTRIBUTES FOR IMPROVED PUBLIC SERVICE DELIVERY

---

*The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the values of land or of shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of character of the educated.*

– Mahatma Gandhi

### 3.1 INTRODUCTION

The advent of democracy in South Africa required various institutions to be reviewed and rethought in order to determine their fitness for the new era (RSA DoE, 1997a:3). This period of transition has not been an exception to the public service, but has also brought along a need for transformation in the public administrative system (Nengwekhulu, 2009:345). As has been mentioned in Chapter 2, South Africa's new democratic government committed itself to the formulation and implementation of several policies that have bearing on the transformation of the South African public service delivery, with the aim to provide quality services to all South African citizenry (Crous, 2004:575; Nengwekhulu, 2009:345; Ngidi & Dorasamy, 2013b:30).

Fundamentally, a citizen-oriented approach, often referred to as the *Batho Pele* initiative and advocated in the *White Paper on Transforming Public Service Delivery* (RSA DPSA, 1997) – hereafter referred to as the *Batho Pele* White Paper – has been a central component in the transformation of public service delivery. Through this initiative, the South African government committed itself to honouring eight *Batho Pele* principles of service delivery which were discussed in great length in the preceding chapters. In essence, these service delivery principles have been described as an expression of civic-oriented attributes, service ethos, set of attitudes, the articulation of the character and image of public service, as well as democratic values and principles (Malaudzi & Liebenberg, 2013:142-143; Nzimakwe & Mpehle, 2012:279; RSA, 1996:111; RSA DPSA, 2007b:24; RSA DPSA, 2008:4). In view of the latter expressions, it is apparent that the *Batho Pele* initiative underpins commitment of public service to public good, and additionally promotes the concepts of social responsibility and social responsiveness. Moreover, this initiative amplifies the need for and the expectations from the public service, as the employer, to have transformed public servants (as referred to by Ngidi & Dorasamy, 2013:33), who will play

a key role in creating a public service delivery environment in which the needs and interests of the citizens are prioritised and realised.

Despite the development of this crucial policy framework for the provision of the public services, South African public service is unfortunately rapidly gaining a reputation of inefficiency, ineffectiveness, corruption and incompetence as government departments consistently receive qualified audits (Kroukamp, 2011:20-21). Moreover, poor public service delivery underpinned by unprecedented wave of public protests (Alexander, 2010:25; Botes *et al.*, 2007:2) has become the order of the day.

Given that there are a wide-range of reasons behind public service delivery related protests (Marais *et al.*, 2008:52), the focus of this study was particularly on the misalignment between implementation of the *Batho Pele* principles and the current state of public service delivery, as one of the main issues at the heart of poor public service delivery (refer to Chapter 2). In light of the challenges in the implementation of the *Batho Pele* initiative, it is evident that the welfare of the citizens which is the main thrust of this initiative, remains in question. In fact, this misalignment marks failure in one of the key transformation-oriented government initiatives for improved public service delivery. Moreover, it puts the moral character of public service in question.

Essentially, in what seems to be implicitly indicated by the lack of implementation of the *Batho Pele* initiative is the need to train future practitioners in preparation for being citizen-oriented and well-equipped to contribute to the moral character, thus reputation of the South African public service. Especially, since Kroukamp (2011:24) asserts that the tool through which public service improvement can be achieved is training. In this regard, Archer and Chetty (2013:134), as well as Dowling and Ruming (2013:206-207), highlight that there is an increasing demand for students (or future practitioners) to have practical learning opportunities to better prepare them for the demands of potential employers. This shift towards better preparing students for the world of work, results from various factors which are expounded in the subsequent sections. Reardon (in Levkoe *et al.*, 2014:69) contends that in the main, an increasingly competitive labour market, as well as both perceived and real failures of the education and training system, among others, to equip future practitioners to be socially responsible and engaged citizens, has contributed to the demand to better prepare them for the world of work.

Within the public service context, the misalignment between the *Batho Pele* principles and the current state of public service delivery clearly put the notions of 'transformed public servants', 'social responsiveness' and 'sense of social responsibility' indicated above, under scrutiny. Hence, I contend that the lack of implementation of the *Batho Pele* principles, which represents one of the societal challenges facing government, explicitly highlights the need for public service

to enhance social responsiveness and consciousness among those who serve the citizens of this country.

As a result, widespread concern about the service ethos of public servants is generated, and essentially requires a dire quest for interventions to improve how public services are delivered (Mafunisa, 2008:81). This implies that an improvement towards public service delivery, which is described as a dynamic and on-going process (Kroukamp, 1999:329), is crucial in order to avoid the magnification and extension of poor public service delivery, specifically the lack of implementation of the *Batho Pele* principles.

In this regard, it is inevitable that public service as a public administrative system is primarily responsible for addressing the challenge of quality service delivery. Additionally, it should play an important role in developing countries such as South Africa, among others, demonstrating to citizens that their society is capable of organising itself in an efficient and effective way (Kroukamp, 2011:20), especially through a citizen-oriented approach (e.g. the *Batho Pele* initiative). In fact, research recommendations made by a number of authors (Crous, 2004:587; Mafunisa, 2008:89-90; Ngidi & Dorasamy, 2013:48-49) on the improvement of public service delivery seem to be internally driven; thus, giving an impression that the responsibility of improving public service delivery rests solely in the hands of government.

However, while the public service may have the ultimate legislative authority to make policies, and be the primary service delivery arm of a democratic state based on the policies developed, it cannot be the only instrument for achieving social change in the society (Dorasamy, 2010:56; Kroukamp, 2005:71-74). Consequently, Kroukamp (2005:71-73) contends that the ability of government to achieve its social objectives needs to be strengthened. More specifically, the development of civic engagement characterised by cooperative and collaborative arrangements between different sectors is considered to be one of the alternative solutions in strengthening the ability of government towards achieving its social objectives, thus improved public service delivery (Kroukamp, 2005:71-72; RSA DPSA, 1997:3). In corroboration, the most important ingredient even in the National Development Plan (RSA NPC, 2011), as one of the key national policy documents, echoes the importance of a collaborative approach when it relates to the commitment of government to engage with all sectors of society in attempting to ensure the achievement of key objectives set out in the plan (Zarenda, 2013:7).

However, reference to the role of other sectors and institutions in improving public service delivery does not imply taking over the role of public service in entrenching and institutionalising an organisational culture that is underpinned by the principles of *Batho Pele*. Hence, Griesel and Parker (2009:20) argue that there needs to be a degree of realism sustained in both sides, about how far higher education (HE) can be expected to contribute towards preparing the students of

the world of work, and the role that only the employers (e.g. public service) can play in providing on-the-job and in-service training, as well as continuous development.

In essence, this suggests that the holistic development of future practitioners (including the infusion of sound ethical values and attributes such as the *Batho Pele* principles), is dependent on and requires a more collaborative, multifaceted approach (Nengwekhulu, 2009:341). Ghaus-Pasha (2004:33) specifically refers to this approach as an 'inclusive partnership-building strategy'. This strategy implies that government works across institutional boundaries in which the representativeness of the needs of all the sectors of the civil society is essential for efficient and effective transformation, as well as an improvement of public service delivery (Choudhury & Ahmed, 2002:562; Mubangizi, 2005:633; RSA PSC, 2010:2).

It is, therefore noteworthy that the role of family, communities, schools and the media is deemed crucial, specifically in instilling the democratic values and principles embedded in the *Constitution of the Republic of South Africa* (RSA DHET, 2013:6; RSA NPC, 2011:423), which are almost a replica of the *Batho Pele* principles as expressed by the DPSA (RSA DPSA, 2007:6). This signifies that apart from the legislative framework guiding public service administration and management to entrench a citizen-oriented or *Batho Pele* culture for effectiveness and efficiency in public service delivery, other sectors play a pivotal role in moulding and influencing the personal value system of future practitioners, which has a greater influence on performance in public life (Dorasamy, 2010:62) and improving public service delivery in particular. Hence, Dorasamy (2010:62) maintains that there is no public servant who enters the public service arena without pre-determined ethical influences from the different sectors and institutions.

As articulated by Pollit (in RSA PSC, 2010:2), the importance of a multifaceted and coherent approach as a critical requirement for effective and efficient service delivery has gained more prominence in many countries across the world, since societal challenges that government deals with have multiple causes. As such, Kroukamp (2011:21) asserts that the ineffectiveness, as well as inefficiency and incompetence in government departments, cannot be solely blamed on the public service *per se*, since the nature and quality of public service largely depends on the nature and quality of the system of education (Mubangizi & Theron, 2011:38). This statement qualifies the contention that was stipulated in the preceding discussion, that societal challenges that government deals with have multiple causes. In this regard, the role of the HE system in contributing to the nature and quality of public service seems to come under scrutiny. This highlights that fundamentally the universities have a responsibility to assist government (RSA DHET, 2013:6) in dealing with its societal challenges. Therefore, the role of HE cannot be treated in isolation and must take its rightful place in producing thinking, intellectually well-grounded, as

well as socially and economically responsive graduates who are flexible and can readily adapt to new demands and challenges (Griesel & Parker, 2009:20).

Therefore, in this study, taking into consideration the lack of implementation of the *Batho Pele* initiative and expressions of civic-oriented attributes, social responsiveness and social consciousness crucial for the triumph of this initiative, poses a question on the role of HE in producing civic-oriented graduates through fostering civic-oriented attributes such as the *Batho Pele* principles, thus contributing to improved public service delivery.

This implies that, while the importance of providing for technical skills, especially top, scarce skills (e.g. commerce, science, engineering and technology), still remains crucial in preparing future practitioners to be efficient (i.e. 'doing things right') for public service (Kroukamp, 2011:21), at the same time, there needs to be a move towards a compelling moral requirement for them to be effective (i.e. 'doing the right thing') (Mubangizi & Theron, 2011:38). This suggests that the transformation of public service delivery is not only about 'doing things right' (i.e. efficiency), but it is also about 'doing the right thing' (i.e. effectiveness). In the public service context, the realisation of the needs of those at grassroots level is regarded as an essential indicator to measure the effectiveness and efficiency of public service (Dorasamy, 2010:59).

It is against this background that Rebello (in Hazma, 2010:7) accentuates that "[t]he university system [is] seen as being uniquely equipped to lead the way by [its] special mission in teaching and training leaders of tomorrow...". Moreover, universities as custodians of new knowledge provision through teaching and training, have a responsibility to align their priorities with those of their country, the continent and the global world in order to produce students who will be responsive to both social and economic developments (Kroukamp, 2011:21). As such, increasing recognition and attention has begun to be directed to education and training, as a national competence, for their role in contributing to growth and development of human capital (Forbes, 2006:1; RSA DHET, 2013:2).

This is evident in key national policy documents such as the NDP and the New Growth Path where the role of education and training as a contributor to inclusive growth and employment generation is immensely recognised. In addition, governments at all levels are also beginning to recognise the importance of the HE sector in preparing students for a constantly changing world of work (Bridgstock, 2009:35). Concurrently, Mafunisa (2008:84) further adds that training can contribute in facilitating an awareness of key ethical principles and thus developing essential skills in students before entering the world of work.

In conclusion, while public service remains primarily responsible to entrench a culture embedded with a citizen-oriented approach, that is the *Batho Pele* initiative, for the effectiveness and

efficiency of public service delivery, Malan *et al.* (in Dorasamy, 2010:59) argue that among others, the HE sector has a unique and crucial role to play in terms of facilitating and creating a platform for personal growth, development and the scope needed to improve public service delivery before entrance of students into the workplace. Hence, the subsequent section focuses on the role of the HE sector towards improving public service delivery.

## **3.2 THE ROLE OF THE HIGHER EDUCATION SECTOR TOWARDS IMPROVED PUBLIC SERVICE DELIVERY**

This section focuses mainly on the role of the HE sector towards contributing to improved public service delivery.

### **3.2.1 An overview on the transformation of the South African Higher Education sector**

The phenomenon of globalisation and democratisation of the South African society emphasised the need for HE to become relevant in terms of the social, cultural and economic realities of South Africa and development of modern societies (RSA DoE, 1997a:3). In the main, this transition compelled government to review the role of higher education institutions (HEIs) in the reconstruction and development of the country (Erasmus, 2005:2). The reconceptualised role of HE was fundamentally identified through the National Council for Higher Education (NCHE, 1996:5-8) and the *White Paper on the Transformation of Higher Education* (RSA DoE, 1997a), hereafter referred to as *Education White Paper 3*). According to these two national policy documents, government's HE transformation agenda rests on the following three pillars:

- ***The democratisation of and increased participation*** in the HE system through an ever-increasing diversity of interest groups with the aim of eradicating the inequalities of the past.
- ***Greater responsiveness*** through the ability and willingness to react to a wide variety of social and economic needs, as well as a commitment to seek solutions to societal problems which, in turn, require adaptations in respect of teaching and learning methods and curricula.
- ***Increased cooperation and partnership*** between HEIs and all sectors of society (community, public sector and private sector) to build mutual trust, as well as among institutions for increased accountability and transparency.

The reference to two of the three pillars mentioned above, namely greater responsiveness, as well as increased cooperation and partnership, are significant in this study. Firstly, the pillar of '*greater responsiveness*' accentuates government's expectation of HEIs to respond to socio-economic needs which sets a direction for HE pedagogies and curriculum change. Secondly, the pillar of '*increased cooperation and partnership*' is indicative of government's expectation of HEIs



to work in collaboration with all sectors in the society including government itself. This resonates with the contention made in this study, that joint-efforts or collaborative approach is crucial in strengthening the role of the public service to achieve its social objectives and address its societal challenges.

Consequently, there was a strive for a transformation in the South African education and training system, as it also formed part of the broader process of South Africa's political, social and economic transition due to the advent of democracy (RSA DoE, 1997b:5). The goal of HE has been to institutionalise a new social order with the view to meet the needs of a democratic state to be built (Badat, 2010:2), and moreover, to make qualifications more responsive to the socio-economic development needs of the society (Forbes, 2006:i). In a quest for HE to respond to the needs of a democratic government, a wide array of transformation-oriented HE initiatives were commissioned to effect institutional change, including among others, defining the purposes and goals of HE; extensive policy research, formulation, adoption and implementation; the enactment of new laws and regulations; as well as major processes of restructuring, rearticulation and reconfiguration of the HEIs (Badat, 2010:2-3; Forbes, 2006:i; Griesel & Parker, 2009:2).

Specifically, among the above-mentioned transformation-oriented HE initiatives, policy formulation in HE fraternity has contributed immensely in the reconceptualisation of the role of universities, the transformation and alignment of curriculum practices as essential to improve quality for participation in the global economy (Bridgstock, 2009:31; Forbes, 2006:i). Hence, the following section focuses on some of the key policy documents on the transformation of HE.

With respect to policy formulation, particularly, the *Constitution of the Republic of South Africa (Act 108 of 1996)*, the *Higher Education Act (Act 101 of 1997)* and the *Education White Paper 3*, directed the state and institutions to achieve wide-ranging imperatives in and through HE, since it was assumed that the realisation of these three key legislative documents would contribute greatly to the transformation and development of HE and society (Badat, 2010:3). The latter section highlights some of the key imperatives within these three legislative documents that were to be achieved in and through HE.

### **3.2.2 South African key legislative documents on the transformation and development of higher education**

#### **3.2.2.1 The Constitution of the Republic of South Africa (Act 108 of 1996)**

The *Constitution* committed government and institutions *inter alia*, to the declaration of democratic values and principles that Chapter 10 (Section 195) of the *Constitution* (RSA, 1996:111) proclaims as fundamental to govern public administration. As has been mentioned in the preceding discussions, these constitutional values and principles are regarded by the DPSA, as almost a

replica of the *Batho Pele* principles espoused in the *Batho Pele* White Paper (RSA DPSA, 1997) and are central in transforming and governing public service delivery in the South African context. In addition, the *Constitution* devoted government to provision of decent public services as a rightful and legitimate expectation of all South African citizenry through Chapter 2 of the Bill of Rights (RSA, 1996:6). Furthermore, Chapter 1 (Section 3[2]) of the *Constitution* states that all citizens are: a) “equally entitled to the rights, privileges and benefits of citizenship” and b) “equally subject to the duties and responsibilities of citizenship” (RSA, 1996:3).

As correctly assumed in Chapter 1, Section 1.14 of the *White Paper on Education 3* (RSA DoE, 1997a:7), the democratic ethos within the *Constitution* that seek to promote and maintain high standards of professional ethics in public administration, can be supported and realised through educational programmes and practices in HE context.

### **3.2.2.2 Higher Education Act (Act 101 of 1997)**

The *Higher Education Act* (RSA, 1997:5) proclaims, among others, that the South African imperative to address the needs of a democratic government and modernising economy requires that institutions of HE set objectives to overcome “the chronic mismatch between the output of HE and the needs of a modernising economy”, and part of the required response is that universities align their teaching methods and strategies with government requirements.

### **3.2.2.3 Education White Paper 3 of 1997**

The *Education White Paper 3* earmarked the policy transformation of the HE system in South Africa (Vandeyar, 2010:914). One of the principal aspirations of the White Paper (RSA DoE, 1997a:3,8) is to further promote HE to meet the needs of a modernising economy through various social purposes namely, *inter alia*:

- To develop the “intellectual abilities and aptitudes” of people.
- To “provide the labour market, in a knowledge-driven and knowledge-dependent society, with the ever-changing high-level competencies and expertise necessary for growth and prosperity of a modern economy”.
- “To contribute to the socialisation of enlightened, responsible and constructively critical citizens.”

Concurrently, Chapter 1, Sections 1:13, 1:12 and 1:27 in the *Education White Paper 3* (RSA DoE, 1997a:6,9) highlights that HE was called upon to advance specific goals, *inter alia*:

- To “support a democratic ethos and a culture of human rights by educational programmes and practices”.

- “To improve the quality of teaching and learning throughout the system and, in particular to ensure that curricula are responsive to the national and regional context.”
- “To produce graduates with skills and competencies that builds the foundations for lifelong learning, including critical, analytical, problem-solving and communication skills, as well as the ability to deal with change and diversity.”
- To “provide education and training to develop the skills ... necessary for ... successful participation in the global economy”.

In light of the policy imperatives extrapolated from the above-mentioned key policy documents, it is evident that the HE system has a critical role to play with regard to the development of competencies, skills and democratic ethos to enable the students to be better prepared for the social, political and economic needs of the society. The latter statement confirms that human capital development and the role of HE in contributing to economic growth and societal needs is not a new phenomenon (Griesel & Parker, 2009:2). Hence, one of the principal arguments for adopting graduate attributes is also derived from a view that part of the role of a university is to provide citizens who will operate for social good in a community through the infusion of positive values and ethical behaviour (Chapman, 2004:7).

Therefore, in essence, the defined key policy imperatives served as early indicators of the direction being set for the transformation of the South African HE role, in preparing students for the changing world of work. Moreover, as correctly expressed by Chapman (2004:7) the focus on the development of graduate attributes signals the importance that the university places on students’ post-university success.

In addition to the above-mentioned key policy documents that guided the focus on the development of competencies, skills and democratic ethos, Mason, Williams and Cranmer (2009:2) together with Tomlinson (2008:51) assert that, extensive deliberations on graduate employability due to increasing competitive pressures and changes on many employers in the labour market, has also immensely contributed towards the changing notions of graduate skills and competence to further enhance graduate employability chances. The Confederation of British Industry (as quoted in Bridgstock, 2009:32-33) defines the term ‘employability’ as the possession by the individual of the qualities and competencies required in meeting the changing needs of the employers and clients. As a result, there has been a wider attention on graduate attributes in HEIs (Barrie, 2006:216; Hager & Holland, 2006:1; Hammer, Star & Green, 2009:2; Hughes & Barrie, 2010:325).

This highlights that while HE qualifications has traditionally served as a status confirmation justifying educational and occupational advantage, the discourse on graduate employability appears to be placing increasingly less emphasis on academic qualifications that are merely a

'tick in the box' (or 'impressive skills' as referred to by Nengwekhulu, 2009:341). Hence, the diversity, quality, relevance and applicability of skills of HE qualifications are becoming crucial focus areas of employability (Archer & Chetty, 2013:134; Fossey, 2012:358). In this regard, graduate attributes are the most widely acknowledged employability skills in policy and employer graduate attribute lists (Bridgstock, 2009:37), since they play a valuable role in enhancing learning and positional advantages for employability (Bourner, 2004:39-49; Hager & Holland, 2006:2; Oliver, 2013:450-451; Tomlinson, 2008:57). In addition, as expressed by Chadha and Nicholls (2006:117) graduate attributes are seemingly associated to employability as they are essentially job-related qualities and not job-specific qualities compared to the discipline-specific skills. This implies that such attributes when infused in university curriculum serve a purpose of preparing students as future practitioners, since they are transferable to many occupational contexts (Bridgstock, 2009:32).

In essence, this implies that while employers value the conceptual, knowledge and intellectual approach to tasks produced by HE, this shift towards acquisition of graduate attributes articulates that employers are increasingly looking for more than in-depth discipline-specific knowledge and understanding from graduates (Atlay & Harris, 2000:76; Chadha & Nicholls, 2006:116). As a result, these employers, with specific reference to governments, explicitly hold that disciplinary expertise is only one of a much larger set of components that determine success of a new graduate in the workplace. The other larger set which is also crucial to the graduates' post-university success includes graduate attributes (Chapman, 2004:7; Dorasamy, 2010:58; Nengwekhulu, 2009:34). Concurrently, Chapman (2004:2), Harvey (in Crebert *et al.*, 2004:3) as well as Brown and Hesketh (in Tomlinson, 2008:59) advocate that the majority of employers view a university degree (i.e. academic qualification) as a basic requirement, but distinguishes the most employable graduates by their graduate attributes as they have implications for the graduates after exiting the HE sector for the labour market.

It is against this background that the global labour market has been characterised by an increasing evidence of expectations and demands from external stakeholders such as business and employer organisations for graduates to possess attributes and that universities produce more employable graduates enabled to respond to the current social, economic and technological developments (Archer & Chetty, 2013:134; Barrie, 2006:216; Bourner, 2004:39-49; Chapman, 2004:7; Griesel & Parker, 2009:2-3; Hager & Holland, 2006:3; Hammer *et al.*, 2009:2; Tomlinson, 2008:51). Consequently, employers' organisations went to greater lengths by issuing a number of reports which urged HEIs to make initiatives aimed at developing graduate attributes needed in multiple employment contexts (Mason *et al.*, 2009:2). Hence, the infusion of graduate attributes in the university curriculum is regarded as the central achievements of the HE process (Smith & Bath, 2006:262).

As such, the wider attention on the infusion of transferable skills signifies change in the curriculum philosophy, which is one of the phases that contributed to the broadening of and changes (i.e. the integration of graduate attributes) within the HE curriculum, as an attempt to enhance the graduate's employability chances (Bourner, 2004:39-49).

In response to the change in curriculum philosophy or skills revolution phase as expressed by Griesel and Parker (2009:2), during the 1990s a number of countries undertook initiatives which produced lists of skills that were viewed as essential aspects of employability, often described as core, key or generic skills (Harvey & Green, in Griesel & Parker, 2009:4). The classification and conceptualisation of these skills, as well as how sectors, particularly the HE, responded, are discussed in greater detail in the subsequent discussions.

In particular, numerous international policy documents such as the 1991 Finn Report from Australia and the 1997 Dearing Report from the United Kingdom, have impacted significantly upon HE transformation by highlighting the need for undergraduates to be better prepared for the world of work (Chadha & Nicholls, 2006:116; Griesel & Parker, 2009:4). One specific theme that was derived from these reports was that none of them focused on the educational training programmes, but each identified a broad spectrum of attributes that were found to be displayed by graduates.

Conversely, as has been mentioned in Chapter 1, in the South African context the advent of the National Qualifications Framework (NQF) in the mid-1990s resulted in the emergence of the term 'Critical-Cross-Field Outcomes (CCFOs)' to indicate a similar set of skills (Griesel & Parker, 2009:4; SAQA, 1997). The CCFOs are viewed as crucial aspects of developing the capacity of students for life-long learning and to provide meaningful contribution as citizens and future practitioners in social institutions. They are intended to contribute to the full development of an individual. These CCFOs are explicitly outlined in the subsequent sections.

Given the emergence of the set of skills both internationally and nationally as indicated above, within this study, since the *Batho Pele* initiative is the central component of the transformation of public service delivery, the focus was on the extent to which graduate attributes (including those specifically required for the implementation of the *Batho Pele* principles) are infused in the university curriculum for improved public service delivery. As such, this implies that within this study, the concept of graduate attributes, especially in relation to the South African context, goes beyond the CCFOs as prescribed by the NQF and includes those attributes required for the implementation of the *Batho Pele* principles.

In light of the preceding discussions, it is evident that the emphasis on the importance of graduate attributes is mainly based on the fact that the acquisition of such attributes through the HE

curriculum becomes greatly essential in order for students to be responsive to the socio-economic needs and the changing world of work (Mubangizi & Theron, 2011:45). This suggests that the formation of future practitioners through HE, especially in technical fields such as natural science, engineering and technology, is a necessary condition for economic growth and development as well as global competitiveness, but is not a sufficient condition (Badat, 2010:14) to enable the students to be socially responsive to the needs of the civil society. Especially, taking in consideration that knowledge acquired in the education system is rapidly changing and thus likely to be redundant or contested in the future (Mubangizi & Theron, 2011:45).

Therefore, a strong disciplinary knowledge foundation or academic qualifications does not of itself guarantee a new graduate of employment as distinguished by a number of reports based on HE stakeholders (Crebert *et al.*, 2004:3) and university students themselves (Tomlinson, 2008:59). Hence, there is an increasing convergence of views around the proposal that universities must produce more for their students than simply an academic qualification solely based on disciplinary content, especially since the traditional role of universities is both as custodians and creators of new knowledge (Hammer *et al.*, 2009:2-3).

Taking into consideration the current societal challenge in public service in terms of the entrenchment of the service ethos for improved social responsiveness and, thus, improved public service delivery, the preceding discussions confirm that HEIs play a crucial role in contributing towards improved service delivery, through producing graduates possessing a set of competencies and skills (i.e. graduate attributes) which contribute in building a solid foundation in preparation for the labour market. Badat (2010:14) contends that the HE response in terms of the development of knowledge, skills, as well as competencies and attitudes required by the economy and society, is even more indispensable for labour market needs and expectations. The term 'attitudes' as extracted from the latter statement, echoes one of the expressions assigned to the *Batho Pele* principles as mentioned in the preceding sections. Therefore, in principal, Badat (2010:14) highlights that both 'soft' and 'hard' skills in HE curricula are both crucial in order to meet the needs and expectations of employers.

In the context of this study, the wider attention that has been given on the integration of graduate attributes in HE curricula, highlights that "[t]he time for mere administration and maintenance of the status quo while being oblivious to the public being served ... had come and gone" (Mubangizi & Theron, 2011:38). Hence, the National Plan of Higher Education (NPHE) proposes that the key issue in the HE system is to ensure that all graduates are equipped with the skills and competencies to function in modern society (Ministry of Education, 2001:6).

In summary, key policy documents discussed in this section explicitly indicated one common key policy imperative in the HE fraternity as the demand for teaching and learning to contribute to

socio-economic transformation and produce graduates who can be socially and economically responsive and compete in a changing global economy (Singh, 2008:1059-1060). In addition, fundamentally, the competitive labour market has contributed towards the demand for students to be better prepared for the world of work; hence, an increased attention on the infusion of 'soft' skills or graduate attributes in the university curriculum. As correctly stipulated by Badat (2010:14), these key legislation developments that aimed at transforming and democratising the South African HE system clearly highlights a need for an extensive restructuring of qualifications and educational programmes to make curricula more congruent with the knowledge, expertise and skills needed by a changing economy. Therefore, the following section describes the concept of graduate attributes and the extent to which they have been infused in the university curriculum.

### **3.3 THE INFUSION OF GRADUATE ATTRIBUTES IN THE UNIVERSITY CURRICULUM**

This section focuses on the conceptualisation and classification of graduate attributes. Furthermore, focus will be on key factors that have contributed to the origins of interest on graduate attributes as well as how HEIs have responded in this regard. The remainder of this section will provide a brief overview on the current challenges in terms of the infusion of graduate attributes in the university curriculum and highlight an alternative HE transformative pedagogical tool that can be used to infuse graduate attributes in the university curriculum, specifically those required for the implementation of the *Batho Pele* principles.

#### **3.3.1 The conceptualisation of graduate attributes**

Du Preez and Fossey (2012:347) identify two broad categories of graduate skills, namely discipline-specific skills and generic skills. These graduate skills are an articulation of the core learning outcomes of a university education curriculum (Hughes & Barrie, 2010:325). Therefore, the distinction between the two core learning outcomes suggests that the curriculum within HEIs should, on the one hand, achieve the conventional objective of education and training which is to learn, upgrade, master and acquire discipline-specific knowledge and skills. On the other hand, the role of HEIs is to produce responsible critical students with competencies and skills to be socially responsive to the labour market needs (Mafunisa, 2008:84; RSA DHET, 2013:vii; RSA DoE, 1997b:8) and that of the society in general. Hence, this learning outcome marks a crucial policy imperative in the HE fraternity, as discussed in the preceding sections and therefore, cannot go unheeded.

With respect to the conceptualisation of the two core learning outcomes of a university education curriculum, in particular, the discipline-specific skills originated in specific disciplines and are traditionally included in the university curricula with focus on the qualification to address specific

occupational requirements (Bridgstock, 2009:37; SAQA, 2000:19). Conversely, various concepts have been utilised to refer to the generic skills in different contexts, ranging from graduate attributes, core skills, basic skills, soft skills, soft credentials or qualifications, employability skills, key skills, general attributes, human skills, key competencies and transferable skills (Barrie, 2006:217; Barrie, 2007:440; Bourner, 2004:39; Griesel & Parker, 2009:4; Hager & Holland, 2006:2; SAQA, 2014:23; Tomlinson, 2008:57). The South African equivalent of this is the CCFOs (SAQA, 1997), as has been mentioned in Chapter 1.

For the purposes of this study, the notion of graduate attributes will be used as a more encompassing term to refer to the 'soft' skills acquired by students specifically in HE context (Du Preez & Fossey, 2012:347). This wide range of concepts explain the reason why Hammer *et al.* (2009:3) highlight that it is widely documented that there is a lack of clarity in terms of defining and classifying the concept of graduate attributes and other associated concepts in different disciplinary contexts (Hammer *et al.*, 2009:2-3).

As such, Barrie (2007:440) provides four increasingly complex, qualitatively unique conceptions of graduate attributes by academics: a) abilities which provide a foundation pre-university entry (i.e. precursor conception); b) abilities and personal skills that can be usefully added to the discipline-specific learning outcomes of university education (i.e. complement conception; c) skills that are essential in the application and transformation of discipline knowledge or products of university learning to unfamiliar contexts (i.e. translation conception); and d) abilities that lie at the heart of all scholarly learning and knowledge, with the potential to transform knowledge, support the creation of knowledge and transform the individual (i.e. enabling conception). In this regard, as stipulated in the preceding chapters (refer to Chapter 1, par.1.6), Hager and Holland's (2006:2) definition was adapted as well as adopted, and as such within this study, graduate attributes are viewed as human or personal skills, attributes, values, qualities or attitudes that are significant and necessary to be acquired by all graduates regardless of their discipline or field of study, especially in the preparation for the world of work, **as well as for becoming a critically aware and responsible citizen, and a community-oriented graduate for the socio-economic welfare of society (researcher's emphasis added)**. The following section focuses on the classification of graduate attributes.

### 3.3.2 The classification of graduate attributes

Given that the focus of this study was on the infusion of graduate attributes, specifically those required for the implementation of the *Batho Pele* principles, it was deemed necessary to start-off by unpacking the respective service delivery principles, as it was the main frame of reference within this study. Therefore, in light of the conceptualisation of the core aspects of the *Batho Pele*



initiative, as indicated in the preceding chapters, the following attributes seem to be embedded within the respective service delivery principles:

- Listening and communication skills through the service delivery principle of **consultation**.
- Collection, analysis, interpretation and sharing of information through the service delivery principle of **service standards**.
- Approachability, sociability, participation and information communication technology skills through the democratic principle of **access**.
- Professional ethics in terms of respect and consideration for human rights and human dignity through the service delivery principle of **courtesy**.
- Honesty and accurate sharing and presentation of information through the democratic principle of **information**.
- Integrity, reliability (authenticity) and communication skills through **openness and transparency**.
- Sympathetic and positive response, as well as problem-solving skills underpinned by reflective thinking through the service delivery principle of **redress**.
- Personal ethics, economically-driven, economic mindset and professional competency through the service delivery principle of **value for money**.

In an attempt to provide structure and focus in terms of the classification of graduate attributes from the HE context, three different components were categorised, namely: *Component 1*: Consolidated clusters of graduate attributes from various scholars (focused on the classification of graduate attributes from various scholars on a global level); *Component 2*: Nation-wide CCFOs (focused on the recognised and prescribed graduate attributes for all educational programmes on a national level); and *Component 3*: UFS proposed unique graduate attributes (focused on a set of graduate attributes for teaching and learning strategies on an institutional level). The subsequent sections therefore focus on how these components were derived at.

### **3.3.2.1 Component 1: Consolidated clusters of graduate attributes from various scholars**

With respect to the HE sector, HEIs construct their own respective list of desirable graduate attributes (Bridgstock, 2009:32). As such, various scholars (Bridgstock, 2009:37; De la Harpe & David, 2012:495; Griesel & Parker, 2009:10; Hager & Holland, 2006:2-3; Vaatstra & De Vries, 2007:351) provide and consider different graduate attributes as important. In most cases these attributes incorporate thinking skills such as logical and analytical reasoning, cross-disciplinary thinking, critical thinking, reflective thinking, problem-solving abilities, as well as intellectual curiosity and rigour; effective communication skills (i.e. orally and written), teamwork skills, working independently, and capacities to identify, find, access, manage, use knowledge and

information; *personal attributes* such as imagination, creativity, ethical practice, persistence, integrity and tolerance; learning ability, planning, coordinating and organising of information communication technology.

Furthermore, in their baseline study on South African graduates from the perspective of employers, Griesel and Parker (2009:9-15) utilised four framing categories of graduate attributes with a list of sub-attributes under each:

- **Basic skills and understanding:** This category focused on the basic skills that displayed the necessary 'know-how' to meet workplace expectations. These skills included the ability to find and access information; written communication skills; ability to use information; oral presentation skills; ability to handle large amounts of information; technical ability; numeracy or quantitative literacy; ability to use new information; computer literacy; proficiency in English; prior exposure to the work and knowing the organisation.
- **Knowledge and intellectual ability:** This category focused on the intellectual ability and sufficient conceptual or theoretical depth of graduates to perform well at the workplace. Understanding of economic and business realities; ability to relate a specific issue to the broader whole; ability to formulate and check hypotheses and assumptions; understanding of core principles; rapid conceptualisation of issues; critical and analytical ability; ability to follow and construct logical arguments; ability to summarise key issues; intellectual flexibility and adaptability; enquiry and research skills; subject or discipline knowledge; general knowledge about local and global affairs; as well as interest in ideas and desire to continue learning, were a list of attributes measured to assess the knowledge and intellectual ability of graduates.
- **Workplace skills and applied knowledge:** The emphasis in this category was on the level at which graduates demonstrate an appropriate approach and applied competence to workplace tasks. The skills assessed in this regard included the ability to choose appropriate information to address problems; ability to plan and execute tasks independently; an appropriate approach to problem-solving; ability to monitor and evaluate own work-related actions; ability to relate specific issues to wider organisational context; ability to apply knowledge to new situations; ability to devise ways to improve on own actions; understanding of changing workplace; ability to recognise a problem situation; and ability to deal with different cultural practices.
- **Interactive and personal skills:** The category placed emphasis on a sense of self in relation to a changing workplace context and practices. The skills assessed in this regard revolved around openness and flexibility; negotiation and mediation skills; self-motivation and initiative; ability to network; creativity and innovation; leadership ability; ability to relate to a wide range

of people; contribution to team building and work; sense of identity and self-confidence; appreciation of different cultural contexts; and willingness to learn.

Despite the above-mentioned clusters of graduate attributes from the different scholars in the HEI sector, it is noteworthy that Smith and Bath (2006:262) point out that there are unclear guidelines with regard to the methods that could be employed to develop such attributes. This may be related to the fact that some aspects of these graduate attributes, especially the human or personal skills and abilities which are broad and interwoven, may be difficult to explicitly teach, practice and assess through training, in the usual sense of guided repetition or traditional university experiences (Hager & Holland, 2006:3; UFS, 2014:8). Hence, Chapman (2004:8) maintains that graduate attributes are acquired incrementally from many opportunities, as the students' understanding and induction into their discipline develops over the entire period of their university study. As such, "these attitudinal and dispositional qualities are better seen as product of cultural, ethical and social circumstances that may be refined and modified by knowledge and reflection" (Smith & Bath, 2006:262).

In this regard, Chapman's (2004:7) identification of three main learning objectives that facilitate the development of graduate attributes becomes helpful within this study, since these attributes are inextricably linked with the learning of disciplinary context, and the way students communicate their knowledge and apply their learning. Therefore, as much as there is a glaring alignment between Chapman's (2004:11) classification of graduate attributes and the clusters of graduate attributes from other scholars, as stipulated above, she seems to be more structured and unequivocal in her classification. As mentioned earlier, in terms of the development of graduate attributes, she specifically links different types of learning objectives to different clusters of graduate attributes. The concept of learning objectives is defined as the end point that students need to achieve as a result of teaching and learning (Chapman, 2004:10). Generally, these learning objectives that facilitate the development of graduate attributes fall into the following three main categories:

- **Intellectual/theoretical objectives** which focus on what students need to know, on how they must think and learn, as well as how they interpret and make sense of knowledge, requires of them to know, understand and use specific discipline-related vocabularies and principles. As such, intellectual or theoretical objectives set out in a module are associated with the graduate attributes such as analytical thinking, creative thinking, logical thinking, problem-solving ability, critical evaluation, and capacity for independent lifelong learning.
- **Interpersonal / life skill objectives** which focus on how students should interact with other people, are linked with graduate attributes of oral, written and visual communication, interpersonal understandings, teamwork, as well as professional and personal ethics.

- **Technical/practical objectives** which focus on what students need to be able to do or create, on how they should use and apply certain processes or techniques, are associated more with graduate attributes such as laboratory or clinical skills and information technology.

It is noteworthy that Chapman (2004:9) further points out that to successfully embed the graduate attributes into an academic module, the alignment between the different types of learning objectives, teaching and learning activities, as well as assessment tasks, is crucial. This represents the key characteristics of an academic module that needs to be aligned, as Chapman argues, that when graduate attributes are not included in the learning objectives, it is unlikely that students will develop them.

Teaching and learning activities are referred to as any approaches, modes and resource materials that can be used by academic staff members to assist the students in achieving the intended learning objectives, as students learn by doing or reflecting what they have done. In this regard, three main activities that can be incorporated in an academic module are identified, namely teacher controlled activities (e.g. lectures and tutorials), peer activities (e.g. group projects) and independent activities (e.g. writing essays or reports) (Chapman, 2004:12-15).

With reference to assessment, Chapman (2004:13-14, 21) asserted that linking assessment tasks (e.g. oral tests or presentations, written essays and tutorials) to learning objectives is also crucial, as on the one hand, it allows the academic staff members to determine if students have learned what the objective stated and, on the other hand, facilitates the learning and performance of the students in terms of what they need to know or do as they are often assessment driven.

Since there is evidence of commonalities between Chapman's classification of graduate attributes and that of other scholars in the preceding discussions, I as the researcher, clustered graduate attributes as identified by the various scholars additional to the graduate attributes associated with the specific learning objectives as classified by Chapman, in order to provide a comprehensive classification of graduate attributes for the purpose of this study. As a result, despite the use of various framing categories of graduate attributes, Table 3.1 in the subsequent section marks the first component of this study which encompasses the core aspects that tend to feature prominently across the different classifications of graduate attributes by different scholars in the HE sector globally.

It is noteworthy that in this regard the different learning objectives for graduate attributes development by Chapman, as indicated above, were used as a point of departure in terms of the classification of graduate attributes. Additionally, since the focus of this study was on the *Batho Pele* principles, which are the core attributes that need to be practically implemented and applied in a public service working environment, 'workplace skills and applied knowledge', as one of the

above-mentioned framing categories of attributes by Griesel and Parker (2009:6), was considered as a further critical aspect to be included within this study. As mentioned before, this category focuses on an appropriate approach and applied competence that need to be demonstrated by graduates to workplace tasks. This implies that its emphasis is on the extent to which skilful practices and applied knowledge, which are work-based rather than discipline-based, are imparted or infused through HE (Griesel & Parker, 2009:14). Hence, 'workplace skills and applied competence' was included as a stand-alone framing category of graduate attributes in addition to the three learning objectives classified by Chapman (2004).

In view of Table 3.1 it is apparent that the consolidated clusters of graduate attributes associated with the **intellectual/theoretical objectives** include the thinking and reasoning skills, problem-solving skills, evaluation and research skills, capacity for independent lifelong learning, information and knowledge management skills, general understanding and conceptualisation of discipline specific content, principles and issues, as well as global knowledge and understanding.

The **interpersonal / life skills objectives** which focus on how students should interact with other people, are linked with graduate attributes of effective communication and effective skills, personal ethics and skills, diversity skills, teamwork skills, leadership skills, as well as ethical awareness and sensitivity. To the contrary, the laboratory or clinical skills, information communication technology skills and technical ability are specifically linked with the **technical/practical objectives**.

The final aspect added in this study, that is, the 'workplace skills and applied competence' was associated with graduate attributes of working independently, self-evaluation and reflection, understanding diversity and changing workplace practices, as well as proactive approach to problem-solving.

**Table 3.1: The alignment between the different types of the learning objectives and consolidated clusters of graduate attributes from various scholars on a global level, associated with the type of learning objectives**

Type of learning objective for graduate attribute development	Consolidated clusters of graduate attributes associated with the type of learning objective
<p><b>Intellectual/theoretical objectives</b></p> <p>Focus on what students need to know; on how they must think and learn and on how they interpret and make sense of knowledge. This requires of students to have theoretical knowledge, understanding of the knowledge and the ability to use specific discipline-related vocabularies and principles.</p>	<p><i>Thinking and reasoning skills</i> such as analytical thinking, creative thinking, logical thinking, imaginative and reflective thinking, cross-disciplinary thinking.</p> <p><i>Problem-solving skills</i> (e.g. an ability to identify a problem and use information and knowledge, as well as appropriate negotiation and mediation skills to address problems).</p> <p><i>Evaluation and research skills</i> (e.g. an ability to formulate and check hypotheses and assumptions, an ability to</p>

	<p>synthesise or summarise key issues and critical evaluation).</p> <p><i>Capacity for independent lifelong learning</i> (e.g. an ability to use new information, to apply knowledge to new situations and to relate a specific issue to the broader whole or organisational context, an ability to work independently in planning and executing tasks, intellectual flexibility and adaptability, intellectual curiosity and interest in new ideas, willingness and desire to continue learning).</p> <p><i>Information and knowledge management skills</i> (e.g. capacity to identify, access, use and manage extensive knowledge and information).</p> <p><i>General understanding and conceptualisation of discipline-specific content, principles and issues</i> (e.g. subject or discipline knowledge, understanding of economic and business realities).</p> <p><i>Glocal knowledge and understanding</i> (e.g. general knowledge about global and local affairs).</p>
<p><b>Interpersonal / life skill objectives</b> (Focus mainly on how students should interact with other people.)</p>	<p><i>Effective communication and presentation skills</i> (e.g. orally, written format and visually, as well as proficiency in English).</p> <p><i>Personal ethics and skills</i> (e.g. self-evaluation and reflection in which one monitors and evaluates own work-related actions for improvement purposes, self-motivation and initiative, creative and innovative, sense of identity, self-confidence, persistence, tolerance and flexibility).</p> <p><i>Diversity skills</i> (e.g. an ability to relate to a wide range of people and to deal and appreciate different cultural contexts and practices).</p> <p><i>Teamwork skills</i> (e.g. interpersonal understandings, and an ability to network).</p> <p><i>Leadership skills and ability.</i></p> <p><i>Ethical awareness and sensitivity</i> (e.g. integrity, openness, professional ethics and ethical practice).</p>
<p><b>Technical/ practical objectives</b> (Focus on what students need to be able to practically do or create and on how they should use and apply certain processes or techniques.)</p>	<p><i>Laboratory or clinical skills.</i></p> <p><i>Information communication technology skills</i> (e.g. computer literacy and planning, coordinating and organising information communication technology).</p> <p><i>Technical ability</i> (e.g. numeracy or quantitative literacy).</p>
<p><b>Workplace skills and applied knowledge</b> (Focus on an appropriate approach and applied competence that need to be demonstrated by students to workplace related tasks.)</p>	<p><i>Working independently</i> (e.g. an ability to plan and execute tasks independently).</p> <p><i>Self-evaluation and reflection</i> (e.g. an ability to monitor and evaluate own work-related actions and an ability to devise ways to improve on actions).</p> <p><i>Understanding diversity and changing workplace practices</i> (e.g. an ability to deal with different cultural practices, an ability to relate specific issues to wider</p>

	<p>organisational context, understanding the world of work through exposure to work or organisational contexts).</p> <p><i>Proactive approach to problem-solving</i> (e.g. an ability to recognise a problem situation, an ability to choose appropriate information to address problems and an appropriate approach such as negotiation and mediation skills to problem-solving tasks).</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

However, it is significant that in view of the above clusters of graduate attributes drawn from various scholars (i.e. the first component of the study in terms of the classification of graduate attributes), the principles of the *Batho Pele* do not explicitly appear, but rather they seem to be embedded in specific graduate attributes. In this regard, such graduate attributes are regarded as those that are essentially required for the implementation of the *Batho Pele* principles. As such, Table 3.2 below illustrates the alignment between the different types of learning objectives, the consolidated clusters of graduate attributes associated with learning objectives as indicated above and those graduate attributes specifically required for the implementation of the *Batho Pele* principles. This alignment was mainly guided by Chapman's classification of graduate attributes, since it was regarded as the point of departure within this study, in terms of the classification of graduate attributes.

Table 3.2 clearly indicates that the majority of the consolidated clusters of graduate attributes associated with the respective type of learning objectives are required for the implementation of the *Batho Pele* principles. In view of the conceptualisation of the respective eight principles of *Batho Pele*, as indicated above and in the preceding chapters (refer to Chapter 1, par. 1.1. and Chapter 2, par. 2.4.1), there seems to be no specific principle explicitly referring to the stipulated consolidated clusters of graduate attributes associated with the particular learning objectives. However, the discussion below attempts to explain how it was derived at classifying specific graduate attributes, as a requirement for the implementation of the *Batho Pele* principles.

In terms of the intellectual/theoretical objectives, there is no specific *Batho Pele* principle referring to the graduate attributes associated with the respective types of learning objectives indicated above. However, in light of the description of and attributes embedded within the service delivery principle of redress, as indicated earlier, it is inevitable that for a public servant to effectively respond to and solve the complaints of the citizens, they need to have the ability to identify a problem and use the information and knowledge to address the problem at hand. It is further essential to have thinking and reasoning abilities in order to apply critical, logical, analytical and reflective thinking. Furthermore, general understanding of discipline-specific knowledge in a particular work-related area may be necessary in order to provide sound and effective solutions. Additionally, an ability to formulate statements, to critically evaluate problem situations, as well as to synthesise or summarise key issues is crucial in facilitating an effective problem-solving process or redressing the complaints of the citizens.



**Table 3.2: The alignment between the different types of the learning objectives, consolidated clusters of graduate attributes associated with the type of learning objectives and those attributes specifically required for the implementation of the *Batho Pele* principles**

Type of learning objective for graduate attribute development	Consolidated clusters of graduate attributes associated with the type of learning objective	Graduate attributes specifically required for the implementation of the <i>Batho Pele</i> principles
<p><b>Intellectual/theoretical objectives</b></p> <p>Focus on what students need to know; on how they must think and learn and on how they interpret and make sense of knowledge. This requires of students to have theoretical knowledge, understanding of the knowledge and the ability to use specific discipline related vocabularies and principles.</p>	<p><i>Thinking and reasoning skills</i> such as analytical thinking, creative thinking, logical thinking, imaginative and reflective thinking, cross-disciplinary thinking.</p> <p><i>Problem-solving skills</i> (e.g. an ability to identify a problem and use information and knowledge, as well as appropriate negotiation and mediation skills to address problems).</p> <p><i>Evaluation and research skills</i> (e.g. an ability to formulate and check hypotheses and assumptions, an ability to synthesise or summarise key issues and critical evaluation).</p> <p><i>Capacity for independent lifelong learning</i> (e.g. an ability to use new information, to apply knowledge to new situations and to relate a specific issue to the broader whole or organisational context, an ability to work independently in planning and executing tasks, intellectual flexibility and adaptability, intellectual curiosity and interest in new ideas, willingness and desire to continue learning).</p> <p><i>Information and knowledge management skills</i> (e.g. capacity to identify, access, use and manage extensive knowledge and information).</p> <p><i>General understanding and conceptualisation of discipline-specific content, principles and issues</i> (e.g. subject or discipline knowledge, understanding of economic and business realities).</p> <p><i>Glocal knowledge and understanding</i> (e.g. general knowledge about global and local affairs).</p>	<p><i>Thinking and reasoning skills</i> such as analytical thinking, creative thinking, logical thinking, imaginative and reflective thinking, cross-disciplinary thinking.</p> <p><i>Problem-solving skills</i> (e.g. an ability to identify a problem and use information and knowledge, as well as appropriate negotiation and mediation skills to address problems).</p> <p><i>Evaluation and research skills</i> (e.g. an ability to formulate and check hypotheses and assumptions, an ability to synthesise or summarise key issues and critical evaluation).</p> <p><i>Capacity for independent lifelong learning</i> (e.g. an ability to use new information, to apply knowledge to new situations and to relate a specific issue to the broader whole or organisational context, an ability to work independently in planning and executing tasks, intellectual flexibility and adaptability, intellectual curiosity and interest in new ideas, willingness and desire to continue learning).</p> <p><i>Information and knowledge management skills</i> (e.g. capacity to identify, access, use and manage extensive knowledge and information).</p> <p><i>General understanding and conceptualisation of discipline-specific content, principles and issues</i> (e.g. subject or discipline knowledge, understanding of economic and business realities).</p> <p><i>Glocal knowledge and understanding</i> (e.g. general knowledge about global and local affairs).</p>

<p><b>Interpersonal / life skill objectives</b></p> <p>(Focus mainly on how students should interact with other people.)</p>	<p><i>Effective communication and presentation skills</i> (e.g. orally, written format and visually, as well as proficiency in English).</p> <p><i>Personal ethics and skills</i> (e.g. self evaluation and reflection in which one monitors and evaluates own work-related actions for improvement purposes, self motivation and initiative, creative and innovative, sense of identity, self-confidence, persistence, tolerance and flexibility).</p> <p><i>Diversity skills</i> (e.g. an ability to relate to a wide range of people and to deal and appreciate different cultural contexts and practices).</p> <p><i>Teamwork skills</i> (e.g. interpersonal understandings and an ability to network).</p> <p><i>Leadership skills and ability.</i></p> <p><i>Ethical awareness and sensitivity</i> (e.g. integrity, openness, professional ethics and ethical practice)</p>	<p>Effective communication and presentation skills (e.g. orally, written format and visually, as well as proficiency in English).</p> <p><i>Personal ethics and skills</i> (e.g. self evaluation and reflection in which one monitors and evaluates own work-related actions for improvement purposes, self motivation and initiative, creative and innovative, sense of identity, self-confidence, persistence, tolerance and flexibility).</p> <p><i>Diversity skills</i> (e.g. an ability to relate to a wide range of people and to deal and appreciate different cultural contexts and practices).</p> <p><i>Teamwork skills</i> (e.g. interpersonal understandings and an ability to network).</p> <p><i>Leadership skills and ability.</i></p> <p><i>Ethical awareness and sensitivity</i> (e.g. integrity, openness, professional ethics and ethical practice)</p>
<p><b>Technical/ practical objectives</b></p> <p>(Focus on what students need to be able to practically do or create and on how they should use and apply certain processes or techniques.)</p>	<p><i>Laboratory or clinical skills.</i></p> <p><i>Information communication technology skills</i> (e.g. computer literacy and planning, coordinating and organising information communication technology).</p> <p><i>Technical ability</i> (e.g. numeracy or quantitative literacy).</p>	<p><i>Information communication technology skills</i> (e.g. computer literacy, planning, coordinating and organising information communication technology).</p>

<p><b>Workplace skills and applied knowledge</b></p> <p>(Focus on an appropriate approach and applied competence that need to be demonstrated by students to workplace related tasks.)</p>	<p><i>Working independently</i> (e.g. an ability to plan and execute tasks independently).</p> <p><i>Self-evaluation and reflection</i> (e.g. an ability to monitor and evaluate own work-related actions and an ability devise ways to improve on actions).</p> <p><i>Understanding diversity and changing workplace practices</i> (e.g. an ability to deal with different cultural practices, an ability to relate specific issues to wider organisational context, understanding the world of work through exposure to work or organisational contexts).</p> <p><i>Proactive approach to problem-solving</i> (e.g. an ability to recognise a problem situation, an ability to choose appropriate information to address problems and an appropriate approach such as negotiation and mediation skills to problem-solving tasks).</p>	<p><i>Working independently</i> (e.g. an ability to plan and execute tasks independently),</p> <p><i>Self-evaluation and reflection</i> (e.g. an ability to monitor and evaluate own work-related actions and an ability devise ways to improve on actions).</p> <p><i>Understanding diversity and changing workplace practices</i> (e.g. an ability to deal with different cultural practices, an ability to relate specific issues to wider organisational context, understanding the world of work through exposure to work or an organisational context).</p> <p><i>Proactive approach to problem-solving</i> (e.g. an ability to recognise a problem situation, an ability to choose appropriate information to address problems and an appropriate approach such as negotiation and mediation skills to problem-solving tasks).</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Furthermore, the consolidated clusters of graduate attributes associated with the intellectual/theoretical objectives also relate to the *Batho Pele* principles of *setting of service standards, provision of information, and access, value for money, as well as openness and transparency*. Fundamentally, all the above-mentioned *Batho Pele* principles calls for public servants to have knowledge and understanding of, among others, their departmental mandate, processes, procedures and the level and quality of services provided in order to set clear and relevant service standards, disseminate accurate and full information and thus, efficiently respond to the needs of the citizens which ultimately translates into getting the best possible value for money. The promotion of the principle of value for money calls for competent (i.e. knowledgeable) public servants (e.g. possessing subject or discipline knowledge, who are able to work independently and understand the economic and business realities) in order to find creative ways to eliminate wastes, simplify procedures and create more cost-effective public services.

In the main, an effective and efficient application of these service delivery principles requires of the public servants to go beyond the level of knowing and understanding and show the ability to make sense of the acquired knowledge and information (e.g. synthesis and interpreting) through creative thinking, analytical thinking and critical evaluation skills. Since the ultimate goal is to effectively use, as well as share, and innovatively present the information to the citizens and relevant stakeholders to meet the differing needs of the citizens.

Moreover, given the rapid changing of information and knowledge-intensive economy (Bridgstock, 2009:32; Chapman, 2004:7), among others, an ability to use and apply new information, an ability to relate specific information or issues to the broader organisational context, as well as an ability to understand both global- and local-related issues is vital in any work environment, including the public service context. Hence, I as the researcher, contend that the capacity for lifelong learning and acquisition of glocal knowledge and understanding is also crucial attributes in preparing future practitioners for the world of work, especially for public service delivery. In essence, such capacity will enable the public servants to serve the public from an inclusive and broader perspective.

It is against this background, that I assert that the *Batho Pele* principles of *redress, service standards, information, and value for money, access, as well as openness and transparency* are strongly implied by all consolidated clusters of graduate attributes associated with the intellectual/theoretical objectives as indicated above. In more expressive terms, this implies that thinking and reasoning skills, problem-solving skills, evaluation and research skills, capacity for independent lifelong learning, information and knowledge management skills, general understanding and conceptualisation of discipline specific content, principles and

issues, as well as glocal knowledge and understanding, associated with the intellectual/theoretical objectives are required for the implementation of the *Batho Pele* principles.

With respect to the ***interpersonal / life skill objectives***, the graduate attributes linked to such objectives seem to relate to the *Batho Pele* principles of consultation. As indicated in the preceding discussions, listening and communication skills are the key attributes embedded in the service delivery of consultation. Since the process of consultation interlinks with all the eight service delivery principles, it suggests that effective communication and presentation skills are crucial graduate attributes required for the implementation of the *Batho Pele* initiative. For example, the promotion of the principles of setting service standards, accessibility and provision of information, just to mention a few, requires of the public servants to share information and interact with the citizens and relevant stakeholders in one way or the other. In terms of redress, the use of negotiation and mediation skills is crucial.

Moreover, the clients of government can either be consulted orally, in writing or visually. Drawing from personal experience, the latter mode of communication is often used to accommodate those clients with low literacy levels, and emphasis is also on the use of local languages that are appropriate and comprehensive to specific community groups, as literacy and language issues are identified as some of the barriers to consultation in the public service (RSA PSC, 2007a:24). Therefore, notwithstanding that proficiency in English is crucial, it seems that proficiency in other local languages is also an essential graduate attribute in facilitating effective and comprehensible consultations with the clients of government.

Given that the main thrust of the *Batho Pele* initiative is the welfare of the clients of government, it is indicative that human or personal ethics and skills (e.g. tolerance, respect, and persistence) are important in effectively implementing all the service delivery principles. For instance, as indicated earlier, approachability and sociability, respect of human rights and dignity, as well as sympathetic and positive response, are some of the attributes embedded in the service delivery of access, courtesy and redress, respectively.

Furthermore, the interactive and participative nature of working environment in government exposes public servants to a wide range of people, especially at the client interface or front-line offices, as commonly rephrased. As such, within this study, leadership skills, teamwork skills and diversity skills (e.g. an ability to relate to a wide range of people, an ability to deal and appreciate the different cultural contexts and practices) are also deemed as essential graduate attributes required for the implementation of the *Batho Pele* principles.

Additionally, as stipulated in the preceding chapter, since the *Batho Pele* principles also articulates notions of 'service ethos' and 'ethical principles', I further contend that ethical awareness, practice and sensitivity is an essential graduate attribute that is also required for the implementation of the service delivery principles. Especially, honesty, accuracy, integrity, reliability and authenticity in the sharing and presentation of knowledge and information, as indicated above, are some of the identified attributes embedded in the *Batho Pele* principles within this study.

Therefore, in summary, the preceding discussion suggests that all eight *Batho Pele* principles (i.e. *consultation, service standards, access, courtesy, information, openness and transparency, redress and value for money*) are related to all the consolidated clusters of graduate attributes associated with the interpersonal / life skill objectives. This implies that the graduate attribute of effective communication and effective skills, personal ethics and skills, diversity skills, teamwork skills, leadership skills, as well as ethical awareness and sensitivity, are required for the implementation of the *Batho Pele* principles.

Furthermore, in terms of the **technical/practical objectives**, as mentioned in the preceding discussions, consultation (i.e. the mutual and reciprocal sharing and presentation of information between government and its clients) forms a fundamental basis for all the *Batho Pele* principles. As indicated earlier, consultation can occur through various modes of communication such as orally, written and visually (or graphically). In fact, as indicated in Chapter 2, a number of authors (Marais *et al.*, 2008:63; RSA PSC, 2007a:32), highlight that in practice government departments seem to have a tendency to apply communication instruments or methodologies that do not provide allowance for a two-way consultative process or open communication channels (e.g. annual reports, advertisement and websites).

In this regard, computer literacy, an ability to plan, coordinate and organise information communication technologies, as well as basic numeracy or quantitative literacy, become important for the different modes of communication used and also for identifying, accessing, interpreting, presenting and managing government knowledge and information. In summary, this implies that information communication skills and technical abilities are essential and required for the implementation of all the *Batho Pele* principles.

With respect to the consolidated clusters of graduate attributes related to **workplace skills and applied knowledge**, the ability for public servants to work independently is crucial for efficient and effective delivery of services. In addition, self-evaluation and reflection of one's own actions and behaviour, especially in terms of the implementation of the *Batho Pele* principles as the central component of the transformation of public service delivery in order to devise ways to improve and correct undesired actions. Moreover, the increasing changes in

the labour market and the fact that all people of South Africa are the primary beneficiaries of public services, call for an understanding of the changing workplace and diversity practices.

As indicated in the previous chapters, the unprecedented wave of public service delivery protests calls for public servants who are proactive and practical in problem-solving. Among others, this implies an ability to recognise a problem situation, an ability to choose appropriate and accurate government information to address problems effectively and efficiently. In view of the fact that the epitome of the *Batho Pele* initiative is about the welfare of the clients of governments, the importance of the utilisation of an appropriate approach in redressing their complaints and needs (e.g. sympathetic and positive response, as well as negotiation and mediation skills) cannot be overemphasised.

It is against this background that working independently, self-evaluation and reflection, understanding diversity and changing workplace practices, as well as a proactive approach to problem-solving, were regarded as additional graduate attributes required for the implementation of the *Batho Pele* principles.

Given that all the *Batho Pele* principles are related to all the consolidated clusters of graduate attributes associated with the intellectual/theoretical objectives, interpersonal / life skill objectives, two of the three consolidated clusters of graduate attributes associated with the technical/practical objectives, as well as those associated with workplace skills and applied competence, respectively, confirm the point that was emphasised by the PSC that these service delivery principles are interrelated, and as such, cannot be achieved in isolation from each other (RSA PSC, 2010:4). It is against this background that I as the researcher assert that, while the principles of the *Batho Pele* are not explicitly indicated in the consolidated clusters of graduate attributes from various scholars, it is evident that these graduate attributes are required and essential in facilitating an effective and efficient implementation of service delivery competencies. Therefore, the first component of this study as illustrated in Table 3.1 was used as a point of departure in terms of the classification of graduate attributes.

The following section focuses on the second component of this study that was used in terms of the classification of graduate attributes.

### **3.3.2.2 Component 2: Nation-wide Critical Cross-Field Outcomes**

Given that the focus of this study was on the South African context, the following are the graduate attributes (or CCFOs, as commonly phrased), that were regarded as relevant, since they are nationally recognised and prescribed by SAQA for all educational programmes (SAQA, 2000:18-19):

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- Work effectively with others as a member of a team, group, organisation, community.
- Organise and manage oneself and one's activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and or written presentation.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
- In order to contribute to the full personal development of each learner and the social and economic development of the society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of:
  - reflecting on and exploring a variety of strategies to learn more effectively;
  - participating as responsible citizens in the life of local, national and global communities;
  - being culturally and aesthetically sensitive across a range of social contexts;
  - exploring education and career opportunities; and
  - developing entrepreneurial opportunities.

Table 3.3 below illustrates the alignment between the different types of learning objectives, consolidated clusters of graduate attributes associated with the type of learning objectives and the CCFOs required for the implementation of the *Batho Pele* principles.



**Table 3.3: The alignment between the different types of learning objectives, consolidated clusters of graduate attributes associated with the type of learning objectives and the Critical Cross-Field Outcomes on a national level, required for the implementation of the *Batho Pele* principles**

Type of learning objective for graduate attribute development	Consolidated clusters of graduate attributes associated with the type of learning objective	Nation-wide Critical-Cross Field Outcomes required for the implementation of the <i>Batho Pele</i> principles
<p><b>Intellectual/theoretical objectives</b></p> <p>(Focus on what students need to know; on how they must think and learn and on how they interpret and make sense of knowledge. This requires of students to have theoretical knowledge, understanding of the knowledge and the ability to use specific discipline related vocabularies and principles.)</p>	<p><i>Thinking and reasoning skills</i> such as analytical thinking, creative thinking, logical thinking, imaginative and reflective thinking, cross-disciplinary thinking.</p> <p><i>Problem-solving skills</i> (e.g. an ability to identify a problem and use information and knowledge to address problems).</p> <p><i>Evaluation and research skills</i> (e.g. an ability to formulate and check hypotheses and assumptions, an ability to synthesise or summarise key issues and critical evaluation).</p>	<p>Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.</p>
	<p><i>Capacity for independent lifelong learning</i> (e.g. an ability to use new information, to apply knowledge to new situations, intellectual flexibility and adaptability, intellectual curiosity and interest in new ideas, willingness and desire to continue learning).</p>	<p>Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving context do not exists in isolation.</p> <p>Reflecting on and exploring a variety of strategies to learn more effectively.</p>
	<p><i>Information and knowledge management skills</i> (e.g. capacity to identify, access, use and manage extensive knowledge and information).</p>	<p>Collect, analyse, organise and critically evaluate information.</p>
	<p><i>General understanding and conceptualisation of discipline-specific content, principles and issues</i> (e.g. subject or discipline knowledge, understanding of economic and business realities).</p> <p><i>Glocal knowledge and understanding</i> (e.g. general knowledge about global and local affairs).</p>	<p>Participate as responsible citizens in the life of local, national and global communities (i.e. glocal citizenship) in order to contribute to the full personal development of each learner and the social and economic development of the society at large.</p>

<b>Interpersonal / life skill objectives</b> (Focus mainly on how students should interact with other people.)	<i>Effective communication and presentation skills</i> (e.g. orally, written format and visually, as well as proficiency in English).	Communicate effectively using visual and language skills in the modes of oral and or written presentation.
	<i>Teamwork skills</i> (e.g. interpersonal understandings and an ability to network).  <i>Diversity skills</i> (e.g. an ability to relate to a wide range of people and to deal and appreciate different cultural contexts and practices).  <i>Ethical awareness and sensitivity</i> (e.g. integrity, openness, professional ethics and ethical practice).  <i>Personal ethics and skills</i> (e.g. self-motivation and initiative, creative and innovative, sense of identity, self-confidence, persistence, tolerance and flexibility).	Work effectively with others as a member of a team, group, organisation, community.  Being culturally and aesthetically sensitive across a range of social contexts.
	<i>Leadership skills and ability.</i>	None
	<b>Technical/practical objectives</b> (Focus on what students need to be able to practically do or create and on how they should use and apply certain processes or techniques.)	<i>Information communication technology skills</i> (e.g. computer literacy and planning, coordinating and organising information communication technology).  <i>Technical ability</i> (e.g. numeracy or quantitative literacy).
	<i>Laboratory or clinical skills.</i>	None

<p><b>Workplace skills and applied knowledge</b></p> <p>(Focus on an appropriate approach and applied competence that need to be demonstrated by students to workplace related tasks.)</p>	<p><i>Working independently</i> (e.g. an ability to plan and execute tasks independently).</p> <p><i>Self-evaluation and reflection</i> (e.g. an ability to monitor and evaluate own work-related actions and an ability to devise ways to improve on actions).</p>	<p>Organise and manage oneself and one's activities responsibly and effectively.</p>
	<p><i>Understanding diversity and changing workplace practices</i> (e.g. an ability to deal with different cultural practices, an ability to relate specific issues to wider organisational context, understanding the world of work through exposure to work or organisational contexts).</p>	<p>The ability to explore education and career opportunities.</p> <p>Developing entrepreneurial opportunities.</p>
	<p><i>Proactive approach to problem-solving</i> (e.g. an ability to recognise a problem situation, an ability to choose appropriate information to address problems and an appropriate approach such as negotiation and mediation skills to problem-solving tasks).</p>	<p>None</p>

In view of Table 3.3 it is evident that the consolidated clusters of graduate attributes associated with the **intellectual/theoretical objectives**, namely thinking and reasoning skills, problem-solving skills, evaluation and research skills, capacity for independent lifelong learning, information and knowledge management skills, as well as general understanding and conceptualisation of discipline-specific content, principles and issues and glocal knowledge and understanding, are aligned to the CCFOs covering the ability to identify and solve problems in which responses display that responsible decisions have been made using critical and creative thinking; organise and manage oneself and one's activities responsibly and effectively; demonstrate an understanding of the world as a set of related systems by recognising that problem-solving context do not exist in isolation; reflect on and explore a variety of strategies to learn more effectively; as well as collect, analyse, organise and critically evaluate information, and participate as responsible citizens in the life of local, national and global communities (i.e. glocal citizenship) in order to contribute to the full personal development of each learner and the social and economic development of the society at large. Given that all the consolidated clusters of graduate attributes associated with the intellectual/theoretical objectives are required for the implementation of the *Batho Pele* principles, as indicated above, it suggests the same for the CCFOs that are stipulated in the latter statement.

Furthermore, with respect to the consolidated clusters of graduate attributes associated with the **interpersonal / life skill** objectives, it is apparent that the CCFOs, including an ability to communicate effectively, using visual and language skills in the modes of oral and or written presentation, work effectively with others as a member of a team, group, organisation, community, and being culturally and aesthetically sensitive across a range of social contexts, are related to the graduate attributes of effective communication and presentation skills, teamwork skills, diversity skills, ethical awareness and sensitivity, as well as personal ethics and skills. In this regard, since all the consolidated clusters of graduate attributes associated with the interpersonal / life skill objectives are essential and required for the implementation of the *Batho Pele* principles, as indicated earlier, it implies the same for the CCFOs that are indicated above.

In terms of the consolidated clusters of graduate attributes associated with the **technical/practical objectives**, namely information communication technology skills and technical ability, it is evident they are linked with the CCFOs which encompass an ability to communicate effectively using visual, mathematical and/or language skills in the modes of oral and or written presentations, as well as to use science and technology effectively and critically showing responsibility towards the environment and health of others. In view of the fact that information communication technology skills and technical ability are regarded as essential

and required for the implementation of the *Batho Pele* principles, the same applies with the highlighted CCFOs in the preceding statement.

In addition, an ability to organise and manage oneself and one's activities responsibly and effectively, seem to be the only CCFO that is aligned to some of the consolidated clusters of graduate attributes associated with **workplace skills and applied knowledge**, namely working independently, as well as self-evaluation and reflection.

In summary, the preceding discussions clearly indicate that there are specific CCFOs that are essential and required for the effective and efficient application of the *Batho Pele* principles. However, the ability to explore education and career opportunities, as well as developing entrepreneurial opportunities, was regarded as not directly aligned in this regard. The following section focuses on the third component of this study in terms of the classification of graduate attributes

### **3.3.2.3 Component 3: UFS-proposed unique graduate attributes**

Despite that the CCFOs were introduced and prescribed since 1997 for all educational programmes in the South African HE sector, the UFS as one of the South African universities under study, recently published its own set of graduate attributes as part of its teaching and learning strategy to promote quality teaching and learning in the twenty-first century (UFS, 2014:7-8). The following are the proposed UFS unique graduate attributes classified in two distinctive tiers:

- **Tier 1 graduate attributes:** This tier is explained as encompassing complex interwoven aspects of graduate attributes, as it includes those attributes that are broader and therefore more difficult to assess directly. These graduate attributes include scholarship, active global citizens and lifelong learning and they are viewed as resulting from the complex interactions throughout an undergraduate programme.
- **Tier 2 graduate attributes:** This tier includes attributes that are more explicit in nature and easier to be mapped or designed in existing curricula, as well as measured through assessment. These attributes are: inquiry focused and critical, academic and professional competence, effective knowledge worker, and leaders in communities.

In this regard, Table 3.4 demonstrates the alignment between the different types of the learning objectives, consolidated clusters of graduate attributes associated with the types of learning objectives and the UFS proposed unique graduate attributes required for the implementation of the *Batho Pele* principles.

**Table 3.4: The alignment between the different types of learning objectives, consolidated clusters of graduate attributes associated with the type of learning objectives and the UFS proposed unique graduate attributes on an institutional level, required for the implementation of the *Batho Pele* principles**

Type of learning objective for graduate attribute development	Consolidated clusters of graduate attributes associated with the type of learning objective	UFS proposed graduate attributes required for the implementation of the <i>Batho Pele</i> principles
<p><b>Intellectual/theoretical objectives</b></p> <p>Focus on what students need to know; on how they must think and learn and on how they interpret and make sense of knowledge. This requires of students to have theoretical knowledge, understanding of the knowledge and the ability to use specific discipline related vocabularies and principles.</p>	<p><i>Thinking and reasoning skills</i> such as analytical thinking, creative thinking, logical thinking, imaginative and reflective thinking, cross-disciplinary thinking.</p> <p><i>Evaluation and research skills</i> (e.g. an ability to formulate and check hypotheses and assumptions, an ability to synthesise or summarise key issues and critical evaluation).</p> <p><i>Information and knowledge management skills</i> (e.g. capacity to identify, access, use and manage extensive knowledge and information).</p>	<p>Inquiry focused and critical.</p>
	<p><i>Capacity for independent lifelong learning</i> (e.g. an ability to use new information, to apply knowledge to new situations, intellectual flexibility and adaptability, intellectual curiosity and interest in new ideas, willingness and desire to continue learning).</p>	<p>Lifelong learning.</p>
	<p><i>General understanding and conceptualisation of discipline-specific content, principles and issues</i> (e.g. subject or discipline knowledge, understanding of economic and business realities).</p>	<p>Academic and professional competence.</p> <p>Effective knowledge worker.</p> <p>Scholarship.</p>
	<p><i>Glocal knowledge and understanding</i> (e.g. general knowledge about global and local affairs).</p>	<p>Active global citizens.</p>

	<p><i>Problem-solving skills</i> (e.g. an ability to identify a problem and use information and knowledge to address problems).</p> <p><i>General understanding and conceptualisation of discipline-specific content, principles and issues</i> (e.g. subject or discipline knowledge, understanding of economic and business realities).</p>	None
<p><b>Interpersonal / life skill objectives</b></p> <p>(Focus mainly on how students should interact with other people.)</p>	<p><i>Leadership skills and ability.</i></p>	Leaders in communities.
	<p><i>Effective communication and presentation skills</i> (e.g. orally, written format and visually, as well as proficiency in English).</p> <p><i>Personal ethics and skills</i> (e.g. self-motivation and initiative, creative and innovative, sense of identity, self-confidence, persistence, tolerance and flexibility).</p> <p><i>Diversity skills</i> (e.g. an ability to relate to a wide range of people and to deal and appreciate different cultural contexts and practices).</p> <p><i>Teamwork skills</i> (e.g. interpersonal understandings and an ability to network).</p> <p><i>Ethical awareness and sensitivity</i> (e.g. integrity, openness, professional ethics and ethical practice).</p>	None
<p><b>Technical/ practical objectives</b></p> <p>(Focus on what students need to be able to practically do or create and on how they should use and apply certain processes or techniques.)</p>	<p><i>Laboratory or clinical skills.</i></p> <p><i>Information communication technology skills</i> (e.g. computer literacy and planning, coordinating and organising information communication technology).</p> <p><i>Technical ability</i> (e.g. numeracy or quantitative literacy).</p>	None

<p><b>Workplace skills and applied knowledge</b></p> <p>(Focus on an appropriate approach and applied competence that need to be demonstrated by students to workplace related tasks.)</p>	<p><i>Working independently</i> (e.g. an ability to plan and execute tasks independently).</p> <p><i>Self-evaluation and reflection</i> (e.g. an ability to monitor and evaluate own work-related actions and an ability to devise ways to improve on actions).</p> <p><i>Understanding diversity and changing workplace practices</i> (e.g. an ability to deal with different cultural practices, an ability to relate specific issues to wider organisational context, understanding the world of work through exposure to work or organisational contexts).</p> <p><i>Proactive approach to problem-solving</i> (e.g. an ability to recognise a problem situation, an ability to choose appropriate information to address problems and an appropriate approach such as negotiation and mediation skills to problem-solving tasks).</p>	<p>None</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------



In light of the UFS-proposed unique graduate attributes, as indicated in Table 3.4 it is apparent the focus is on limited number of attributes that do not adequately cover or focus on all the core aspects of the *Batho Pele* principles. Despite the identified limitation, Table 3.4 shows that specific core aspects from the UFS proposed unique graduate attributes are aligned to some of the consolidated clusters of graduate attributes associated with the different types of learning objectives.

In cases of ***intellectual/theoretical objectives*** the graduate attributes of thinking and reasoning skills, evaluation and research skills, information and knowledge management, capacity for independent lifelong learning, general understanding and conceptualisation of discipline-specific content, principles and issues, as well as global knowledge and understanding, are related to the UFS graduate attributes of inquiry, focused and critical, lifelong learning, academic and professional competence, as well as an effective knowledgeable worker, scholarship and active global citizens.

In terms of the consolidated clusters of graduate attributes associated with the ***interpersonal / life skill objectives***, specifically the leadership skills and ability are aligned to the UFS graduate attributes of leaders in communities.

To the contrary, in terms of the consolidated clusters of graduate attributes associated with the ***technical/practical objectives*** and ***workplace skills and applied knowledge***, respectively, there seems to be no alignment identified.

Given that all the consolidated clusters of graduate attributes associated with the theoretical/intellectual objectives and interpersonal / life skill objectives, respectively, are required for the implementation of the *Batho Pele* principles, it is apparent that the same can be stipulated on the UFS graduate attributes, as stipulated in the preceding discussion.

In summary, Table 3.5 below highlights the alignment based on the three respective components used in this study, in terms of the classification of graduate attributes from the HE context.

**Table 3.5: The alignment between the three different components of the study in terms of the classification of graduate attributes**

Type of learning objective for graduate attribute development	Consolidated clusters of graduate attributes associated with the type of learning objective	Graduate attributes specifically required for the implementation of the <i>Batho Pele</i> principle	Nation-wide Critical-Cross Field Outcomes required for the implementation of the <i>Batho Pele</i> principles	UFS proposed graduate attributes required for the implementation of the <i>Batho Pele</i> principles
	Point of Departure/ Frame of reference	Component 1: Focuses on global level	Component 2: Focuses on national level	Component 3: Focuses on Institutional level
<p><b>Intellectual/theoretical objectives</b></p> <p>(Focus on what students need to know; on how they must think and learn and on how they interpret and make sense of knowledge. This requires of students to have theoretical knowledge, understanding of the knowledge and the ability to use specific discipline related vocabularies and principles.)</p>	<p><i>Thinking and reasoning skills</i> such as analytical thinking, creative thinking, logical thinking, imaginative and reflective thinking, cross-disciplinary thinking.</p> <p><i>Evaluation and research skills</i> (e.g. an ability to formulate and check hypotheses and assumptions, an ability to synthesise or summarise key issues and critical evaluation).</p> <p><i>Information and knowledge management skills</i> (e.g. capacity to identify, access, use and manage extensive knowledge and information).</p>	<p>Thinking and reasoning skills.</p> <p>Evaluation and research skills.</p> <p>Information and knowledge management skills.</p>	<p>Collect, analyse, organise and critically evaluate information.</p>	<p>Inquiry focused and critical.</p>

	<i>Problem-solving skills</i> (e.g. an ability to identify a problem and use information and knowledge to address problems).	Problem-solving skills.	Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.	None
	<i>Capacity for independent lifelong learning</i> (e.g. an ability to use new information, to apply knowledge to new situations, intellectual flexibility and adaptability, intellectual curiosity and interest in new ideas, willingness and desire to continue learning).	Capacity for independent lifelong learning.	Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving context do not exist in isolation.  Reflecting on and exploring a variety of strategies to learn more effectively.	Lifelong learning.
	<i>General understanding and conceptualisation of discipline-specific content, principles and issues</i> (e.g. subject or discipline knowledge, understanding of economic and business realities).	General understanding and conceptualisation of discipline-specific content, principles and issues.	Participate as responsible citizens in the life of local, national and global communities (i.e. glocal citizenship) in order to contribute to the full personal development of each learner and the social and economic development of the society at large.	Academic and professional competence.  Effective knowledge worker.  Scholarship.
	<i>Glocal knowledge and understanding</i> (e.g. general knowledge about global and local affairs).	Glocal knowledge and understanding.	Participate as responsible citizens in the life of local, national and global communities (i.e. glocal citizenship) in order to contribute to the full personal development of each learner and the social and economic development of the society at large.	Active glocal citizens.

<b>Interpersonal / life skill objectives</b> (Focus mainly on how students should interact with other people.)	<i>Effective communication and presentation skills</i> (e.g. orally, written format and visually, as well as proficiency in English).	Effective communication and presentation skills.	Communicate effectively using visual and language skills in the modes of oral and or written presentation.	None
	<i>Teamwork skills</i> (e.g. inter-personal understandings and an ability to network).	Teamwork skills.	Work effectively with others as a member of a team, group, organisation, community.	None
	<i>Diversity skills</i> (e.g. an ability to relate to a wide range of people and to deal and appreciate different cultural contexts and practices).	Diversity skills.	Being culturally and aesthetically sensitive across a range of social contexts;	None
	<i>Personal ethics and skills</i> (e.g. self-motivation and initiative, creative and innovative, sense of identity, self-confidence, persistence, tolerance and flexibility).	Personal ethics and skills.	None	None
	<i>Leadership skills and ability.</i>	Leadership skills and ability.	None	Leaders in communities.
	<i>Ethical awareness and sensitivity</i> (e.g. integrity, openness, professional ethics and ethical practice).	Ethical awareness and sensitivity.	None	None

<b>Technical/practical objectives</b> (Focus on what students need to be able to practically do or create and on how they should use and apply certain processes or techniques.)	<i>Information communication technology skills</i> (e.g. computer literacy and planning, coordinating and organising information communication technology).  <i>Technical ability</i> (e.g. numeracy or quantitative literacy)	Information communication technology skills.	Communicate effectively using visual, mathematical and/or language skills in the modes of oral and or written presentation.  Use science and technology effectively and critically, showing responsibility towards the environment and health of others.	None
	<i>Laboratory or clinical skills.</i>	None	None	None
<b>Workplace skills and applied knowledge</b> (Focus on an appropriate approach and applied competence that need to be demonstrated by students to workplace related tasks.)	<i>Working independently</i> (e.g. an ability to plan and execute tasks independently)	Working independently	Organise and manage oneself and one's activities responsibly and effectively.	None
	<i>Self-evaluation and reflection</i> (e.g. an ability to monitor and evaluate own work-related actions and an ability to devise ways to improve on actions).	Self-evaluation and reflection	None	None

As indicated in Table 3.5, the different components in this study included the consolidated clusters of graduate attributes from various scholars (i.e. Component 1), Nation-wide CCFOs (i.e. Component 2), UFS proposed unique graduate attributes (i.e. Component 3). In addition, it is apparent that there is an alignment across the different components.

Since the focus of this study is on a CSL module as a transformative pedagogical tool to infuse graduate attributes, the focus of the discussion later in this chapter is on the last component in terms of the classification of graduate attributes, as related to the specified module. Upon, this discussion the 'core attracters' derived from the four different components of this study was extrapolated for the purpose of the empirical portion of the study.

As has been mentioned before, the demand for HEIs to produce graduates responsive to the socio-economic needs guided by policy developments, as well as employers' graduate employability agenda, has mainly contributed to an increased interest on the graduate attributes. Hence, although both the two core learning outcomes indicated above are seen as contributing to graduate employability, the acquisition of graduate attributes as one of the crucial learning outcomes in a university curriculum, is regarded as more beneficial than the discipline-specific skills, especially due to the increasingly changing needs of the labour market and society (Chapman, 2004:7; Griesel & Parker, 2009:20). Despite the two main factors indicated above, a number of researchers (Barrie, 2006:216; Griesel & Parker, 2009:1; Hager & Holland, 2006:1; Hammer *et al.*, 2009:2; Hughes & Barrie, 2010:325) indicate that this fuelled interest in graduate attributes has its origin from a number of other factors which is expounded in the subsequent discussion.

### **3.3.3 Factors associated with the origins of interest on the graduate attributes**

The following section focuses on key factors that are associated with the increased interest on the infusion of graduate attributes in the university curriculum.

#### **3.3.3.1 Lack of synergy between HE outcomes and employers' expectations**

As mentioned before, there is a pressing concern and need to address gaps between employers' expectations and HE outcomes (Archer & Chetty, 2013:135; Griesel & Parker, 2009:1; Mbanga, 2004:104-106). As a result, Cummings (as quoted by Smith & Bath, 2006:259) states that the increasing value placed on developing graduate attributes in HE has been influenced by, among others, a greater focus on the disconnected relationship between education outcomes and the employment expectations of graduates.

### **3.3.3.2 Rapid changing of information and knowledge-intensive economy**

The global economic crisis that was sudden in 2008, has put further pressure on the HE sector, particularly in South Africa, to produce even more skilled graduates who are able to compete within a global workforce (Griesel & Parker, 2009:2). Particularly, in the context of a rapidly changing information and knowledge-intensive economy, as well as professional practice, the resultant effect is that students are being prepared to a future that is largely unknown and thus need to know how to find and manage information to continue to learn (Bridgstock, 2009:32; Chapman, 2004:7). To this effect, graduate attributes are globally recognised as a critical outcome of contemporary HE sector to better prepare the students for the world of work (De la Harpe & David, 2012:493).

Gardner (in De la Harpe & David, 2012:493) alludes to this statement and points out that the implications for universities in delivering on the promise of a future-oriented education system and the development of minds that can synthesise knowledge and extend it in new and unfamiliar ways and contexts is of paramount importance. As such, some HE academics and learning specialists and an array of education and training agencies drive the growing importance of graduate attributes due to the resultant increase in competition between universities and the traditional role of universities as custodians and creators of knowledge (Badat, 2010:14; Hammer *et al.*, 2009:2-3).

### **3.3.3.3 Institutional changes within the higher education sector**

The popular perspective that education is a lifelong process (Cummings, in Smith & Bath, 2006:259), mass education and marketisation (Hammer *et al.*, 2009:2), are some of the key institutional changes in the HE sector marked as further contributing to the increasing value placed on developing graduate attributes in HE.

In conclusion, in light of the defined factors in the above-mentioned discussion, a number of researchers (Barrie, 2006:216; Bourner, 2004:39-49; Chapman, 2004:7; Griesel & Parker, 2009:3; Hager & Holland, 2006:3) concur that in principal, the employers' expectations have contributed to an increased focus on graduate attributes. The next section, therefore, focuses on the extent to which the HE sector has responded to the increased attention given to graduate attributes, based on the employers' graduate employability agenda.

### **3.3.4 The response of higher education to employers' graduate employability agenda**

Given the employers' graduate employability agenda, there has been a pressing demand and an expectation for HE to engage proactively with the skills needs of the economy, especially

in terms of the numbers, type and quality of graduates required to meet societal and economic demands (Griesel & Parker, 2009:2-3). In this regard, in response to the employers' call for graduates to possess graduate attributes for employability purposes (i.e. employers' graduate employability agenda), the global HE environment have been marked by universities that are increasingly concerned and under pressure to equip students with more than just academic qualifications. As such, its focus has been on re-examining which graduate attributes students should possess and on the purpose and role of the university education in developing graduate attributes and as such preparing well-educated students who are both employable to multiple employers across multiple work contexts and capable of contributing to civil society (Archer & Chetty, 2013:134; Barrie, 2007:439; Bridgstock, 2009:31-32; Hager & Holland, 2006:4; Mason *et al.*, 2009:2).

In this regard, as indicated in the preceding discussions, universities have responded with the development of a range of initiatives aimed at fulfilling this new role (Griesel & Parker, 2009:4; Hammer *et al.*, 2009:3). To this effect, various projects and initiatives are employed by universities to ensure the infusion of graduate attributes in the HE sector curriculum (Barrie, 2006:218; Hammer *et al.*, 2009:3).

Particularly, in the United States of America (USA), various curriculum renewal initiatives focusing on embedding graduate attributes, include the likes of Alverno College's ability-based curriculum and the Essential Learning Outcomes published by the American Association of Colleges and Universities. In addition, in Australia, the Griffith graduate project, as well as the Curtin University's Curriculum 2010 initiative are some of the initiatives that aimed to, among others, embed graduate attributes into the university curriculum, not only for employability purposes (Oliver, 2013:450-451), but also for the holistic development of students (Crebert *et al.*, 2004:2). Notably, in Australia graduates are now expected to have acquired some degree of competence in a range of graduate attributes to enhance their personal development and professional abilities (Hammer *et al.*, 2009:2). This is due to the fact that in Australia graduate attributes are accepted as skills, knowledge and abilities of university graduates, applicable in a range of contexts and beyond discipline-specific skills (Barrie, 2006:217; Barrie, 2007:440). Moreover, Australian universities have gone to great lengths to promote the importance of graduate attributes (Crebert *et al.*, 2004:3), such as publishing statements of graduate attributes on their websites, particularly in response to the new government-funding initiatives (Hammer *et al.*, 2009:3).

Furthermore, Mason *et al.* (2009:23) also indicate that in recent years, significant resources have been devoted to efforts to develop graduate attributes in United Kingdom universities for employability purposes. Moreover, the Higher Education Funding Council for England has



developed measures of university outcomes which include indicators of graduate labour market outcomes (Mason *et al.*, 2009:4).

The above-mentioned initiatives confirm what is highlighted by De la Harpe and David (2012:494) when they point out that internationally HEIs support to embark on a period of significant systemic and cultural reform. Moreover, these initiatives serve as evidence that the universities have accepted their role as vocational educators in order to prepare future practitioners as knowledge workers, and citizens who are responsive to ever-expanding flows of knowledge and information (Hammer *et al.*, 2009:2), as well as socio-economic needs. In turn, this increased attention on the infusion of graduate attributes has revealed educational advantages such as module development, module delivery and assessment, and quality assurance to module providers (Hager & Holland, 2006:6).

Furthermore, a number of government-funded initiatives and programmes are designed to encourage the development of graduate attributes within HEIs (Mason *et al.*, 2009:3). As an example, Barrie (in Hammer *et al.*, 2009:3) articulates that the development of graduate attributes statements became a condition of government funding. In particular, Bowden *et al.* (in Bridgstock, 2009:31) and Barrie (2006:216) highlight the United Kingdom, Australia and Canada as some governments that have made a statement of the generic outcomes (i.e. graduate attributes) of a university education as a prerequisite for public funding. In addition, evidence that universities are actually achieving these claimed graduate attributes is also added as a condition for government funding (Barrie, 2006:216). This highlights the growing importance attached to graduate attributes in some governments and partly fundamental ways how these changes in the labour market orientation towards graduate employability have affected the HE sector (Bridgstock, 2009:31).

The preceding discussions explicitly indicate that the HE sector has globally been under increased pressure to respond to the wider attention placed on graduate attributes, and the South African HE is not an exception. Therefore, HE in the South African context has also been under considerable pressure to provide, among others, quality education to all citizens of the country (Vandeyar, 2010:914), with the aspiration to produce graduates who will contribute to social and economic development as well as democracy (Badat, 2010:14; Griesel & Parker, 2009:2). For instance, as an example, the University of South Africa (Unisa) has been concerned with the extent to which the attributes of its graduates meet the requirements of the workplace and society in general (Archer & Chetty, 2013:138).

It is for this reason that the NPHE also alludes to the preceding sentiment, and states that there is increasing evidence that suggests that narrowly developed technical skills are becoming less important to employers and, as such, in addition to these skills, employers

require graduates to demonstrate an array of skills and competencies geared towards addressing the needs for graduates to be responsive in the contemporary world (Ministry of Education, 2001:32). Hence, Mubangizi and Theron (2011:38) maintain that for South African public service to be fully responsive to the new public management debates, there needs to be a shift to a skills-based approach of 'doing things right' (efficiency) and at the same time, a move towards a compelling moral requirement for public servants to 'do the right thing' (effectiveness), as has been stated above (refer to par. 3.1).

Consequently, there has been an on-going discourse on how public servants should be educated and trained at HEIs in order to address the developmental and global challenges faced by governments around the world (Hazma, 2010:4). To this effect, the attention of universities has been on designing programmes to improve job skills and re-orientate the existing public servants with a new democratic ethos (Hazma, 2010:1). In contrast, the contention in this study is that it is even more crucial for HEIs to facilitate awareness of, and infusion of democratic ethos such as the *Batho Pele* principles in students before they even enter the world of work.

The subsequent section highlights a number of institutional teaching approaches used for the development of graduate attributes in a university curriculum.

### **3.3.5 Higher education teaching approaches for infusing graduate attributes in the university curriculum**

Vaatstra and De Vries (2007:342) and Barrie *et al.* (in Hughes & Barrie, 2010:327-328), indicate curriculum conditions such as the content and design of the curriculum, quality of teachers, involvement in extramural activities, quality assurance as well as assessment, as some of the key factors that may contribute to the infusion or acquisition of graduate attributes. Barrie *et al.* (in Hughes & Barrie, 2010:327-328) further add curriculum approach as one of the key determinants of an institution's effectiveness in achieving graduate attributes.

In this regard, Chadha and Nicholls (2006:117) assert that there are a number of teaching approaches used to achieve the development or infusion of graduate attributes in the university curriculum. In support of the latter statement, the identification of Mason *et al.* (2009:4) and the analysis of Barrie (2007:444) based on academics' understandings of how students acquire graduate attributes provide a range of curricula teaching or curricula approaches reported in the literature. As such, this confirms the statement of Hammer *et al.* (2009:3) when they assert that there is considerable confusion over how graduate attributes should be taught. However, for the purpose of this study, the following overlapping three curricula approaches used for the

development of graduate attributes in undergraduate training are identified, based on Chadha and Nicholls (2006:117), Barrie (2007:444) and Mason *et al.* (2009:4):

- ***Embedding approach***: This approach means that there is no specific reference made to graduate attributes in the module. As such, the emphasis on graduate attributes may get lost along the way unintentionally as the core curriculum may receive more attention (Chadha & Nicholls, 2006:117; Mason *et al.*, 2009:4). Conversely, the *teaching process* approach as identified by Barrie (2007:444) is more linked to the embedding approach, since in this regard the academics understand the development of graduate attributes to be achieved through the teaching process of the usual or traditional university curriculum.
- ***Integrated approach***: In this approach, the graduate attributes are developed in parallel with the discipline-specific skills. This approach provides space and platform for the infusion of graduate attributes in a module, as the same emphasis placed on the discipline-specific skills is also given to the development of graduate attributes (Chadha & Nicholls, 2006:117; Mason *et al.*, 2009:4). Similarly, this approach seems to be more in line with the *teaching content* approach identified by Barrie (2007:444). In this regard, the academics understand the graduate attributes to be acquired as part of the taught content of the traditional university curriculum, which implies that the graduate attributes curriculum is included as an integral part of the disciplinary knowledge. This suggests that graduate attributes are made explicit for students.

In contrast, Hughes and Barrie (2010:326) argues that while this approach makes graduate attributes more explicit, generally it focuses on a limited range of decontextualised skills and as such, students and academic staff perceive those skills as not associated with the type of learning in the HE sector. Moreover, the focus remains on teaching rather than learning as the role of the teacher is at the forefront in this approach (Barrie, 2007:447).

- ***Bolting-on approach***: In this last approach, graduate attributes are developed independently of the core discipline enabling the explicit development of graduate attributes. In contrast, often students fail to grasp the academic value of such an approach (Chadha & Nicholls, 2006:117). Correspondingly, the *associated* approach as expressed by Barrie (2007:444) and *stand-alone* approach as articulated by Mason *et al.* (2009:4), seems to both relate with the *bolting-on* approach. This is based on the fact that the *associated* approach (and *stand-alone* approach) is understood by the academics as the development of graduate attributes through the provision of an additional separate or a discrete subset of the curriculum in association with the traditional university curriculum. A similar weakness as pointed in the preceding approach is the fact that the role of the teacher and teaching remains in the foreground, even in this approach (Barrie, 2007:446).

Furthermore, despite the three defined curricula approaches explained above, three additional curricular approaches are identified by Barrie (2007:444), namely:

- **Remedial approach:** The development of graduate attributes is understood to not be within the ambit of the mainstream university curriculum, but rather of earlier education experiences. It only becomes relevant in a remedial context at the university level as to cater for those students who have not already developed these skills, implying that it is not a curriculum for all students).
- **Engagement approach:** The development of graduate attributes is understood to be in terms of the way students engage with the module's learning experience.
- **Participatory approach:** The development of graduate attributes is understood to be in terms of the way students participate in the broader learning experience of university life such as extra-curricular activities and social activities.

Relative to the three main distinct approaches, the remedial approach is the only one ascribed as a bolting-on process of developing graduate attributes, and both engagement and participatory approaches are ascribed as integrated processes of developing graduate attributes (Barrie, 2007:446, 449).

Based on the literature, there seems to be different opinions on which teaching approach is mostly utilised. In some quarters in the HE sector, the response to this renewed focus on graduate attributes has been to consider graduate attributes as a set of additional learning outcomes which can be made explicitly outside of the core university discipline-specific skills (i.e. bolting-on approach) (Hughes & Barrie, 2010:325-326). Furthermore, Mason *et al.* (2009:4) argue that the majority of universities employ a mix of embedded and bolting-on teaching approaches in developing graduate attributes. On the contrary, Atlay and Harris (2000:77) indicate that there is greater support for the integrated approach, since skills such as graduate attributes form an integral part of the curriculum.

In particular, the strength of the integrated approach is laid on the provision it makes for both the discipline-specific skills and graduate attributes. Cottrell (in Chadha & Nicholls, 2006:117) advocates this view, maintaining that skills enhancement do not thrive if they are divorced from the students' overall teaching and learning experience. It is, however, noteworthy that although the integrated approach receives prominence in terms of the development and infusion of graduate attributes, there exists a place for the embedded and bolting-on approach within specific contexts.

Furthermore, taking into consideration the types of teaching approaches described in the preceding discussions, a modular approach to curriculum design illustrates one of the

dominant models in some international HEIs such as Australian universities (Hughes & Barrie, 2010:330). The typically modular approach includes changes to existing module content, the introduction of a new module and teaching methods, or expanded provision of opportunities for work experience within the module with one intended goal to enhance the development of graduate attributes and/or make the acquisition of such attributes more explicit (Mason *et al.*, 2009:4). In addition, the incorporation of creative and activating activities (e.g. a range of social inclusion and community partnership programmes), aligned to learning outcomes, teaching strategies and assessment (Biggs, in De la Harpe & David, 2012:506), will add more value in infusing graduate attributes to the teaching and learning experience for all stakeholders involved, in particular the students (De la Harpe & David, 2012:506-507).

In light of the above discussions, it is evident that universities are increasingly responsible for contributing towards the employers' graduate employability agenda through producing employable graduates who can significantly contribute to a knowledge-driven economy (Archer & Chetty, 2013:135). Despite the speedy response of universities at a policy level (Hammer *et al.*, 2009:3) and mounting reports of many curriculum renewal initiatives from HEIs, in a quest to respond to the graduate employability agenda, universities continue to grapple with the task of successfully infusing graduate attributes within the university curricula (De la Harpe & David, 2012:494). Correspondingly, Barrie (2006:218) adds that the overall picture in HE systems world-wide shows that the implementation and uptake of effective graduate attribute initiatives has remained 'patchy'. As such, Archer and Chetty (2013:135) concede that this responsibility is not without challenges.

This suggests that HEIs face many challenges as it strives to position itself as a player in the development of human capital through qualifications and curricula which are responsive to technological, economical and social development needs (Forbes, 2006:4). Hence, an overview of these deficiencies in HE curriculum, particularly in terms of the infusion of graduate attributes is provided in the subsequent section.

### **3.3.6 Challenges associated with the infusion of graduate attributes in the university curriculum**

Various authors (Barrie, 2007; Crebert *et al.*, 2004; De la Harpe & David, 2012; Hammer *et al.*, 2009; Oliver, 2013) argue that there are a range of factors, both within HEIs and beyond the control of individual institutions attributed to challenges associated with the task of successfully infusing graduate attributes in the university curriculum. Some of these factors are discussed in some detail in the subsequent section.

### **3.3.6.1 Institutional factors**

#### **a) Poor curriculum conditions**

Hammer *et al.* (2009:2-3) indicate that a considerable confusion over the teaching, implementation, assessment, classification of graduate attributes within different disciplines, and ultimately how they should shape or impact on teaching practices in HE, stand to be some of the internal challenges faced by academic staff dealing with the development of graduate attributes. In addition, they refer to increased student numbers as also having the potential to derail the graduate employability agenda, since they impact on programme structures and the development of appropriate teaching and learning strategies (Hammer *et al.*, 2009:8).

#### **b) Inadequate resources**

Furthermore, the findings by Mason *et al.* (2009:24-25) that revealed that an explicit university teaching and assessment of graduate attributes as one of the mechanisms that can be employed to improve graduate attributes and is not significantly related to labour market outcomes, may highlight questions about the level of resources devoted to this activity.

#### **c) Resistance from key stakeholders**

One of the curriculum renewal initiatives aimed at embedding graduate attributes that commenced in one of the Australian universities revealed resistance from academic staff to engage in the initiative as one of the key challenges in which some preferred to focus on professional competencies (i.e. graduate attributes) alone or only on discipline content (Oliver, 2013:453). Conversely, a survey that was conducted by De la Harpe and David (2012:496), in which academic staff from 16 universities across Australia participated, reveals that the majority of academic staff believes that graduate attributes should be an essential focus in HEIs and as such, be included in the university curriculum.

This discrepancy suggests that, while the majority of academic staff hold a positive belief about the importance of infusing graduate attributes in the university curriculum, this belief may not always be translated into what they proceed to do in their teaching practice (De la Harpe & David, 2012:498). In addition, the willingness and confidence levels of the academic staff (De la Harpe & David, 2012:498), as well as the individual attitudes and motivation of students themselves (Crebert *et al.*, 2004:2), play a crucial role in the extent to which graduate attributes are emphasised and developed in the teaching and assessment practices.

#### **d) Lack of conceptual clarity**

As has been mentioned before, various concepts employed by researchers and policy writers (Barrie, 2006:217; Barrie, 2007:440; Hager & Holland, 2006:2; Tomlinson, 2008:57), often

used interchangeably to describe desirable graduate attributes, is indicative of the conceptual confusion as referred to by Hammer *et al.* (2009:2). As a further evidence confirming this confusion, Hammer *et al.* (2009:4) add that, based on various universities (e.g. Murdoch University, University of Sydney and University of Canberra), all of these terms cover anything from technical skills, higher order attributes to values.

Consequently, Barrie (2007:441) and Hammer *et al.* (2009:4) contend that such theoretical conceptual confusion explains to a certain extent the hindrances to the graduate employability agenda such as practical implications for teaching and learning of graduate attributes which result in limited implementation of such attributes within the university curriculum. Hence, this conceptual confusion is regarded as some cause for concern if they serve as a barrier to the realisation of the university aspirations to curriculum changes, since any organisational change requires some measure of consensus (Hammer *et al.*, 2009:4-5). In addition, as a further resultant effect, evidencing achievement of graduate attributes since they overlap and are entwined, and the time needed for innovations (e.g. to incorporate graduate attributes with accreditation competencies) to come to fruition was further challenges identified (De la Harpe & David, 2012:496).

It is for this reason that Barrie (2006:215) states a valid point that understanding these graduate attributes as referred to by HEIs, is more fundamental than seeking to understand which attributes to combine on the graduate 'shopping list'. This implies that there is a need for employers and HEIs to reconceptualise the kinds of graduate attributes that are regarded essential for new graduates, especially since jobs in the twenty-first century are immensely different from jobs in the preceding years (Crebert *et al.*, 2004:5).

#### **e) Implicit teaching approach to develop graduate attributes**

According to Bringle and Steinberg (2010:428), producing students possessing values and attributes to enable them to be socially responsive to the needs of the society is not necessarily a new role for HE. In fact, Hughes and Barrie (2010:325) maintain that universities have always endeavoured to develop such attributes in their students. However, Carroll (in Hughes & Barrie, 2010:325) highlights that the development of graduate attributes has traditionally been considered so fundamentally inherent to all teaching and learning (on discipline-specific skills) as to warrant no further special attention. The latter statement resonates with the definition of an embedded teaching approach that is described in the preceding discussions. In this approach, there is no specific reference made to graduate attributes in the module (Chadha & Nicholls, 2006:117; Mason *et al.*, 2009:4). This confirms the statement by Bowden *et al.* (as quoted by Hughes & Barrie, 2010:325), as well as Bringle and Steinberg (2010:430), that discipline-specific skills have traditionally formed the core of most university curricula. Hence,

the ironic statement by Nengwekhulu (2009:341) expressing that “some of the worst performers in the public service are people with impressive skills”, becomes significant in the context of this study.

With respect to university curricula, Morgan (in Mubangizi & Theron, 2011:40) differentiates between two broad categories of curricula in the HE context, namely a technocratic curriculum and a democratic curriculum. The emphasis of the technocratic curriculum is more on efficiency, that is, on precise knowledge of processes, procedures as well as expert decision-making. The technocratic view assumes that the world represented in the curriculum (e.g. public administration) is rational and standardised and is as predictable and capable to attain goals. Conversely, the democratic curriculum is defined as that which focuses more on effectiveness that is, on localism, public control, accountability, participation and collective decision-making. The democratic view assumes that in the real world public administration is practical, subjective and dependent upon a variety of factors.

Based on the defined broad categories of the HE curriculum in the preceding discussion, Mubangizi and Theron (2011:39) claim that in reality the curricula to train public servants in South African HEIs have been too focused on efficiency, which is associated with the technocratic curriculum. As has been mentioned before, this implies that focus in the curriculum has been prominently on ‘how to do things right’ (e.g. knowledge on how to manage resources, keep records and religiously follow the prescripts, processes and procedures). With the latter statement in mind, it is apparent that the focus in the technocratic curriculum is chiefly on technical skills and thus resonates within the traditional HE curriculum where the focus is mainly on knowledge and discipline-specific content.

In contrast, less focus in HE curricula has been on understanding effectiveness, which is associated with the democratic curriculum. In this regard, Mubangizi and Theron (2011:39) suggest that limited focus in the university curriculum has been on ‘what the right thing is’, for example Who is government serving? What are the real needs of the citizens? How should the citizens be best served? In light of the latter statement, it is apparent that the democratic curriculum focuses beyond mere acquisition of knowledge and seeks to produce critical graduates that are responsive and conscious to the needs of the citizens.

Therefore, since the infusion of graduate attributes in the university curriculum marks a paradigm shift in the HE sector, the reliance mainly on the traditional curriculum which is associated with the technocratic curriculum, highlights one of the key challenges for universities in producing graduates equipped for the rapidly changing world of work (De la Harpe & David, 2012:507). In fact, Crebert (in De la Harpe & David, 2012:494) articulates that the traditional approaches to developing graduate attributes in universities have had only



limited impact, especially in Australia and other overseas countries. As such, various researchers (Atlay & Harris, 2000:77; Chadha & Nicholls, 2006:116; Du Preez & Fossey, 2012:346; Fossey, 2012:359) have reported that limited attention has been given to the integration of graduate attributes in HE, specifically in undergraduate curricula.

It is against this background that internationally there has been a there has been a shortfall between skills that the students develop from HEIs and the skills that employers need. This has been specifically highlighted by the Higher Education Funding Council for England (in Barrie, 2007:439) In this regard, Mason *et al.* (2009:23-25) identify employer involvement (i.e. exposure of students to employer priorities and decision-making during their studies) in module design and delivery through different forms (e.g. commenting on the relevance of module content to future employment prospects; providing material and ideas for students' projects, as well as giving guest lecturers and being a formal member of module advisory panels) as one of the mechanisms that can be employed to improve graduate attributes that are significantly associated with the quality of graduate-level employment (i.e. future matches between graduates and their initial employers).

Similarly, in the South African context, Nengwekhulu (2009:341) and RSA DHET (2013:64) explicitly allude to a shortage of skills in terms of both quantity and quality as a concern, and specifically point out that the quality of the graduates, both at undergraduate and postgraduate level, has resulted in most employers not recruiting graduates from certain training institutions. In support of the latter statement, the NPHE confirms, among others, the overall quantity and quality of graduate outputs as part of the systemic challenges in the South African HE system (Ministry of Education, 2001:10). Therefore, this marks the deterioration of education standards as among those challenges still dogging the post-1994 government. In particular, it echoes the limited attention that has been given to the infusion of graduate attributes in HE curricula. On this basis, this suggests that when graduate attributes are left implicit, as has been the case traditionally, it does little to encourage significant learning and development thereof. Hence, Hager and Holland (2006:9) declare that the success on teaching and learning of these graduate attributes depends crucially on making them explicit for students.

Consequently, these skills deficiencies in HE curricula have been blamed for translating in poor quality of public service delivery (Dorasamy, 2010:58; Nengwekhulu, 2009:34). It is against this background that the discourse of other government departments and sections of business has revolved around the assumed lack of responsiveness of universities to the needs of the economy, the so-called mismatch between graduates and the needs of the private and public sectors, as well as the demand for a greater focus on skills, core capabilities and key competencies that these sectors require to optimally deliver on their mandates (Badat,

2010:14; Griesel & Parker, 2009:1; Mbanga, 2004:104-106). Hence, in the NDP, quality education and skills development are amongst the core elements identified as crucial in attaining a decent standard of living **and public service delivery** for all South Africans (Zarenda, 2013:3).

Kroukamp (2011:28-29) specifically concedes that the content or training programmes of universities should, among other components, reflect public sector ethos which includes being knowledgeable about and understanding democratic values, respect for individual and basic human rights, transparency and accountability, as well as civic engagement. Within this study, this suggests that the success to infuse graduate attributes in the university curriculum (specifically those required for the implementation of the *Batho Pele* principles) relies mainly on making such attributes explicit to students for improved service delivery.

In summary, the limited attention that has been given to the integration of graduate attributes due to the implicit teaching approach mainly used in the traditional curriculum, implies that some of the deficiencies that were observed as being detrimental to social and economic development in the HE system at the time the *Education White Paper 3* was written, seems to still remain the challenges of the present day. This includes:

- The inability of the HE system “to meet the moral, political, social and economic demands of a new South Africa”.
- The “chronic mismatch between the output of higher education and the needs of a modernising economy”.
- The “insufficient attention to the pressing local, regional and national needs of the South African society” (RSA DoE, 1997b:4).

It is against this background that Forbes (2006:4) highlights that the restructured HE landscape and the need for skills-focused educational programmes for preparation for the world of work must be supported, sustained and quality assured to ensure that universities respond to this requirement of educational provision.

The next section focuses on some of the key external factors related to the challenges in the infusion of graduate attributes in the university curriculum.

### **3.3.6.2 External factors**

There are very significant achievements, growth and quality improvements in some parts of the post-school system, guided by HE policy developments, for example, the quality of research and teaching is in some cases comparable to international best practice and standards (Ministry of Education, 2001:10). However, South Africa is still faced with many

challenges in a post-school education and training (Badat, 2010:7; Ministry of Education, 2001:10; RSA DHET, 2013:1-2). In fact, large sections of the post-school system offer a less than satisfactory quality of education (RSA DHET, 2013:8), which is highly disturbing as universities are considered as playing a fundamental role regarding quality education (Mouton *et al.*, 2013:288). As stipulated in Section 1.21 of the *Education White Paper 3* (RSA DoE, 1997a:6), “the pursuit of the principle of quality means maintaining and applying academic and educational standards, both in the sense of specific expectations and requirements that should be complied with, and in the sense of ideals of excellence that should be aimed at”.

Furthermore, these quality challenges in the South African HE sector are varied and relate to a number of factors (RSA DHET, 2013:2). However, for the purposes of this study, since the employers’ expectations are regarded as the principal factor for an increased attention on graduate attributes, I contend that their collaboration with HE in order to effectively address the graduate employability agenda is crucial. The subsequent section will, therefore, focus specifically on the partnership between the two sectors.

#### **a) Lack of cooperation between employers and higher education**

The lack of cooperation between the employers and HEIs is indicated as one of the factors contributing to quality challenges in the post-school system (RSA DHET, 2013:1). As mentioned before, Mbanga (2004:104-106), as well as Griesel and Parker (2009:1), concede that there is a lack of synergy between the employer’s expectations and HE outcomes.

As has been alluded to earlier, the HE sector plays a major role in providing relevant education and training in order to meet the needs of various constituencies served, in particular the public service (Gbadamosi & De Jager, 2009:877; Mafunisa, 2008:84). I therefore contend that joint efforts from both the employers’ side and HEIs are crucial, in terms of strengthening their collaborative engagements for the realisation of synergy between the employers’ expectations and HE outcomes.

In support of the latter statement, Forbes (2006:2) confirm that the common denominator with respect to the relationship and link between learning and work, particularly in the South African context, is the need to establish partnerships for cooperation and collaboration between academic institutions (e.g. universities) and external stakeholders (e.g. public service), as well as the community (e.g. the citizens). In this regard, Forbes’ viewpoint represents the notion of cooperative education, which is expressed by HEQC (in Forbes, 2006:2), as a philosophy of learning that promotes the concept of enhanced learning based on the cooperation between the different sectors. Within this study, ‘cooperative education’ resonates with the notion of

'inclusive partnership-building strategy' alluded to by Ghaus-Pasha (2004:33) in the preceding discussions (refer to par. 3.1).

On the basis of the diverse challenges highlighted in the above-mentioned discussions, Hammer *et al.* (2009:2) contend that stakeholders such as government, business and universities have grossly underrated the changes needed for universities to be fully responsive to the graduate employability agenda. Despite HEIs' initiatives towards responding to the graduate employability agenda, the preceding section highlights that there are still challenges experienced in the actual infusion of graduate attributes in the university curriculum.

Given these challenges, it is, therefore, interesting that Bridgstock (2009:39-40) proposes that universities must effectively and comprehensively engage with graduate employability agenda by rather promoting a wider skills set focusing on broader career and self-management competence (i.e. lifelong career development) in students, as graduate attributes development focusing on narrow graduate attributes lists are not an adequate answer to the question of graduate employability. While it is apparent that universities are still wrestling with the infusion of graduate attributes, the question is whether universities are ready or even in a position to take this call to comprehensively engage with the employability agenda. Therefore, while Bridgstock (2009:32) quite rightly argues that graduate attributes might not be a sufficient solution to fully address the question of graduate employability, I as the researcher, contend that the current HEIs endeavours in infusing graduate attributes are merely at its early stages and, thus, still needs to be mastered before even thinking of broader career management competences in students. Therefore, it is evident that HEIs still have to do more in order to be fully responsive to the employers' graduate employability agenda and demands of the society.

In particular, De la Harpe and David (2012:506) assert that success in the infusion of graduate attributes hinges upon a range of conditions, *inter alia*, focusing beyond what a formal or traditional curriculum can offer. In this regard, Chadha and Nicholls (2006:116) stipulate that the infusion of graduate attributes in HE curriculum will require more attention to be directed to HE teaching methods and strategies that can accommodate the development and enhancement of graduate attributes in order to prepare future practitioners for the labour market. In addition, Albertyn and Daniels (2009:415) maintain that greater responsiveness from HE requires new forms of management and assessment of knowledge production, dissemination and curricula.

In essence, this implies that the infusion of graduate attributes call for a review or realignment and thus reforms in HE pedagogies, specifically characterised by the traditional curriculum centred approach (i.e. the academic staff is the main instructor and source of knowledge), in order to support this paradigm shift towards better preparing the future practitioners and

ultimately producing graduates that will be relevant and responsive to the demands of the labour market and the society (Albertyn & Daniels, 2009:409-410; De la Harpe & David, 2012:504; Van Schalkwyk & Erasmus, 2011:60). In addition, the module structure and delivery methods need to be radically rethought and reworked in order to respond to the agenda of instilling graduate attributes effectively and efficiently in the HE sector (Singh, 2008:1065). Hence, a number of authors concur that teaching pedagogies for infusing the university curriculum with graduate attributes becomes indispensable (Chadha & Nicholls, 2006:116; Hatcher & Erasmus, 2008:55; McClam, Diambra, Burton, Fuss & Fudge, 2008:236; Smith & Bath, 2006:262).

In line with this study, this suggests that infusion of such attributes as the *Batho Pele* principles requires a HE pedagogy that transcends lecture halls, which in my view resonates within a democratic approach or curriculum as explained in the preceding discussions, in order to produce graduates that 'do the right things' (i.e. are democratically effective). The concept of "democratically effective" is expressed by Mubangizi and Theron (2011:40) as graduates that are democratic and socially conscious to the public they serve. This is noteworthy in this study, since the *Batho Pele* initiative in the South African context is regarded as a citizen-oriented approach. In the main, this initiative places pressure on the attitudes and behaviour within the public service as it re-orientes them in the citizen's favour (RSA DPSA, 1997:4). As such, I contend that the realisation of this initiative calls for service providers who are citizen-oriented and socially responsible and conscious for public services to be delivered effectively and efficiently.

Furthermore, on the basis of the analysis of the key achievements of transformation, specifically in HEIs in South Africa since the advent of democracy, Badat (2010:6) stipulates that in a number of areas of learning and teaching, institutions through community engagement, offer academic programmes that produce high quality graduates with knowledge, competencies and skills to practice as future practitioners locally and anywhere in the world. Specifically, Singh (2008:1065) states that CSL, as part of HE pedagogies and one of the forms of community engagement, is becoming more prominent since it has the potential to instil specific attributes in students.

Moreover, given that CSL modules focus on understanding, appreciating and supporting communities it enables the students to contribute to the public good and gain valuable professional skills (Levkoe *et al.*, 2014:73), through promoting the development of embedded public values and principles (e.g. *Batho Pele* principles), an open culture, and shared priorities, while participating in community activities that lead to learning and skills acquisition (Boyte & Fretz, 2010:69). Hence, CSL modules are increasingly, if not universally, recognised as

important in developing the key skills and attributes that might enable graduates to become engaged and active citizens both locally and globally (Bamber & Hankin, 2011:192). As such, the following section explores the role of CSL in infusing graduate attributes in the university curriculum in order to better prepare students for the world of work, particularly in the public service.

### **3.4 THE ROLE OF COMMUNITY SERVICE LEARNING AS A TRANSFORMATIVE PEDAGOGICAL TOOL AT HIGHER EDUCATION INSTITUTIONS**

According to Giles and Eyler (in Le Grange, 2007:3), the term 'service learning' was coined in 1967 and grew out of the work of Robert Sigmon and William Ramsey in the USA. This implies that service learning or CSL as referred to within this study, was first practiced, defined, and described in the 1960s and 1970s in the USA (Stanton & Erasmus, 2013:64). In terms of its conceptualisation, there are numerous definitions of CSL in the literature. A commonly cited definition by Bringle and Hatcher (2004:127) describes service learning as a course-based, credit-bearing educational experience in which students a) participate in an organised service activity that meets identified community goals, and b) reflect on the service activity in such a way as to gain a better understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (see Bringle & Hatcher, 2007:81; Erasmus, 2007:29; Lazarus, Erasmus, Hendricks, Nduna & Slamet, 2008:62; Nduna, 2007:70).

CSL emerged in the early 1990s within American HE and has gained prominence since then. Australia, Egypt, Ireland, Japan, Mexico, South Africa, China and South Korea are some of the countries in which it is increasingly being used. In most of these countries, CSL receives its primary support from non-profit organisations and stakeholders within HE (Hatcher & Erasmus, 2008:49).

The shared focus that CSL has on both service and learning differentiates it from other forms of experiential education such as internships and field modules (Levkoe *et al.*, 2014:69). Within this study, focus has been particularly on CSL as HE pedagogy, because of the role it can play in learning opportunities that foster and contribute to transformative learning that provides students the skills or attributes they need to make critical decisions once they are employed professionally (Levkoe *et al.*, 2014:70).

While it is argued that more work still needs to be done in unpacking the nuanced opportunities that CSL pedagogies may provide in enhancing transformative learning, CSL is acknowledged

and embraced as a transformative pedagogical tool based on various opportunities it presents for transformative learning which are explained as follows (Levkoe *et al.*, 2014:71):

- a) Given that CSL as a pedagogy is embedded in both community and classroom may offer the opportunity for transformative change and learning in HE, “in the ways in which students engage in learning and critical inquiry through reflection and practice, in communities, and in the political and ideological realms of university-community relations”.
- b) CSL also inherently raises difficult questions for students, academic staff and community partners related to ethical, political, social and economic problems, which provides an opportunity for all stakeholders involved (especially students) for transformative learning, in the sense that through this pedagogy, student approaches to learning are transformed unexpectedly and in significant ways.
- c) Moreover, the ways in which CSL students “develop and produce new knowledge, particularly through enhancing civic engagement of an educated, action-oriented individual acting as part of a broader community”, is also contended as a way in which CSL can ultimately produce transformative outcomes (Felton & Clayton, in Levkoe *et al.*, 2014:71).

In light of the preceding discussions, Levkoe *et al.* (2014:70) contend that CSL is a transformative pedagogical tool as it has the means to provide opportunities to enhance transformative learning, and as such, prepare students from many disciplines for the changing world of work and for playing a more active role in efforts that address social justice and promote social change. It is against this background that this section will focus on CSL as a transformative pedagogical tool at HEIs.

In this section, the focus is firstly on CSL from the international landscape as its place of origin. Furthermore, focus will be specifically directed to the South African landscape, as one of the countries in which corresponding growth in CSL has also been taking place since the late 1990s (Lazarus, 2007:91; Lazarus *et al.*, 2008:57). The remainder of this section will conclude the discussion by focusing on CSL, specifically at institutional level. The ultimate aim of this section is to highlight the potential/impact of CSL in contributing and adding value towards infusing graduate attributes in students for improved public service delivery. Therefore, linking the misalignment between the current state of public service delivery in terms of implementation of the *Batho Pele* principles, as discussed in Chapter 2, and the notion of CSL as a transformative pedagogical tool in infusing graduate attributes at HE for improved public service delivery.

### **3.4.1 Community service learning as a transformative higher education pedagogy: The international landscape**

Smith and Bath (2006:259) state that, internationally (e.g. in Australia), the quality of teaching and learning has for years been an important policy issue on the agendas of both universities and government.

In particular, the growth of CSL as one of the principles in HE in the USA is largely due to the shift in focus of Campus Compact, a national organisation committed to supporting community service in American HE ([www.compact.org](http://www.compact.org)), from co-curricular to curricular service, as well as institutional development funds awarded by the Corporation for National and Community Service (Bringle & Hatcher 2005:28; Hatcher & Erasmus, 2008:49). The Corporation for National and Community Service is an agency of the United States federal government. The latter agency together with the United States Department of Housing and Urban Development, as federal agencies in the USA, managed to support the growth of CSL through grant-sponsored programmes (e.g. Learn and Serve America, Community Outreach Partnership Centres) that provide incentives and public recognition for the work (Hatcher & Erasmus, 2008:56).

Since the focus of the study is on a South African university, namely the UFS, the next section focuses on CSL in the South African context.

### **3.4.2 Community service learning as a transformative higher education pedagogy: The South African landscape**

The *White Paper for Post-school Education and Training* refers to community engagement in its various forms as a core function of universities (RSA DHET, 2013:39). In particular, CSL as one of the forms of community engagement, was a relatively unknown concept, a 'new education phenomenon' (Le Grange, 2007:3), in South African HE until the late 1990s (Lazarus, 2007:91; Lazarus *et al.*, 2008:57). Associated fields of interest in South Africa, such as community service, community development, experiential learning, situated cognition and workplace learning, received more attention before CSL gained prominence (Mouton & Wildschut, 2005:121).

Distinctively, when CSL emerged as a pedagogical strategy or tool for civic learning it heightened attention to the civic domain as a set of intentional educational objectives to be addressed acutely in HE (Hatcher & Erasmus, 2008:55; RSA DoE, 1997a). As such, its use as pedagogy in HE classes has blossomed over the past two decades (Bringle & Steinberg, 2010:437). Hence, Lazarus *et al.* (2008:61) refer to CSL as one of the most noteworthy forms of community engagement advocated in South Africa.



Furthermore, the Community – Higher Education – Service Partnerships (CHESP) programme funded by the Joint Education Trust (JET), took a step further in increasing the prominence of CSL in South African HEIs (Erasmus, 2005:5; Erasmus, 2007:29). Similarly, Erasmus (2007:26), Le Grange (2007:3) and O'Brien, (2005:64) concur that since the inception of the CHESP initiative, there has been increasing growth and support in the South African HE sector for the pedagogy of CSL.

The success of the CHESP initiative can be ascribed to the Ford Foundation's and South African government's sponsorship through JET, which in turn funded the development of more than 100 CSL modules, across eight institutions of higher education in South Africa (Lazarus *et al.*, 2008:63). This is an indication that CSL as a teaching strategy is employed in many HEIs. Furthermore, after some years it became evident that the various components of the CHESP-initiated activities had had a significant impact on community engagement and CSL at a course, institutional, national and scholarly level in South African HE (Lazarus, 2007:107). The UFS is identified as the only previously whites-only institution to join the initiative (Erasmus & Jaftha, 2002:4) at its inception.

It is, however, noteworthy that several practitioners and academic experts from the USA also contributed to making the notion of CSL more prominent in South Africa by guiding South African HE staff in exploring, evaluating, and advancing CSL (Erasmus, 2007:29).

Furthermore, as mentioned before, policy formulation in HE in South Africa surfaced as one of the transformation-oriented HE initiatives in response to the advent of democracy. Specifically, with respect to CSL, the *Education White Paper 3* (1997) laid the foundation for the inclusion on community service as part of the HE institutional transformation in South Africa. Sequentially, the *Higher Education Act* (1997) and the *National Plan for Higher Education* (2001) also showed a growing interest in community service for students. This highlights that the interest in CSL was closely associated with the transformation agenda of the new democratic government.

The following section provides a brief overview of these policy documents in relation to community engagement.

#### **3.4.2.1 White Paper on the Transformation of Higher Education (1997)**

As mentioned before, the growth in CSL takes its roots from the *White Paper on the Transformation of Higher Education* (RSA DoE, 1997a) since it clearly captured community engagement as one of the three founding principles (along with teaching and learning, and research) of the post-apartheid reconstruction of South African HE system (Chadha & Nicholls, 2006:116). In particular, Chapter 1 of the *White Paper on Education 3* (RSA DoE, 1997a:10)

highlights that HE was called upon to advance specific goals *inter alia*, “[t]o promote and develop social responsibility and awareness amongst students of the role of higher education in social and economic development through community service programmes”.

The *Education White Paper* further upholds a number of social purposes which highlight the responsibility of HEIs towards CSL. Firstly, it is “to contribute to the socialisation of enlightened, responsible and constructively critical citizens”. Moreover, it states that “higher education has unmatched obligation” (RSA DoE, 1997a:3). Secondly, “to help lay the foundations of a critical civil society and that the democratic ethos, the sense of common citizenship and commitment to common good” must be strengthened (RSA DoE, 1997a:4).

In addition, the *Education White Paper 3* calls on HEIs to “demonstrate social responsibility and their commitment to the common good by making available their expertise and infrastructure...” (RSA DoE, 1997a:11).

The above references to policy imperatives related to CSL serve as early indicators of the HE education curriculum transformation with regard to social responsibility and social consciousness. In this regard, the White Paper identified community service programmes such as CSL as an important teaching strategy to transform the role of HEIs in society (Hatcher & Erasmus, 2008:55). Hence, it is referred to as a transformative pedagogical tool in this study.

#### **3.4.2.2 Higher Education Act (Act of 101 of 1997)**

The *Higher Education Act* (1997) builds on and provides a legislative framework for the recommendations of the *Education White Paper 3* stipulated above. In particular, Chapter 2, Section 4 of the *Higher Education Act* (RSA, 1997:8) makes provision for the establishment of the Higher Education Quality Committee (HEQC) as a permanent committee of the Council on Higher Education (CHE). The mandate of the HEQC includes, among others, the promotion of quality assurance in HE (CHE, 2004:1) and specifically an academic based community service was identified as one of the three areas for the quality assurance of HE, through the founding document of the HEQC (HEQC, 2006:4-5). This suggests that the HEQC has given effect to the goals of the *Education White Paper 3* with regard to community service.

Furthermore, the HEQC operates within the framework of other relevant policies and regulations of the Department of Education, including the NPHE in which community service is further embedded (CHE, 2004:1). The association of community service with the NPHE is briefly discussed in the subsequent section.

### 3.4.2.3 The National Plan of Higher Education (2001)

The NPHE outlines the framework and mechanisms for implementing and realising the policy goals of the *Education White Paper 3* (Ministry of Education, 2001:5). Specifically, Section 2 of the NPHE focuses on producing the graduates needed for social and economic development in South Africa. One of the priorities in the National Plan to address the above-mentioned objective is to provide a unique opportunity for the HE system to produce graduates with high quality skills and competencies required to participate as citizens in a contemporary world in twenty-first century and democratic society (Ministry of Education, 2001:19, 32).

Correspondingly, as indicated before, in the Minister's preface to the *White Paper for Post-School Education and Training*, Dr Blade Nzimande, Minister of Higher Education and Training, specially asserts that the "education and training system should not only provide knowledge and skills required by the economy. It should also contribute to developing thinking citizens, who can function effectively, creatively and ethically as part of a democratic society. They should have an understanding of their society, and be able to participate fully in its political, social and cultural life" (RSA DHET, 2013:vii).

Based on the above-mentioned South African legislative framework relevant to the community service, some South African HEIs have adopted these policies regulating CSL and have implemented them with considerable success. For instance, at the UFS key role players embarked on "a consultative, participatory process to develop an inclusive policy for the integration of its community service function with teaching, learning and research programmes" (Erasmus & Jaftha, 2002:4). This consultative process resulted in the development of the Community Service Policy of the UFS during 2006. In the main, the development of this policy was in recognition of the continuous challenge faced by the UFS in the field of pro-active transformation and the importance of responding vigorously to this challenge (UFS, 2006:2).

In view of the preceding discussions, it is apparent that the growth in CSL had blossomed both internationally and in the South African context. Some of the key factors that can be attributed to this growth is its potential to enhance and contribute to the quality of life in communities (Bringle & Steinberg, 2010:436; Nduna, 2007:69) and the transformative learning of students as future practitioners (Levkoe *et al.*, 2014:70). Hence, the following section focuses on the potential of CSL as a transformative pedagogy in infusing graduate attributes (including the *Batho Pele* principles) in the university curriculum, based on some of the key outcomes of CSL as a form of community engagement at HEIs.

### **3.4.3 The potential of community service learning in infusing graduate attributes in the university curriculum**

CSL as a unique experiential learning and transformative pedagogy as explained above, presents an array of learning opportunities for students to gain graduate attributes and knowledge necessary for employability while simultaneously providing valuable resource to communities (Levkoe *et al.*, 2014:69). The subsequent sections, therefore, focuses on some of the learning opportunities or processes fostered through CSL, which can ultimately lead to transformative outcomes, especially for improved public service delivery.

#### **3.4.3.1 Community service learning as a socially integrative and stimulating learning environment**

In a conventional learning environment or formal lecture as is traditionally referred to, the academic staff is predominantly in charge of organising, structuring and presenting the learning material (i.e. main source of knowledge and information), and as such, students are not directly stimulated to structure new knowledge and apply it to practical contexts since their role is to listen. The underlying theoretical view of conventional learning environments is that students possess more discipline-specific skills as the lecturers know best what students have to learn and how they have to learn the subject matter (Vaatstra & De Vries, 2007:337). One of the disadvantages though, is that students cannot necessarily apply the theoretical knowledge they have acquired (Vaatstra & De Vries, 2007:339), which ultimately poses challenges, especially in the workplace environment where an application of knowledge is key.

In contrast, students in stimulating learning environments actively structure and organise theoretical knowledge through applying it to practical contexts (e.g. authentic problems), which result in a better memory and comprehension of the subject matter. In addition to the knowledge aspects, these students gain concrete experience and attributes (e.g. discussion skills, working in a team, finding information and working independently) as they are also engaged in student-oriented activating types of learning such as problem-based and project-oriented learning (Vaatstra & De Vries, 2007:337-338). Correspondingly, one study conducted by Schmidt and Van der Molen (in Vaatstra & De Vries, 2007:339) among university students who studied in activating learning environment, confirms that students estimate themselves higher with respect to acquisition of graduate attributes (e.g. independent learning, problem-solving and teamwork) than they estimate students from conventional or traditional types of education. Specifically, based on a perception survey that was conducted with graduates, interactive group learning in teamwork exercises or group projects was identified as the best activity preferred by graduates at university for the development of graduate attributes (Crebert *et al.*, 2004:10).

In view of the differences between conventional and stimulating learning environments, it is apparent that more creative and activating activities are created within stimulating learning environments. Therefore, this suggests that teaching approaches where students are exposed to stimulating learning environments, thus activating activities stand a better chance to infuse graduate attributes in the university curriculum. This highlights the type of activities incorporated in a teaching approach, as one of the key determinants in infusing graduate attributes in a university curriculum. As such, Kroukamp (2011:21) maintains that those involved in training the future practitioners (e.g. HEIs) should critically assess the nature of their activities in order to ensure efficient, effective and responsive public services.

On the basis of the above-mentioned learning environments, the question that remains unanswered, particularly for the purposes of this study, is whether the learning environment created through CSL modules are more conventional or activating. As an attempt to respond to this question, the fact that CSL is not only about 'serving to learn', but also about 'learning to serve' through students being involved in communities in a variety of ways (e.g. direct service, political involvement and NPOs (Bringle & Steinberg, 2010:428; Levkoe *et al.*, 2014:69), reflects that socially or civic activating learning environments are more likely created in the context of CSL modules. In concurrence, Levine (in Bringle & Steinberg, 2010:428) points that community engagement and civic learning (i.e. civic dimension) to teaching academic material that is brought by CSL, happens through numerous pedagogical approaches in HEIs such as classroom instruction on civics, community activities and simulations. This implies that students are exposed to a socially integrative learning environment which is critical in contributing towards better preparing students for the civil society and thus, improved public service delivery.

Based on the effects of learning environment created within CSL modules in relation to the two types of leaning environments identified in the preceding discussions, it is evident that CSL provides community experiences which serve as a predominantly activating learning environment that has a better effect to the development and acquisition of civic-oriented attributes in students compared to the learning environment in which the academic staff is the main source of knowledge and information. Hence, Vaatstra and De Vries (2007:351) concede that since the students who study in activating learning environments (e.g. CSL modules) acquire more graduate attributes, the preparation for the workplace is also evaluated higher. Therefore, taking into consideration the socially integrative and stimulating learning environment created through activities incorporated in CSL as a transformative pedagogical tool, I contend that it has the potential to infuse graduate attributes (including *Batho Pele* principles) in a university curriculum.

Furthermore, based on an international comparative study where one of the objectives was to determine to what extent the learning environment contributes to the labour market entry of graduates or employability of graduates, specifically the degree to which graduates found their studies useful as a preparation for the workplace was examined (Vaatstra & De Vries, 2007:343). Therefore, for the purposes of this study, in order to determine the extent to which an exit-level GOVE3724 module (representing a socially integrative and activating learning environment) contributes to the infusion of values and attributes of the *Batho Pele* principles, as a preparation for the public service delivery will be determined.

### **3.4.3.2 Community service learning as a pedagogical tool allowing for partnerships and collaboration between different sectors**

According to Forbes (2006:2-3), CSL is identified as one of the methodologies that are used to facilitate reciprocal collaborative partnerships between different sectors (i.e. cooperative education), in order to enhance student learning for the workplace and to provide services to the community. In fact, as stipulated by Stanton and Erasmus (2013:78), from the inception of CSL in the South African context, a distinguishing feature has been the notion of partnerships as vehicle for engagement, in which all participating HEIs follow the so-called 'triad approach', known as the CHESP service learning partnership model.

Generally, the triad approach constitutes the **community partners** (which are defined as specific communities to be represented by identified community leaders); **service sector partners** (which includes non-governmental organisations, local, metropolitan, as well as provincial authorities); and lastly **academic partners** (which are defined as academic staff members or students who provide services and relevant information on the service needs of the community) (HEQC, 2006:101; Stanton & Erasmus, 2013:78). As such, in a variety of areas of learning and teaching in HEIs, through community engagement (e.g. CSL), there are vital and creative community initiatives that link academics, students and communities (Badat, 2010:6).

Similarly, as stipulated by Levkoe *et al.* (2014:69), CSL provides an opportunity for partnership-building strategies as it allows students to embrace theoretical and practical realms in collaboration with a community partner, an academic staff member, and a peer group or co-students. This implies that it enhances the development of interactions and capacity of all stakeholders involved in a progressive and transformative manner (Levkoe *et al.*, 2014:80). In addition, the American Association of Colleges and Universities regard CSL as a powerful pedagogy for partnerships and collaborations, because it "...fosters a civic dialogue between institutions and their communities" (Bringle & Hatcher, 2005:27). In this regard, CSL's

development has been an increasing emphasis on partnerships as the basis for programme development and sustainability (Stanton & Erasmus, 2013:73).

Therefore, it is within this partnership building strategy or collaborative approach that competencies (knowledge, skills and attitudes) are acquired (Erasmus, 2006:6). In this regard, Bringle and Steinberg (2010:429-430) articulate that the students' interactions with persons in the community who are different from themselves in terms of racial, economic, religious, or other background characteristics, foster a rich understanding of, sensitivity to and respect of human diversity in a pluralistic society. Hence, Levkoe *et al.* (2014:73), argue that CSL can impart knowledge and infuse graduate attributes (e.g. diversity skills) to better prepare students for the world of work.

As such, while the preceding discussions indicate that there clearly remains much debate about the role of universities in imparting knowledge as opposed to graduate attributes, the ability of CSL to foster a civic dialogue and association between different sectors (e.g. through the service learning triad approach), echoes the notions of collaboration, cooperative education and partnership-building strategy that have been mentioned in the preceding discussions as crucial in addressing public service delivery challenges, particularly the lack of implementation of the *Batho Pele* principles.

### **3.4.3.3 Community service learning as a pedagogical tool for teaching citizenship education objectives**

Since in CSL the needs of the community, rather than of the academy, determine the nature of the service provided (Stanton & Erasmus, 2013:66), such modules become an educational space where students work with service sector partners on specific community-identified needs (Levkoe *et al.*, 2014:69). This highlights the inclusion of, among others, local and indigenous knowledge of communities entailed in CSL (Erasmus, 2005:6), which confirms the element of citizenship education and learning of students. As such, one of the significant characteristics of CSL as a teaching pedagogy, is that it contributes to the student's understanding of community life, needs and challenges and, thus, fosters a sense of civic responsibility among all key stakeholders involved (Erasmus, 2005:6), especially to students as they are expected to add value in responding to and resolving the identified community needs.

According to Bringle and Steinberg (2010:428-429), the phrase 'civic responsibility', as extrapolated from the latter statement, signifies that CSL has the civic or citizenship education of students as an explicit goal. Furthermore, as expressed by Hence *et al.* (in Masango & Mfene, 2012:86), the major goal for citizenship or civic education are to introduce and enhance

knowledge on democratic rights, values and principles. Additionally, citizenship education encourages responsible and informed participation (Office of Democracy and Governance, 2002:7).

As such, HEQC (2006:25) maintains that civic learning incorporated in community service is knowledge, skills and values making a direct contribution to the preparation of students for active civic participation, including active involvement in future communities and thus social responsibility. Hence, Bringle and Steinberg (2010:428-429) concede that “[community] service learning needs to be appreciated and understood as a means for teaching citizenship education objectives”.

Within this study, the expression of CSL as citizenship education becomes noteworthy, since it enforces the provisions of the *Constitution of the Republic of South Africa* on the rights, duties and responsibilities of citizens. As mentioned before, the impetus on citizenship is explicitly captured in Section 3(2) of the Constitution and it states that all citizens are: a) “equally entitled to the rights, privileges and benefits of citizenship” and b) “equally subject to the duties and responsibilities of citizenship” (RSA, 1996:3).

Moreover, citizenship education echoes and supports the central component of the transformation of public service delivery – the *Batho Pele* initiative, which strongly upholds a citizen-oriented approach to service delivery (RSA DPSA, 2007a:17). According to Altman (in Bringle & Steinberg, 2010:429), this suggests that the exposure of students to citizenship education by means of a CSL module contributes to the development and acquisition of socially responsive knowledge and civic-minded graduates. The latter implies graduates who are oriented towards the community (Bringle & Steinberg, 2010:429-430). The notion of civic-minded graduates is expounded in detail in the subsequent discussion.

In addition, reference specifically to the construct of socially responsive knowledge echoes one of the key social purposes of HE to produce graduates who can contribute to a democratic society (Bringle & Steinberg, 2010:429). This, therefore, suggests CSL modules to be transformative pedagogical tools contributing to key social purposes of HE by producing students who can enhance the quality of community life in a democratic society such as South Africa. Hence, the American Association of Colleges and Universities regard CSL as a powerful pedagogy, because it “contributes to a civic purpose for institutions of higher education” (Bringle & Hatcher, 2005:27).



#### **3.4.3.4 Community service learning as pedagogical tool producing civic-oriented future practitioners**

Research on CSL can focus on the outcomes of students, academic staff, institutions, or community partners. However, most of the empirical studies in CSL have centred on student outcomes (Bringle & Steinberg, 2010:429). According to Orford (in Roos, Temane, Davis, Prinsloo, Kritzing, Naude & Wessels, 2005:704), HE students are regarded as an important resource, and based on Gibbons (in Erasmus, 2007:27) they are considered as future practitioners and professionals for a Mode 2 Society. Gibbons (in Erasmus, 2007:27) defines the concept of a Mode 2 Society as a response to the growing complexity of societal problems and issues that need to be addressed. The subsequent section will therefore focus on outcomes on students that are produced by most CSL modules.

As much as there are numerous outcomes that CSL modules can produce on students, specific focus within this study will lean on public-oriented CSL outcomes on students, since the main objective of the study is to determine the role of CSL as a transformative pedagogical tool for infusing the university curriculum with graduate attributes (including the *Batho Pele* principles) for improved public service delivery. With the latter statement in mind, it is, therefore, noteworthy that Bringle and Steinberg (2010:438) declare that the overall body of research supports the conclusion that CSL can lead to more civically-minded students who have an increased post-graduation civic involvement.

As described before, Altman (in Bringle & Steinberg, 2010:429) refers to civic-minded graduates as students who are oriented toward the community (i.e. people at grassroots level) to achieve the common good. Levkoe *et al.* (2014:71) assert that within CSL literature, the 'professional turn' or preparation of students for the world of work is harnessed in three directions, namely professionalisation and graduate attributes, civic engagement, and helping students to make stronger connections between theory and practice within and outside the classroom. As contended by Boyte and Fretz (2010:69), the civic engagement movement within the CSL context confronts the challenges of individualism, privatisation and isolation within universities and communities, and as such facilitates a transformation process for students as future practitioners to move from a focus on self to a focus on community and others to achieve the common good.

This suggests the opportunities presented by the CSL modules to develop the qualities or attributes of civic-mindedness (i.e. student's orientation to the community) in HE context, which I consider as crucial for shaping the character of public service questioned at present.

More explicitly, Bringle and Steinberg (2010:429-430) express the core elements that they have identified as the most central components to be manifested in civic-minded graduates as follows:

- *Academic knowledge and technical skills:* This implies that the students will have acquired advanced knowledge and skills in at least one discipline that are relevant to issues in the community.
- *Knowledge of volunteer opportunities and NPOs:* Students will have a conception of the ways they can contribute to society, specifically through NPOs and volunteering.
- *Knowledge of contemporary social issues:* Civic-minded graduates have a more detailed understanding of the complex issues encountered in modern society (e.g. homelessness, illiteracy and environmental issues), both at the local and national levels.
- *Listening and communication skills:* It implies that the students will have the ability to communicate well with others, including written and spoken proficiency as well as the art of listening to divergent points of view.
- *Diversity skills:* These students will have a rich understanding of, sensitivity to and respect of human diversity in a pluralistic society which is fostered by their interactions with persons in the community who are different from themselves in terms of racial, economic, religious, or other background characteristics.
- *Self-efficacy:* Civic-minded graduates will have a desire to take personal action, and also have a realistic view that the action will produce the desired results.
- *Behavioural intentions – Civic behaviour:* These students demonstrate that they value civic engagement by stating intentions to be involved in community service in the future and displaying forms of civic involvement. As an example, either by choosing a service-based career, or by manifesting civic dimensions to a career in any field or employment sector.

Therefore, in essence, the term 'civic-minded graduates' as defined above, implies students who are community- or citizen-oriented which is the chief government's intention to public service delivery (RSA DPSA, 2007a:17).

In summary, based on the preceding discussions, it is apparent that CSL is a transformative tool given that is a socially integrative and stimulating learning environment, teaching citizenship education goals, allowing for partnerships and collaboration between different sectors and, thus, producing civic-oriented future practitioners that will be able to contribute and be responsive to the growing complexity of societal problems and issues such as lack of implementation of the *Batho Pele* principles that need to be addressed. Hence, I contend that

CSL have the potential to facilitate and orientate students assuming roles as future practitioners on the importance of the community, thus, contributing to improved public service delivery.

The next section focuses on CSL at institutional level (i.e. the UFS). However, for the purposes of this study, focus will specifically be on the GOVE3724 module in the Governance and Political Transformation Programme.

#### **3.4.4 Community service learning (GOVE3724) module in the Governance and Political Transformation programme**

As has been mentioned before, in the South African HE context, CSL has its roots from the *Education White Paper 3* discussed in the preceding discussions, which explicitly captured community engagement as an integral and core part of the three founding principles, namely teaching and learning, research and community service. It is against this background that the integration of community service with teaching and learning, and research is a strategic priority of the UFS which resulted in the development of the UFS' Community Service Policy (UFS, 2006), as indicated in the above discussions. In particular, this policy stipulates that, eventually, all academic programmes should include at least one CSL module.

In response to the above stipulation of the UFS' Community Service Policy, *inter alia*, GOVE3724 was developed in the Governance and Political Transformation undergraduate programme at the UFS. This module is broadly outlined in the following section in terms of its focus, significance or relevance to this study and learning outcomes. The information related to this module is mainly based on GOVE3724 students' study guide for the year 2015 and the module catalogue. These two documents were consulted as document review was one of the methodological approaches used in this study to collect data (refer to Appendix I for the GOVE3724 study guide and module catalogue).

##### **3.4.4.1 Focus and niche of the GOVE3724 module in the Governance and Political Transformation programme**

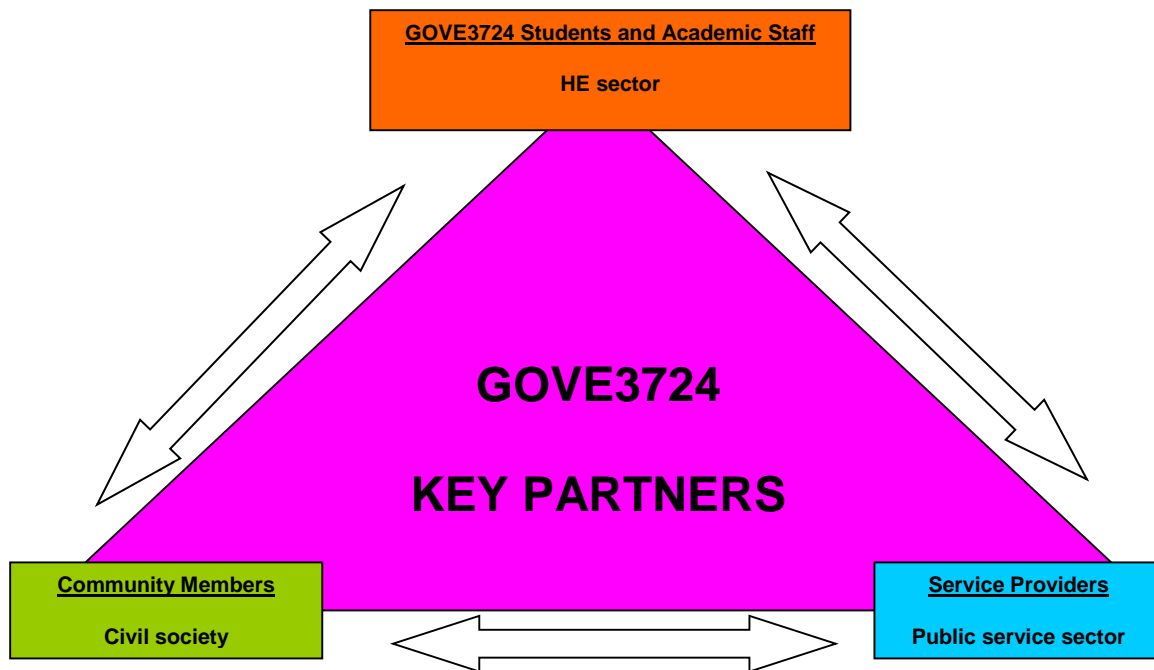
Campus Compact in the USA distinguishes between six types of service learning modules, namely: a) pure service learning; b) discipline-based service learning; c) problem-based service learning; d) capstone modules; d) service internships; and e) undergraduate community-based action research (Mouton & Wildschut, 2005:120). The GOVE3724 module under study is a capstone module, designed for three majors (i.e. Political Science, Public Administration and Management, as well as Communication Studies) in the third year of a Bachelor of Arts (BA) degree in the Governance and Political Transformation programme, as it is offered exclusively to students in their final year.

Furthermore, GOVE3724 is a 16-credit module (i.e. 16 credits  $\times$ 10 = 160 notional hours) comprising of two parts. The first part is theoretical and constitutes 30% of the module while the second part, constituting 70% thereof, is practical. In specific, GOVE3724 was executed over 14 weeks of the second semester (i.e. July to December 2015) based on the academic calendar (i.e. 30% theory within three weeks and 70% practical within 11 weeks). Given that 70% of this module is practical confirms Bamber and Hankin's (2011:192) viewpoint that CSL is a pedagogical approach designed to encourage and expose students to practical and active participation in the community. According to Daniels (2013:191) an exposure to active and practical participation is essential for facilitating transformative learning.

The niche and focus areas of the programme in Governance and Political Transformation are political transformation and political management. In addition, good governance and a liberal democratic dispensation is pivotal to the programme. Moreover, this module aims at exposing students to community needs and challenges related to service delivery in terms of political management in order to better understand the theoretical framework in this area and of implementing liberal democratic government on grassroots level. It is further notable that this module regards the implementation of the democratic values through participation in communities as fundamental. Therefore, focus on service delivery related issues, people at grassroots level and emphasis on the implementation of democratic ethos which echoes the notion of the *Batho Pele* principles, reflects some of the key aspects of this study. As such, the focus of this study on the GOVE3724 module, among others at the UFS, was based on its relevance and uniqueness in terms of its focus area and context. The subsequent section focuses in detail on some of the key elements on the significance of GOVE3724 to this study.

#### **3.4.4.2 Significance of the GOVE3724 module to the study**

The implementation of the GOVE3724 module is conducted in an integrated partnership consisting of the community (which forms an integral part of civil society), the service provider (i.e. government) as well as the students and academic staff (which form part of HEI): the so-called 'triad' approach, as indicated in the preceding discussions (refer to par, 3.4.3.2). This is significant in this study, since partnership and collaboration between the different sectors is viewed as crucial, especially in addressing public service delivery challenges. Figure 3.1 below illustrates the key partners from different sectors that are involved in GOVE3724 module (i.e. triad approach).

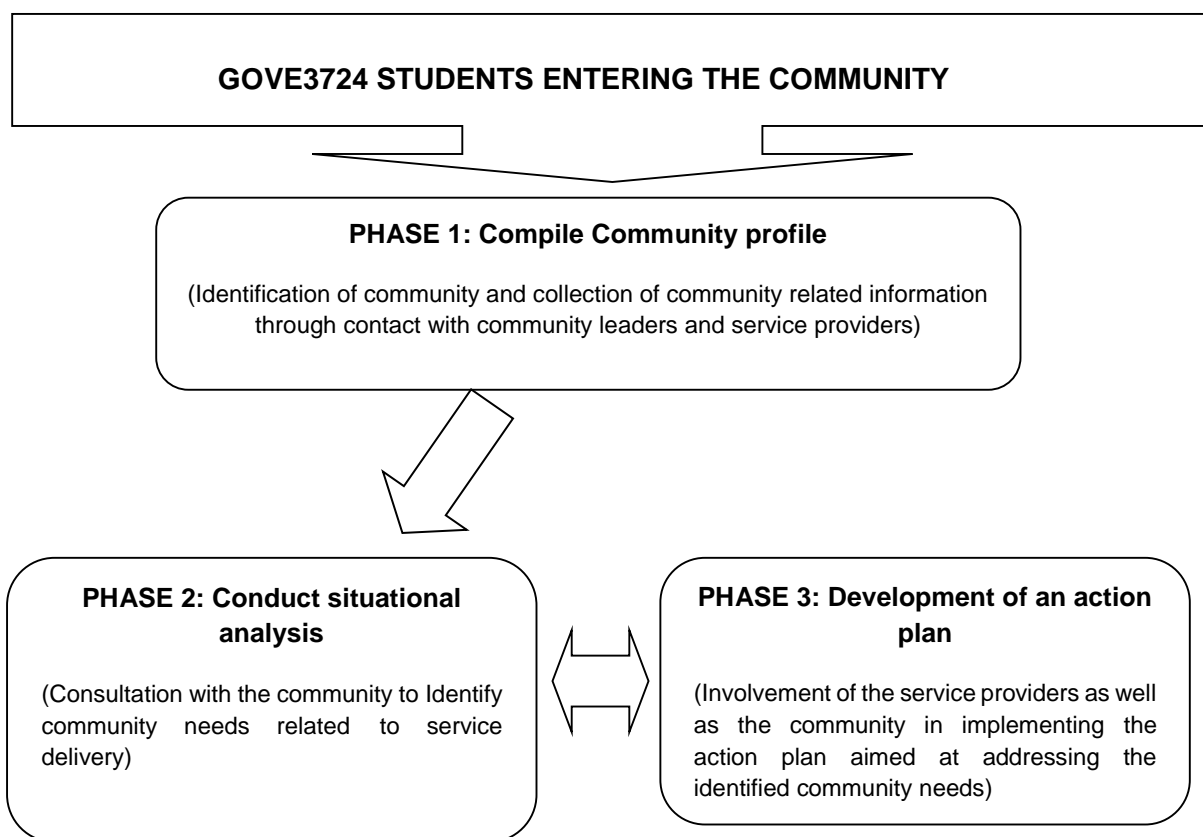


Source: Author's own (2015).

***Figure 3.1: Key partners from different sectors involved in GOVE3724 module – The triad approach***

Furthermore, the activities incorporated in the practical portion of this module require of students to be involved in various community projects. During 2015, GOVE3724 students were specifically exposed to three respective communities in the Mangaung Metropolitan Municipality of Bloemfontein. The subsequent section describes the process followed by GOVE3724 students when entering the communities.

Figure 3.1 below provides a schematic illustration of the phases underpinning the process followed during the practical part of the module.



Source: Author's own (2015).

*Figure 3.2: GOVE3724 process underpinning the practical phases and activities of the module*

### **Phase 1: Compile a community profile**

The first phase of the practical portion of this module entails identifying the community and its leaders through contact with community leaders and service providers for compilation of a community profile, which includes the demographics recent census information on the community. The community is at the same time being made aware of who their leaders and representatives in the ward committees of the municipality are (i.e. ward councillors). This phase highlights the first workshop the students have with all the stakeholders involved.

### **Phase 2: Conduct situational analysis**

In the second phase, a second workshop is arranged by GOVE3724 students where municipal or ward councillors (i.e. leaders of the community), the community (i.e. ward committee members) as well as the service sector (public servants in the local government sphere) are present. In this workshop, the community needs, problems and disputes related to service delivery, among others, are identified and discussed. This engagement of GOVE3724 students with the communities provide an opportunity for students to obtain recognised knowledge concerning the practical implications experienced, problems surrounding good governance

within a community as well as liberal democratic principles in general. Within this study, this type of knowledge echoes the notion of socially responsive knowledge mentioned in the preceding discussions. As such, this highlights the potential of GOVE3724 in teaching citizenship education objectives.

Moreover, through this engagement, students are able, through representatives of political parties and interest groups, to enter specific constituencies and to learn from the constituent community how they experience the political transformation, management, governance and liberal democracy and contribute where possible to meet the challenges of the community. This is notable within this study, as it heightens a socially integrative and stimulating learning environment created through GOVE3724, as it is identified as one of the key determining factors for the infusion of graduate attributes in the university curriculum.

Furthermore, the fact that this phase requires of students to consult with the community in order to understand their needs, strongly highlights the need for GOVE3724 students to use a citizen or civic-oriented approach (i.e. *Batho Pele* initiative) in order to create a conducive platform at student-community interface for effective and authentic dialogues. Hence, this study seeks to determine among other objectives, the extent to which an exit-level GOVE3724 module instils values and attributes of the *Batho Pele* principles for improved service delivery (refer to par. 1.4 in Chapter 1).

### **Phase 3: Develop an action plan to address identified community needs**

In phase 3, GOVE3724 students compile a concept action plan indicating how the community needs are to be addressed and how the different partners can work together towards achieving goals set by the community. Subsequently, community needs and recommendations through an action plan are brought to the attention of the service providers (i.e. the three respective ward councillors). In the process accountability of the ward councillors to the community is ensured by the community.

Moreover, to ensure that the communities' involvement, as well as openness and transparency in the ward committee, the community through participation in discussions are part of an action plan aimed at addressing community needs brought to the table. The community shall have a direct access into the action plan to ensure development. This implies that the GOVE3724 module creates a platform for the voice of communities through participation underpinned by authentic dialogues between them and the ward councillors. Hence, GOVE3724 is significant within this study, since NPO managers (as representatives of people at grassroots levels) form part of the participants of the study with an objective to create space for the voice of the citizens for improved service delivery.

In view of the nature of GOVE3724 in the Governance and Political Transformation undergraduate programme (e.g. learning environment created and activities incorporated through community engagement), it is apparent that this module has the potential to develop civic-related attributes and knowledge to better prepare future practitioners to serve and be responsive to the communities. In particular, producing civic-minded students or community-oriented students (e.g. through academic programmes such as CSL), is regarded as a crucial government intention and approach for the transformation of public service delivery. Moreover, it enables universities to demonstrate social responsibility and their commitment to the common good as one of the key social purposes they need to respond to.

#### **3.4.4.3 Outcomes of the GOVE3724 module**

The GOVE3724 module incorporates several outcomes, namely the generic, theoretical and practical learning outcomes, respectively. In particular, the generic outcomes included in this module are the same as the CCFOs that are deemed as compulsory to be attained in all educational programmes in the South African context. In this study, these outcomes formed part of the second component in terms of the classification of graduate attributes, which was discussed in the preceding sections (refer to par. 3.3.2).

With respect to GOVE3724, the focus was mainly on the outcomes relevant to the present study. Based on a detailed document analysis that was conducted on the GOVE3724 study guide, a cluster of graduate attributes featured prominently, mainly from the theoretical and practical learning outcomes, as well as from the guidelines the students had to take into consideration when going to the community. These core aspects were categorised as the fourth component that was used in this study in terms of the classification of graduate attributes on a module level. These core aspects included the ability to:

- properly plan the fieldwork;
- collect information on the selected communities;
- share information on the benefits underpinned with honesty and truthfulness;
- communicate with the community in the language with which they are comfortable;
- guard against raising unrealistic expectations (i.e. ethical considerations);
- listen emphatically to the challenges and complaints of community members;
- maintain the good name of the university (i.e. good reputation, good character and credibility);
- be impartial and non-partisan (i.e. professionalism and objectivity);
- facilitate and find neutral solutions;
- consult to have a broader understanding of the stakeholders and build mutual trust;



- be open and transparent on the process;
- have a heart for community work (i.e. community-oriented);
- respect;
- patient and tolerant;
- authentic sharing of information on the benefits;
- provide feedback on the results based on discussions with the communities as an indication of honesty and commitment; and
- understand problems from the communities' point of view.

In addition, the following are core aspects expected to be obtained by the students through service learning and forming of integrated partnerships:

- Increased civic responsibility.
- Increased leadership skills.
- Increased self-efficacy which will contribute to moral development.
- An ability to handle and conduct participatory action research effectively.

In order to put the above-mentioned core aspects related to the GOVE3724 into context, Table 3.6 below, demonstrates an alignment between the different types of learning objectives, consolidated clusters of graduate attributes associated with the type of learning objectives and GOVE3724 related core aspects required for the implementation of the *Batho Pele* principles. This implies that the point of departure remains Chapman's framework of learning objectives for graduate attribute development and the framing category of workplace skills and applied competence, as an additional section added for the purposes of this study.

**Table 3.6: The alignment between the different types of learning objectives, consolidated clusters of graduate attributes associated with the type of learning objectives and GOVE3724 related core aspects on a module level, required for the implementation of the *Batho Pele* principles**

Type of learning objective for graduate attribute development	Consolidated clusters of graduate attributes associated with the type of learning objective	GOVE3724 related core aspects required for the implementation of the <i>Batho Pele</i> principles
<p><b>Intellectual/theoretical objectives</b></p> <p>Focus on what students need to know; on how they must think and learn and on how they interpret and make sense of knowledge. This requires of students to have theoretical knowledge, understanding of the knowledge and the ability to use specific discipline related vocabularies and principles.</p>	<p><i>Thinking and reasoning skills</i> such as analytical thinking, creative thinking, logical thinking, imaginative and reflective thinking, cross-disciplinary thinking.</p> <p><i>Information and knowledge management skills</i> (e.g. capacity to identify, access, use and manage extensive knowledge and information).</p> <p><i>Evaluation and research skills</i> (e.g. an ability to formulate and check hypotheses and assumptions, an ability to synthesise or summarise key issues and critical evaluation).</p>	<p>Collect information on the selected communities.</p> <p>Share information on the benefits underpinned with honesty and truthfulness.</p> <p>Authentic sharing of information on the benefits.</p> <p>Provide feedback on the results based on discussions with the communities as an indication of honesty and commitment.</p>
	<p><i>Problem-solving skills</i> (e.g. an ability to identify a problem and use information and knowledge, as well as appropriate negotiation and mediation skills to address problems).</p>	<p>Facilitate and find neutral solutions</p> <p>Understand problems from the communities' point of view.</p>
	<p><i>Capacity for independent lifelong learning</i> (e.g. an ability to use new information, to apply knowledge to new situations and to relate a specific issue to the broader whole or organisational context, an ability to work independently in planning and executing tasks, intellectual flexibility and adaptability, intellectual curiosity and interest in new ideas, willingness and desire to continue learning).</p>	<p>Properly plan the fieldwork</p>
	<p><i>General understanding and conceptualisation of discipline-specific content, principles and issues</i> (e.g. subject or discipline knowledge, understanding of economic and business realities).</p>	<p>None</p>
	<p><i>Glocal knowledge and understanding</i> (e.g. general knowledge about global and local affairs)</p>	<p>None</p>

<b>Interpersonal / life skill objectives</b> (Focus mainly on how students should interact with other people.)	<i>Effective communication and presentation skills</i> (e.g. orally, written format and visually, as well as proficiency in English).	Communicate with the community in the language with which they are comfortable.  Listen emphatically to the challenges and complaints of community members.  Consult to have a broader understanding of the stakeholders and build mutual trust.
	<i>Personal ethics and skills</i> (e.g. self-evaluation and reflection in which one monitors and evaluates own work-related actions for improvement purposes, self-motivation and initiative, creative and innovative, sense of identity, self-confidence, persistence, tolerance and flexibility).	Respect.  Patient and tolerant.  Honesty and Commitment.
	<i>Ethical awareness and sensitivity</i> (e.g. integrity, openness, professional ethics and ethical practice).	Guard against raising unrealistic expectations (i.e. ethical considerations).  Maintain the good name of the university (i.e. good reputation, good character and credibility).  Be impartial and non-partisan (i.e. professionalism and objectivity).  Be open and transparent on the process.
	<i>Leadership skills</i>	Have a heart for community work (i.e. community-oriented).
	<i>Diversity skills</i> (e.g. an ability to relate to a wide range of people and to deal and appreciate different cultural contexts and practices).  <i>Teamwork skills</i> (e.g. interpersonal understandings and an ability to network).	None
<b>Technical/practical objectives</b> (Focus on what students need to be able to practically do or create and on how they should use and apply certain processes or techniques.)	<i>Laboratory or clinical skills.</i>  <i>Information communication technology skills</i> (e.g. computer literacy, technical ability and planning, coordinating and organising information communication technology).	None

<p><b>Workplace skills and applied knowledge</b></p> <p>(Focus on an appropriate approach and applied competence that need to be demonstrated by students to workplace related tasks.)</p>	<p><i>Working independently</i> (e.g. an ability to plan and execute tasks independently).</p>	<p>Properly plan the fieldwork.</p> <p>Organise and manage oneself and one's activities responsibly and effectively.</p>
	<p><i>Self-evaluation and reflection</i> (e.g. an ability to monitor and evaluate own work-related actions and an ability to devise ways to improve on actions).</p>	<p>None</p>
	<p><i>Understanding diversity and changing workplace practices</i> (e.g. an ability to deal with different cultural practices, an ability to relate specific issues to wider organisational context, understanding the world of work through exposure to work or organisational contexts).</p>	<p>Being culturally and aesthetically sensitive across a range of social contexts.</p>
	<p><i>Proactive approach to problem-solving</i> (e.g. an ability to recognise a problem situation, an ability to choose appropriate information to address problems and an appropriate approach such as negotiation and mediation skills to problem-solving tasks).</p>	<p>Facilitate and find neutral solutions.</p> <p>Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.</p>
	<p><i>Civic-mindedness and orientation</i> (e.g. an ability to move from focus on self to a focus on community and others to achieve the common good and an ability to shift from an individualistic and segregated approach towards an integrated partnership approach).</p>	<p>Understand problems from the communities' point of view.</p> <p>Have a heart for community work.</p> <p>Increased civic or social responsibility.</p> <p>Participate as a responsible citizen.</p> <p>Increased self-efficacy which will contribute to moral development.</p>

Table 3.6 indicates that there is an alignment between some of the consolidated clusters of graduate attributes associated with the different types of the learning objectives and some of the core aspects espoused in the GOVE3724 module. Drawing from this alignment, one can deduce that thinking and reasoning skills, information and knowledge management skills, evaluation and research skills and capacity for independent lifelong learning are the possible graduate attributes that are developed through the GOVE3724 module. According to Chapman's framework on the learning objectives for the development of graduate attributes, the stipulated attributes in the latter statement are those that are developed through **intellectual/theoretical learning objectives**.

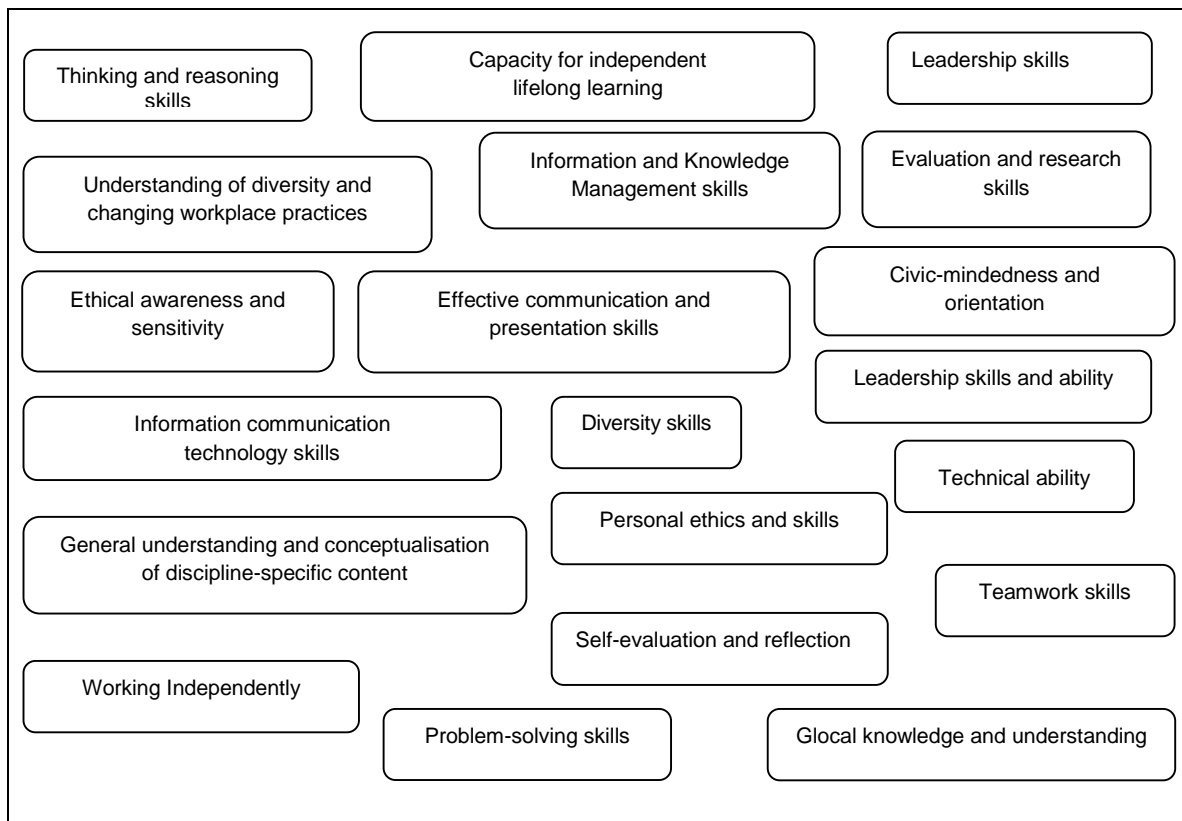
Furthermore, Table 3.6 shows that effective communication and presentation skills, personal ethics and skills, ethical awareness and sensitivity, as well as leadership skills and ability are possible additional graduate attributes that are developed through the GOVE3724 module. These graduate attributes are developed through **interpersonal / life skill learning objectives** incorporated in an educational programme. Although in the case of GOVE3724 the generic, theoretical and practical learning outcomes are explicitly stipulated, the interpersonal / life skill learning outcomes are not explicitly formulated or labelled. However, through a document analysis of the GOVE3724 study guide, a number of interpersonal / life skill aspects were identified, clustered and utilised for the purposes of this study, as indicated earlier.

To the contrary, there seems to be no core aspects in the GOVE3724 study guide that were specifically linked to the consolidated clusters of graduate attributes associated with the **technical/practical learning objectives**, besides those related aspects from the CCFOs, as discussed in the preceding discussions. Moreover, Table 3.6 shows that working independently, as well as self-evaluation and reflection, are possible further consolidated clusters of graduate attributes associated with the **workplace skills and applied knowledge** that are developed through the GOVE3724 module.

In what seemed to be different from all the other preceding components of the study in terms of the classification of graduate attributes, is the fact that some of the core aspects related to GOVE3724 specifically focused on the orientation of the students' towards the community (e.g. understanding problems from the communities' point of view, having a heart for community work and Increased civic or social responsibility). Hence, an aspect on civic-mindedness and orientation was established and classified among those consolidated clusters of graduate attributes associated with the workplace skills and applied competence. This implies that civic-mindedness and orientation forms part of the approaches that needs to be demonstrated by the graduates in the workplace, which is relevant within this study, since the focus was on the

*Batho Pele* initiative, also articulated as a community-oriented approach crucial in public service delivery. Additionally, as indicated in the preceding discussion, given that the competitive and changing labour market seems to be the principal argument that led to the adoption of and focus on graduate attributes, the aspect of 'active glocal citizens' which forms part of the UFS's complex interwoven graduate attributes (UFS, 2014:8), and is further reflected in Griesel and Parker's classification, as well as in the CCFOs adopted by SAQA (SAQA, 2000:19) becomes crucial, especially in such transformative pedagogical tool as CSL. In this regard, graduate attributes referring to "the general knowledge and understanding of local and global affairs" (Griesel & Parker, 2009:13) and SAQA's CCFO referring to "participating as responsible citizens in the life of local, national and global communities" (SAQA, 2000:19), echo the notion of 'active glocal citizens'.

In summary, the above-mentioned graduate attributes that are aligned to the respective core aspects of GOVE3724 are also regarded as essential for the effective and efficient implementation of the *Batho Pele* principles, as discussed in the preceding discussions. It is therefore against this background that I assert that Figure 3.3 accentuates possible or potential GOVE3724 related core aspects, specifically required for the implementation of the *Batho Pele* principles. Since, the CCFOs (or generic outcomes as referred to in the GOVE3724 study guide) also forms part of the learning outcomes assessed through GOVE3724, general understanding and conceptualisation of discipline-specific content, principles and issues, global knowledge and understanding, as well as understanding of diversity and changing workplace practices, teamwork skills and diversity skills were identified as additional possible consolidated clusters of graduate attributes developed through this module and essential for the implementation of the *Batho Pele* principles. The latter statement is based on the preceding discussions related to the second component of this study (i.e. nation-wide CCFOs).



Source: Author's own (2015).

**Figure 3.3: Possible/Potential GOVE3724-related core aspects required for the implementation of the Batho Pele principles**

Given a wide array of classification of graduate attributes from the four different components of this study, I as the researcher decided to focus on ‘core attractors’, that is, those graduate attributes specifically required for the implementation of the *Batho Pele* principles that prominently featured across the different components. As such, Table 3.7 below highlights the alignment between the four different components of the study in an attempt to identify the ‘core attractors’.

**Table 3.7: The alignment between the four different components of the study in terms of the classification of graduate attributes**

<p><b>Type of learning objective for graduate attribute development</b></p>	<p><b>Consolidated clusters of graduate attributes associated with the type of learning objective</b></p> <p><b>Point of Departure/ Frame of reference</b></p>	<p><b>Graduate attributes specifically required for the implementation of the <i>Batho Pele</i> principle</b></p> <p><b>Component 1 focuses on Global level</b></p>	<p><b>Nation-wide Critical-Cross Field Outcomes required for the implementation of the <i>Batho Pele</i> principles</b></p> <p><b>Component 2 focuses on National level</b></p>	<p><b>UFS proposed graduate attributes required for the implementation of the <i>Batho Pele</i> principles</b></p> <p><b>Component 3 focuses on Institutional level</b></p>	<p><b>GOVE3724 related core aspects required for the implementation of the <i>Batho Pele</i> principles</b></p> <p><b>Component 4 focuses on Module level</b></p>
<p><b>Intellectual/theoretical objectives</b></p> <p>(Focus on what students need to know; on how they must think and learn and on how they interpret and make sense of knowledge. This requires of students to have theoretical knowledge, understanding of the knowledge and the ability to use specific discipline related vocabularies and principles.)</p>	<p><i>Thinking and reasoning skills</i> such as analytical thinking, creative thinking, logical thinking, imaginative and reflective thinking, cross-disciplinary thinking.</p> <p><i>Evaluation and research skills</i> (e.g. an ability to formulate and check hypotheses and assumptions, an ability to synthesise or summarise key issues and critical evaluation).</p> <p><i>Information and knowledge management skills</i> (e.g. capacity to identify, access, use and manage extensive knowledge and information).</p>	<p>Thinking and reasoning skills.</p> <p>Evaluation and research skills.</p> <p>Information and knowledge management skills.</p>	<p>Collect, analyse, organise and critically evaluate information.</p>	<p>Inquiry focused and critical.</p>	<p>Collect information from and share information to the selected communities.</p> <p>Provide feedback on the results based on discussions with the communities as an indication of honesty and commitment.</p> <p>An ability to handle and conduct participatory action research effectively.</p> <p>Collect, analyse, organise and critically evaluate information.</p>



	<i>Problem-solving skills</i> (e.g. an ability to identify a problem and use information and knowledge to address problems).	Problem-solving skills.	Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.	None	Facilitate and find neutral solutions.  Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
	<i>Capacity for independent lifelong learning</i> (e.g. an ability to use new information, to apply knowledge to new situations, intellectual flexibility and adaptability, intellectual curiosity and interest in new ideas, willingness and desire to continue learning).	Capacity for independent lifelong learning.	Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving context do not exists in isolation.  Reflecting on and exploring a variety of strategies to learn more effectively.	Lifelong learning;	Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving context do not exists in isolation.  Reflecting on and exploring a variety of strategies to learn more effectively.
	<i>General understanding and conceptualisation of discipline-specific content, principles and issues</i> (e.g. subject or discipline knowledge, understanding of economic and business realities).	General understanding and conceptualisation of discipline-specific content, principles and issues.	Participate as responsible citizens in the life of local, national and global communities (i.e. glocal citizenship) in order to contribute to the full personal development of each learner and the social and economic development of the society at large.	Academic and professional competence.  Effective knowledge worker.  Scholarship.	Participate as responsible citizens in the life of local, national and global communities (i.e. glocal citizenship) in order to contribute to the full personal development of each learner and the social and economic development of the society at large.

	<i>Glocal knowledge and understanding</i> (e.g. general knowledge about global and local affairs).	Glocal knowledge and understanding.	Participate as responsible citizens in the life of local, national and global communities (i.e. glocal citizenship) in order to contribute to the full personal development of each learner and the social and economic development of the society at large.	Active glocal citizens.	Participate as responsible citizens in the life of local, national and global communities (i.e. glocal citizenship) in order to contribute to the full personal development of each learner and the social and economic development of the society at large.
<b>Interpersonal / life skill objectives</b>  (Focus mainly on how students should interact with other people.)	<i>Effective communication and presentation skills</i> (e.g. orally, written format and visually, as well as proficiency in English).	Effective communication and presentation skills.	Communicate effectively using visual and language skills in the modes of oral and or written presentation.	None	Communicate with the community in the language with which they are comfortable.  Listen emphatically to the challenges and complaints of community members.  Consult to have a broader understanding of the stakeholders and build mutual trust.  Communicate effectively using visual and language skills in the modes of oral and or written presentation.
	<i>Teamwork skills</i> (e.g. interpersonal understandings and an ability to network).	Teamwork skills.	Work effectively with others as a member of a team, group, organisation, community.	None	Work effectively with others as a member of a team, group, organisation, community.

	<i>Diversity skills</i> (e.g. an ability to relate to a wide range of people and to deal and appreciate different cultural contexts and practices).	Diversity skills	Being culturally and aesthetically sensitive across a range of social contexts.	None	Being culturally and aesthetically sensitive across a range of social contexts.
	<i>Personal ethics and skills</i> (e.g. self-motivation and initiative, creative and innovative, sense of identity, self-confidence, persistence, tolerance and flexibility).	Personal ethics and skills.	None	None	Demonstrate respect, patience, tolerance, honesty and commitment towards the communities.
	<i>Leadership skills and ability.</i>	Leadership skills and ability.	None	Leaders in communities.	Increased leadership skills.
	<i>Ethical awareness and sensitivity</i> (e.g. integrity, openness, professional ethics and ethical practice).	Ethical awareness and sensitivity.	None	None	Guard against raising unrealistic expectations (i.e. ethical considerations). Maintain the good name of the university (i.e. good reputation, good character and credibility). Be impartial and non-partisan in their involvement and participation in the community (i.e. professionalism and objectivity). Be open and transparent throughout community engagement.

<b>Technical/practical objectives</b> (Focus on what students need to be able to practically do or create and on how they should use and apply certain processes or techniques.)	<i>Information communication technology skills</i> (e.g. computer literacy and planning, coordinating and organising information communication technology). <i>Technical ability</i> (e.g. numeracy or quantitative literacy).	Information communication technology skills.	Communicate effectively using visual, mathematical and/or language skills in the modes of oral and or written presentation.  Use science and technology effectively and critically, showing responsibility towards the environment and health of others.	None	Share information to the communities underpinned with honesty, truthfulness and authenticity.
	<i>Laboratory or clinical skills.</i>	None	None	None	None
<b>Workplace skills and applied knowledge</b> (Focus on an appropriate approach and applied competence that need to be demonstrated by students to workplace related tasks.)	<i>Working independently</i> (e.g. an ability to plan and execute tasks independently)	Working independently.	Organise and manage oneself and one's activities responsibly and effectively.	None	Properly plan the fieldwork.  Organise and manage oneself and one's activities responsibly and effectively.
	<i>Self-evaluation and reflection</i> (e.g. an ability to monitor and evaluate own work-related actions and an ability to devise ways to improve on actions).	Self-evaluation and reflection.	None	None	None
	<i>Understanding diversity and changing workplace practices</i> (e.g. an ability to deal with different cultural practices, an ability to relate specific issues to wider organisational context, understanding the world of work through exposure to work or organisational contexts).	Diversity skills.  Understanding diversity and changing workplace practices.	Being culturally and aesthetically sensitive across a range of social contexts.	None	Being culturally and aesthetically sensitive across a range of social contexts.

	<p><i>Proactive approach to problem-solving</i> (e.g. an ability to recognise a problem situation, an ability to choose appropriate information to address problems and an appropriate approach such as negotiation and mediation skills to problem-solving tasks).</p>	<p>Proactive approach to problem-solving.</p>	<p>Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.</p>	<p>None</p>	<p>Facilitate and find neutral solutions.</p> <p>Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.</p>
	<p><i>Civic-mindedness and orientation</i> (e.g. an ability to move from focus on self to a focus on community and others to achieve the common good and an ability to shift from an individualistic and segregated approach towards an integrated partnership approach.)</p>	<p>None</p>	<p>Participate as a responsible citizen.</p>	<p>None</p>	<p>Understand problems from the communities' point of view.</p> <p>Have a heart for community work.</p> <p>Increased civic or social responsibility.</p> <p>Participate as a responsible citizen.</p> <p>Increased self-efficacy which will contribute to moral development.</p>

As indicated in Table 3.7, the different components in this study included the consolidated clusters of graduate attributes from various scholars (i.e. Component 1), nation-wide CCFOs (i.e. Component 2), UFS proposed unique graduate attributes (i.e. Component 3) and GOVE3724 related core aspects through transformative learning (i.e. Component 4).

Since the ultimate aim of the study was to design a framework for the infusion of graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) in CSL modules, there was a need for one to come up with streamlined and focused graduate attributes so that it becomes enabling and useful, especially for the purposes of the empirical portion of the study; moreover, for those academic staff that would want to design CSL modules incorporating such graduate attributes for improved public service delivery.

It is against this background that the 'core attracters', drawn from the different components of the study, as outlined in Table 3.8 below, were used to inform the data collection phase for this study. In this regard, as mentioned before, the frame of reference was the service delivery principles espoused in the *Batho Pele* White Paper, as central component to the transformation of public service delivery.

In light of the 'core attracters', as indicated in Table 3.8, it is notable that survey perceptions where graduates admitted to have had sufficient opportunities to develop graduate attributes while at the university, specifically oral and written communication skills, critical analysis and evaluation, problem-solving and teamwork skills were found to be those attributes best developed in the university context (Crebert *et al.*, 2004:7).

**Table 3.8: The ‘core attracters’ based on the four different components used in the study**

Type of learning objective for graduate attribute development	Revised constructs that translated into core graduate attributes required for the implementation of the <i>Batho Pele</i> Principles
<p><b>Intellectual/theoretical objectives</b></p> <p>(Focus on what students need to know; on how they must think and learn and on how they interpret and make sense of knowledge. This requires of students to have theoretical knowledge, understanding of the knowledge and the ability to use specific discipline related vocabularies and principles.)</p>	<p><i>Thinking and reasoning skills</i> such as analytical thinking, creative thinking, logical thinking, imaginative and reflective thinking and cross-disciplinary thinking.</p> <p><i>Evaluation and research skills</i> (e.g. an ability to conduct research effectively, an ability to collect, critically evaluate, analyse and summarise key issues and an ability to report on and share the results).</p> <p><i>Information and knowledge management skills</i> (e.g. capacity to identify, and access information, an ability to critically organise and evaluate information and an ability to use and manage extensive knowledge and information).</p> <p><i>Problem-solving skills</i> (e.g. an ability to identify and recognise a problem situation, an ability to choose and use information and knowledge and apply critical thinking to solve problems and an ability to use an appropriate approach such as an empathetic and positive approach, negotiation and mediation skills to facilitate neutral, unbiased and innovative solutions, an ability to understand problems from the community’s point of view).</p> <p><i>Capacity for independent lifelong learning</i> (e.g. an ability to use new information, to apply knowledge to new situations and demonstrate an understanding of the world as a set of related systems by recognising that problem-solving context do not exists in isolation, intellectual flexibility and adaptability, intellectual curiosity and interest in new ideas, willingness to continue learning and desire to explore variety of strategies to learn more effectively).</p> <p><i>Academic and professional competence</i> (e.g. understanding of subject or discipline knowledge and understanding of economic and business realities).</p> <p><i>Active glocal citizenship and competence</i> (e.g. general knowledge about local, national and global local affairs and an ability to participate as responsible citizens in the life of local, national and global communities in order to contribute to the full personal development of each learner and the social and economic development of the society at large).</p>

<p><b>Interpersonal / life skill objectives</b></p> <p>(Focus mainly on how students should interact with other people.)</p>	<p><i>Effective communication and presentation skills</i> (e.g. an ability to communicate effectively using language skills in the modes of oral, written and visual presentation, an ability to consult, an ability to listen emphatically to the community's needs, as well as proficiency in English and other local languages).</p> <p><i>Teamwork skills</i> (e.g. an ability to work effectively with others in a group or team or community, and an ability to network).</p> <p><i>Diversity skills</i> (e.g. an ability to relate to a wide range of people and an ability to understand, appreciate and be sensitive to different cultural contexts and practices across a range of social context).</p> <p><i>Personal ethics and skills</i> (e.g. self-motivation and initiative, creative and innovative, sense of identity, self-confidence, patience, commitment, honesty, respect, persistence, tolerance and flexibility).</p> <p><i>Leadership skills and ability.</i></p> <p><i>Ethical awareness and sensitivity</i> (e.g. an ability to maintain a good reputation - integrity, an ability to be sensitive to ethical practices such as impartiality, fairness and justice and an ability to be open and transparent).</p>
<p><b>Technical/practical objectives</b></p> <p>(Focus on what students need to be able to practically do or create and on how they should use and apply certain processes or techniques.)</p>	<p><i>Information communication technology skills</i> (e.g. an ability use science and technology to share and communicate information – computer literacy and an ability to be numerically or quantitatively literate to share and communicate information).</p>
<p><b>Workplace skills and applied knowledge</b></p> <p>(Focus on an appropriate approach and applied competence that need to be demonstrated by students to workplace related tasks.)</p>	<p><i>Working independently</i> (e.g. an ability to organise and manage oneself and an ability to plan and execute one's tasks and activities responsibly and effectively).</p> <p><i>Self-evaluation and reflection</i> (e.g. an ability to monitor, evaluate and reflect own work-related actions and an ability to devise ways to improve on actions).</p> <p><i>Understanding changing workplace practices</i> (e.g. an ability to relate specific issues to wider organisational context and understanding the world of work through exposure to work or organisational contexts).</p> <p><i>Civic-mindedness and orientation</i> (e.g. an ability to move from focus on self to a focus on community and others to achieve the common good and an ability to shift from an individualistic and segregated approach towards an integrated partnership approach, an ability to participate as socially responsible citizen and an ability to have an increased self-efficacy which contribute to moral development; a heart to work of care deeply for community).</p>



Concurrently, communication skills, writing ability, teamwork and problem-solving skills are some of the important skills ranked by employers for graduates to possess (Chapman, 2004:2; Du Preez & Fossey, 2012:346). However, Precision Consulting (in De la Harpe & David, 2012:501), confirms the above-mentioned attributes as valued by industry with the following attributes in addition: independent learning and ethical practice. Furthermore, Harvey *et al.* (as quoted by Crebert *et al.*, 2004:5) adds the ability to function in the workplace, critical thinking, ability to be adaptive, adaptable and transformative graduates capable to initiate and respond to changes to the list of desirable graduate attributes according to the employers. These varieties of attributes considered by employers to describe their desirable graduate outcomes are indicative of the theoretical vague nature of graduate employability agenda (Barrie, 2007:441). Hence, Crebert *et al.* (2004:5) claim that what seems to be open to debate is whether these employers' expectations are realistic or even clear as it appears that the lists are getting longer and more complex. Barrie (in Bridgstock, 2009:32) alludes to this challenge and points out that very few endeavours have been made to provide a research-based synthesis of graduate attributes from various lists. Therefore, as stipulated by Griesel and Parker (2009:3), the identification of the needs of the labour market is a highly complex process.

### **3.5 CONCLUSION**

In summary, this chapter highlighted the role of HEIs in preparing students who are responsive to socio-economic development and democratic society as one of the key policy imperatives it needs to respond to. In this regard, the infusion of graduate attributes in the university curriculum, fundamentally from among others, employers' graduate employability agenda, is regarded as essential in enabling HEIs to produce graduates who are better prepared to address the social and economic needs in the modern society.

Furthermore, the conceptualisation and classification of graduate attributes, as well as HE curriculum initiatives in terms of responding to the employer' graduate employability agenda, were discussed in this chapter. In addition, attention was also given to both institutional and external factors that are attributing to the inconsistencies and slow uptake of graduate attributes. Based on the discussion it was highlighted that the infusion of graduate attributes requires teaching methods and strategies that can accommodate the development of such attributes, especially those that can offer beyond what the traditional curriculum provides.

Therefore, CSL as a transformative pedagogical tool implemented within HEIs was explored in terms of its role in infusing graduate attributes in the university curriculum. Based on the associated outcomes of CSL in terms of producing civic-minded students, its role in infusing

values and attributes of the *Batho Pele* principles in the university curriculum becomes even more crucial, as they are articulated as a citizen-oriented approach which is central in the transformation of public service delivery.

The information and knowledge obtained from this chapter, as well as Chapter 2, provided the basis for the design of a framework for the infusion of graduate attributes (including the *Batho Pele* principles) in CSL modules towards improved service delivery. The next chapter focuses on the research design and methodology employed in the study.

## Chapter 4

# RESEARCH DESIGN AND METHODOLOGY

---

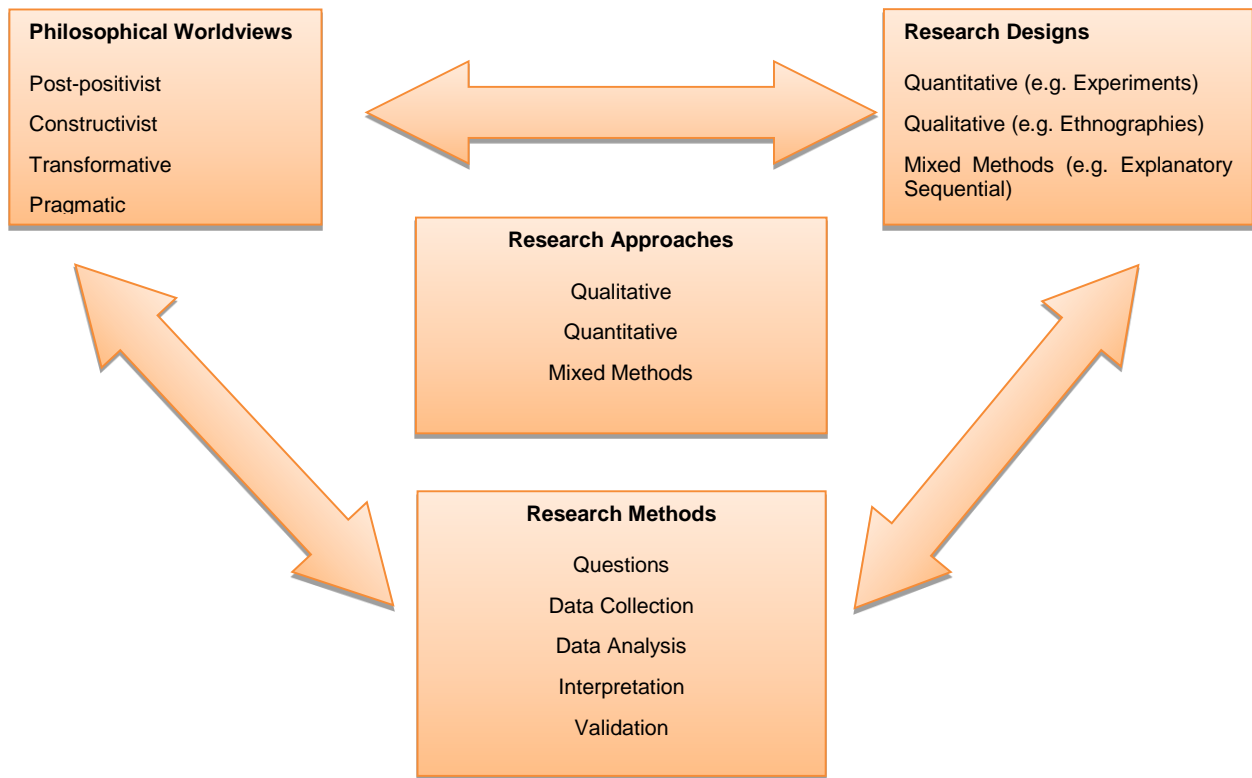
### 4.1 INTRODUCTION

The purpose of this chapter is to expatiate on the research design and methodology that was briefly summarised in Chapter 1. The two preceding chapters respectively focused on the two main components of the literature review of the study. The purpose of the literature review was firstly to determine the alignment between the current state of public service delivery in terms of implementation of the *Batho Pele* initiative as the central component of public service delivery transformation, and secondly, to explore the notion of community service learning (CSL) as a transformative pedagogical tool at higher education institutions (HEIs). Ultimately the main aim of the study was to design a framework for the infusion of graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) in CSL modules towards improved public service delivery

In the subsequent section, the chapter reviews the statement of the research problem, the research questions, as well as the aim and objectives of the research. In this study, the framework for the research encompasses the three main research components, namely the research paradigm, research design and research methodology. These three research components are embedded in a predominantly qualitative research approach which is discussed in greater lengths in the subsequent section. In line with the research approach, the researcher further provides a theoretical outline of the transformative paradigm and an explanation of why this research paradigm is best fitted for this study. Following this section, the research design and research methodology in terms of selection of the participants, data collection and data analysis, will also be discussed. The remainder of this chapter will focus on the validity and trustworthiness aspects, as well as the ethical considerations, that were applied in the study.

### 4.2 RESEARCH FRAMEWORK FOR THE STUDY

This section, firstly, presents a review on the research problem statement, research questions, and research aim, as well as research objectives of this study. Furthermore, the discussion on this section will be based on the research framework proposed by Creswell (2014:5), research underpinning three essential components involved in different research approaches, namely qualitative, quantitative and mixed-method. These three components include the research paradigm or worldview, research design and research methodology, and the interaction of these three components is illustrated in the research framework in Figure 4.1 subsequently.



Source: Creswell (2014:5).

**Figure 4.1: A framework for research – The interconnection of worldviews, design and research methods**

The focus in the subsequent section will be on the review of the research problem, research questions and research aim of the study.

### 4.3 REVIEW OF THE RESEARCH PROBLEM, QUESTIONS, AND AIM OF THE STUDY

Creswell (2014:19-20) asserts that, among other things, the selection of a research approach is based on the nature of the research problem in a research study. Hence, this section places the study in context by first reviewing the statement of the research problem, the research questions, and the aim and objectives of the research.

#### 4.3.1 Statement of the research problem

The research problem of this study was identified based on my concern as a public servant in the Free State Provincial Government (FSPG) with respect to the current state of public service delivery, especially in terms of poor implementation of the *Batho Pele* principles (i.e. soft service delivery enablers), as outlined in Chapter 1. Through a review of literature it was evident that there is currently no evidence of research conducted with a focus on other innovative, alternative approaches in terms of instilling core attributes in university students aligned particularly to government’s framework or policies for improved service delivery.

Albeit public service is primarily responsible for addressing the challenge of quality service delivery, I move from a premise that a concerted effort by all relevant stakeholders, particularly those primarily tasked with training and development such as HEIs, is more likely to contribute significantly towards improving service delivery. As such, the fact that the role of CSL as a higher education (HE) pedagogy and as a transformative tool for infusing the university curriculum with graduate attributes for improved service delivery has not been determined yet, was stated as the research problem (refer to Chapter 1, par. 1.2).

### **4.3.2 Research questions**

The research problem stated in the previous section led to the main research question formulated as: **How can CSL be utilised as a transformative tool to instil graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) in university students for improved public service delivery?** In order to respond to the main research question, the following five subsidiary research questions had to be addressed (refer to Chapter 1, par.1.3):

- What, according to literature, is the alignment between the current state of service delivery in terms of the implementation of the *Batho Pele* principles and the notion of CSL as a transformative pedagogy at HEIs for infusing core attributes for improved public service delivery?
- What are the needs of the clients of public service in terms of service delivery and the challenges they face in this regard?
- What are the challenges that public servants in South Africa face in terms of being trained for service delivery in general and the standards expected by the *Batho Pele* principles?
- To what extent are the graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) instilled in students by means of an exit-level CSL module?
- How can a framework be designed for the infusion of graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) in CSL modules towards improved public service delivery?

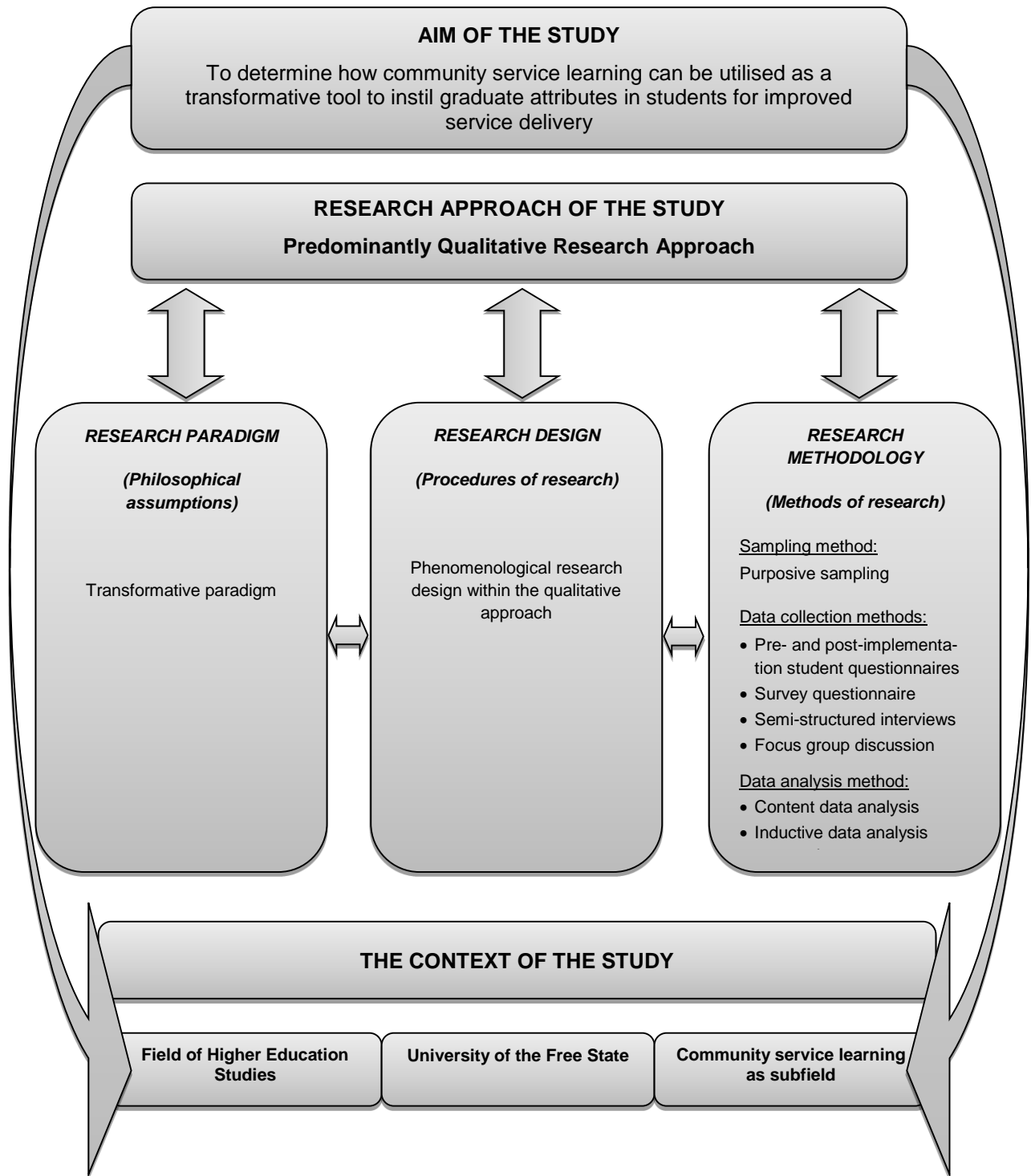
### **4.3.3 Aim and objectives of the study**

The main aim of this study was to determine how CSL can be utilised as a transformative tool to instil graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) in students for improved public service delivery. To achieve this aim, the following objectives were formulated (refer to Chapter 1, par. 1.4):

- To determine, through a review of relevant literature, the alignment between the current state of service delivery in terms of the implementation *Batho Pele* principles and the notion of CSL as a transformative pedagogy at HEIs for infusing core attributes for improved public service delivery.
- To determine the needs of the clients of public service in terms of service delivery and the challenges they face in this regard.
- To determine the challenges the public servants in South Africa face in terms of being trained for service delivery in general and the standards expected by the *Batho Pele* principles.
- To determine the extent to which the graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) are instilled in students by means of an exit-level CSL module.
- To design a framework for the infusion of graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) in CSL modules towards improved public service delivery.

The research problem, objectives and aim of the study reviewed in the preceding discussions explicitly indicate that the study falls within the ambit of course design and teaching and learning, with a disciplinary focus on CSL within the institutional context of the University of the Free State (UFS).

The subsequent sections present a discussion of the research approach used in this study followed by the research paradigm, research design and research methodology embedded within the selected research approach, which are in line with the three components accentuated by Creswell (2014:5) in Figure 4.1 above. Figure 4.2 depicts a framework for research particularly for this study.



Source: Author's own (2015).

Figure 4.2: A framework for research for this study

#### 4.4 RESEARCH APPROACH

Creswell (2014:3) focuses on three widely known research approaches, namely qualitative (which mainly uses words and thick descriptions emerging from open-ended questions), quantitative (which in principal uses numbers and closed-ended questions), and mixed methods (which incorporates elements of both qualitative and quantitative approaches).

Although the quantitative research approach has dominated research in the social sciences since the late nineteenth century, prominence in the use of qualitative research approaches together with the development of mixed methods research approaches has been evident since the latter half of the twentieth century (Creswell, 2014:4). Within this study, a qualitative research approach was used based on some of the core characteristics defined by, among others, Marshall and Rossman (in Creswell, 2014:185-186), namely: it allowed me as the researcher a) to collect data in a natural setting where there was face-to-face interaction with the participants; b) to conduct data collection through self-administrative pre- and post-student implementation questionnaires, survey questionnaire, semi-structured interviews, focus group discussion and review of documents; c) to collect multiple forms of data such as transcripts from interviews, documents and field notes, as well as audio taped information rather than rely on a single data source; and d) to establish patterns, categories and themes and work back and forth between the themes and database until a more comprehensive set of themes were established (i.e. inductive data analysis approach). This approach is described in detail in the subsequent discussions related to the data analysis and interpretation process followed in the study (refer to par. 4.4.3.4).

In addition, in instances where a phenomenon needs to be explored because limited research has been conducted on it, which is the case in this study, Gibbs (2007:5) and Creswell (2014:20) indicate a qualitative research approach to be more viable. It is on the basis of the preceding discussions that within this study, a predominately qualitative research approach was employed based on the philosophical assumptions, types of research designs as well as specific data collection and analysis methods embedded within such an approach, which allowed the researcher to better address the research problem. In the main, this research approach has allowed the researcher to explore and understand the meaning the participants of this study attribute to the phenomena under study (Creswell, 2014:4,186; Mertens, 2010a:225).

The following section firstly focuses on the research paradigm as one of the major research components embedded in the study based on Figure 4.2 in the preceding sections.

#### **4.4.1 Research paradigm**

All research as a systematic method of knowledge construction (Mertens, 2009:1, 2010a:2), needs a foundation for its study, and researchers need to be aware of the implicit worldviews or paradigms they bring to their studies (Creswell, 2014:5; Creswell & Plano Clark, 2007:22-23). As asserted by Nieuwenhuis (2007:47-48) and Mertens (2010a:7), a research paradigm provides a framework or lens that guides a study, that explains how reality is understood by the researcher and provides the foundation for a research study. Furthermore, worldviews



based on Creswell (2014:6) emerge, based on discipline orientations, preferences of the students' advisors and the past research experiences of the researcher.

The prominence of research paradigms, particularly in the social research field, was due to the work of Thomas Kuhn in 1962, from which Guba, Lincoln, and Denzin, as well as Lather, made a significant contribution to adapting and broadening the notion of paradigms. Building on the work of the latter authors, four principal paradigms widely discussed in the literature, namely post-positivism, constructivism, pragmatism and emancipatory (Creswell, 2014:6), were distinguished by Mertens. Subsequently, Mertens changed the concept of emancipatory paradigm to transformative which emanated from the aspiration to accentuate that the agency for change rests in a community working in partnership with the researcher toward the goal of personal and social transformation (Mertens, 2009:2, 2010a:8, 2010b:470).

Historically, the transformative paradigm in particular, emerged during the 1980s and 1990s (Creswell, 2014:9), and Neuman (in Creswell, 2014:9) adds that it has its roots in the works of Marx, Adorno, Marcuse, Habermas and Freire. This paradigm emerged as a framework for addressing, among others, the needs of the marginalised individuals in society and issues of power and social justice due to aspects such as physical, historical and economic factors throughout history, when such individuals are finding a means to bring their voices into the world of research. This emanated from researchers with a shared sentiment that the post-positivist assumptions merely imposed structural laws and theories that did not fit the marginalised, and the constructivist stance did not sufficiently support an action agenda to assist those pushed to the societal margins (Creswell, 2014:9).

Moreover, in the context of this paradigm, the role of the researcher within the transformative paradigm is crucial and revolves around recognising inequalities and injustices in society and striving to challenge the *status quo* and who possesses a shared sense of responsibility (Mertens, 2007:212). The researcher often commences with one of the specific social issues of the day as the focus of the study and proceeds using a collaborative approach as one of its major elements, and especially so as to not further marginalise the participants (Creswell, 2014:9-10). The voices of the marginalised (e.g. people at grassroots level) emanating from the research, are regarded as valuable as they are assumed to reflect transformative beliefs and views to guide researchers. In addition, these voices from the marginalised people in society are shared with researchers who are in partnership with them to advocate for the increase of social justice and human rights (Mertens, 2007:212, 2009:3-4, 2010a:29). With the latter statement in mind, it can be concluded that the transformative paradigm provides a united voice for reform and change for the participants to improve their lives (Creswell, 2014:10).

This study was positioned within a transformative research paradigm as it includes, among others, the current state of public service delivery transformation as a focal point of the study, in which the researcher seeks to determine how HEIs through CSL as a transformative pedagogical tool can contribute towards improved public service delivery, which will ultimately impact and contribute on the quality of services received by people at grassroots level. As such, the voices of the selected non-profit organisation (NPO) managers (as representatives of people at grassroots level) and selected public servants (as government service implementers who engage with the NPOs selected for the study), are deemed valuable to guide the final recommendations of the study. Ultimately the researcher intends to share these recommendations at appropriate levels with relevant stakeholders, both in public service and the HE context, to advocate the increase of social justice and human rights in terms of how public services are delivered. Moreover, specifically the involvement of the NPO managers in this study created a platform for the people at grassroots level to contribute towards preparing students for public service.

Mertens (2009:5) further describes that the three common themes in transformative research revolve around underlying assumptions, the community entry process and dissemination techniques, as explicated in the following section.

- “Underlying assumptions that rely on ethical stances of inclusion and challenging oppressive social structures.”
- “An entry process into the community that is designed to build trust and make goals and strategies transparent.”
- “Dissemination of findings in ways that encourage use of the results to enhance social justice and human rights.”

In light of the defined common elements within transformative research, this study reflects a transformative paradigmatic stance since in terms of **underlying assumptions** this study needed to investigate the current state of public service delivery and challenge the factors that contributed to poor service delivery (e.g. the lack of implementation of the *Batho Pele* principles) which, if not challenged, the negative resultant effect would be felt greatly by the people at grassroots level (i.e. citizens) since they are at the receiving end of public service delivery. In terms of the **community entry process** the researcher held preliminary discussions with all sets of participants involved in the study as an attempt to build trust before the actual collection of data. In particular, information-gathering sessions with the respective NPO managers selected for the study were conducted through the use of information-gathering questionnaires. Furthermore, introductory meetings with the individually selected public servants and GOVE3724 academic staff, as well as a brief introductory session with CSL324 students through an opportunity provided by the GOVE3724 programme director,

were conducted to ensure that all the participants had a proper understanding of who they were working with, and in a similar way for me as the researcher. In addition, the aim and purpose of this study was elaborated during these preliminary meetings and as such, an opportunity for clarity seeking questions from the side of the participants was provided. Therefore, I managed to consciously establish trust and relationships with the participants which was empowering to both myself and the participants, as there was mutual and reciprocal sharing of knowledge.

Moreover, with respect to the **dissemination techniques**, the results of this study are intended to be provided to the academic staff participating in the GOVE3724 module of the Governance and Political Transformation programme, which is assumed to inform them on ways to realign the GOVE3724 curriculum based on a framework incorporating the graduate attributes (including the values and attributes of *Batho Pele* principles) in CSL modules and other forms of education to better prepare students for the public service environment. Additionally, this study will make an indirect, long-term contribution towards improved service delivery based on a framework for in-service training. Douglas (as quoted by Norushe, Van Rooyen & Strumpher, 2004:65) defines in-service training as the training given by the employer to an employee to enable the individual to execute his/her job efficiently **and effectively** with the aim to meet the needs of the employer.

According to Creswell and Plano Clark (2007:24), Denzin and Lincoln as well as Guba and Lincoln (in Mertens, 2007:215, 2010a:10-11&29, 2010b:470), there are four significant common philosophical assumptions or belief systems defining paradigms in the research context. In particular, there are philosophical assumptions associated with a transformative paradigm, which are aligned to this study and are explicitly discussed in Table 4.1 below (Mertens, 2005:3, 2007:216, 2010b:470-472, 2012:5-8).

Within the transformative paradigm the **ontology** (nature of reality) is believed to be socially constructed based on different lenses (or multiple realities) that people bring into a particular situation.

The **epistemological position** (nature of relationship between the researcher and participants) of this paradigm is interactive in nature. This implies that the relationship through an interactive link between the researcher and participants is essential in understanding and creating the findings of the phenomena under study. In this regard, respect for culture, awareness of power relations and building of trust is critical. In addition, respect for human rights, social justice, transparency and reciprocity are among essential values that are included in the transformative **axiological position** (nature of ethics).

**Methodologically** (nature of research process and approach) the researcher has liberty to choose between quantitative, qualitative or mixed methods. However, a qualitative dimension is regarded as critical in transformative research as a point of establishing a dialogue between the researcher and the participants. In support of the latter statement, Reinhartz (in Mertens, 2010a:31,33) points out that the majority of transformative researchers employ an array of qualitative methods such as interviews, observations, and document review, since these methods allow the researcher to gather perspectives of people in the research study (Mertens, 2007:212).

In light of the preceding discussions, Table 4.1 explains the implications of the transformative paradigm, specifically with regard to this study, in terms of the stipulated four common philosophical assumptions.

**Table 4.1: The implications of philosophical assumptions associated with the transformative paradigm underlying this study**

Philosophical Assumptions	Description	Application to the study
<b>Ontology</b>	What is the nature of reality?	The multiple perspectives or views of sets of participants incorporated in this study (i.e. GOVE3724 students and academic staff/facilitators, selected NPO managers as representatives of the clients of government and the selected public servants who engage with the NPOs in the study, as well as the GOVE3724 students) are what constitute multiple realities that came out of the analysis of the research findings. The purpose for exploring multiple perspectives was to gain a more inclusive understanding of the phenomenon under study (i.e. the current state of public service delivery in terms of implementation of the <i>Batho Pele</i> principles and the notion of CSL as a transformative pedagogical tool at HEIs for infusing the university curriculum with graduate attributes for improved service delivery).
<b>Epistemology</b>	What is the relationship between the researcher and the participants?	There was an interactive relationship between the researcher and the participants throughout the study. The aim was to create an enabling environment for collaborative, mutual, and reciprocal sharing of knowledge which underpins some of the important values that are included in the transformative axiological position. Furthermore, the researcher also played a subjective, participatory role, thus forming an interactive link between the sets of participants.  In addition, the researcher was an external reviewer of the GOVE3724 module. This implies that although I as the researcher was not directly involved in the module, prior the collection of data from GOVE3724 students and academic staff, all written documents of the GOVE3724 module in the Governance and Political Transformation programme (e.g. pre- and post-student implementation questionnaires, study guide and module catalogue), were collected and explored in detail as a basis for the review of the curriculum. Furthermore, the extent to which graduate attributes are instilled by means of an exit-level GOVE3724 module was

		determined as one of the objectives of the study. The feedback on the research results is intended to be provided to inform the relevant academic staff involved on ways to realign or review the GOVE3724 curriculum.
<b>Methodology</b>	What is the process and approach of research?	<p>A qualitative research approach was predominantly used in this study to gather the views of the multiple participants on the phenomenon, which allowed the researcher to obtain data that represented a divergence of views in content. These multiple perspectives were based on the responses to the questions from the pre- and post-implementation student questionnaires, survey questionnaire, document review, semi-structured interviews and focus group discussion that were employed in the study.</p> <p>As the transformative paradigm recognises the value of inclusion of a qualitative dimension methodologically and an interactive relationship between the researcher and the participants, which were employed in this study, it provided a platform of establishing an authentic dialogue between the researcher and the participants, allowing for rich and in-depth analysis of the meaning of the phenomena under study based on different perspectives of the participants. This is notable in this study, since authentic dialogues underpinned by balanced voice from all sectors of civil society are crucial for improving public service delivery and thus provide a basis for improved service delivery.</p> <p>Within this study, a quantitative dimension was employed to obtain mostly demographic profiles and to determine a number of issues of interest relating to the infusion of graduate attributes (specifically those required for the implementation of the <i>Batho Pele</i> principles) especially with respect to GOVE3724 students. In addition, an inductive data analysis approach was employed in this study.</p>
<b>Axiological position</b>	What is the nature of ethics?	As mentioned before, the researcher had an interactive relationship with the participants throughout the study. The aim was to create an enabling environment for collaborative, mutual, and reciprocal sharing of knowledge which underpins some of the important values that are included in the transformative axiological position.

The following section focuses on the research design that is related to the paradigm embedded in this study.

#### **4.4.2 Research design: A phenomenological research design strategy**

Based on Table 4.1 above, the research design forms part of the three major components in the research framework for this study. These components are defined as the type of study that the researcher needs to choose within the three main research approaches (i.e. qualitative, quantitative and mixed method), as it provides an explicit plan or blueprint that describes the procedure the researcher intends to conduct the research study (Babbie & Mouton; 2009:74; Creswell, 2014:12; McMillan & Schumacher, 2010:20). In addition, some researchers (McMillan & Schumacher, 2010:20; Nieuwenhuis, 2007:70) point out that this plan also describes the selection of the research participants, the data collection and data analysis

techniques to be employed in the research, which are dealt with under the research methodology of this study later in this chapter.

With respect to this study, it was essential to use a qualitative research design as its modes of enquiry allows the researcher to construct in-depth understandings of the participant's perspectives (Babbie & Mouton, 2009:270; McMillan & Schumacher, 2010:45). Furthermore, although there are many purposes for conducting social research, exploration, description and explanation are accentuated as the three most common and useful purposes (Babbie & Mouton, 2009:79). The purpose in this study was exploratory and descriptive in nature which resonates with a qualitative research design. On one hand, since within this study there was a description of the social phenomenon under study (i.e. CSL as a transformative HE pedagogical tool for infusing the university curriculum with graduate attributes for improved service delivery), the chosen design served a descriptive purpose (Babbie & Mouton, 2009:80-81). On the other hand, Babbie and Mouton (2009:79-80) as well as Creswell (2014:29) refer to exploratory research as research into a new interest or understudied subject of study with the aim to develop new hypotheses or ideas based on the information that emerged from the participants. Hence, the application of exploratory research was regarded as significant for this study as the role of CSL as a transformative pedagogical tool at HEIs in infusing attributes aligned to government's regulatory and policy frameworks (e.g. *Batho Pele* principles), was considered under-researched and a framework incorporating such attributes within the university curriculum needed to be developed for improved service delivery.

Furthermore, Creswell (2014:13) indicates that a body of literature indicates different strategies of research designs such as discourse analysis and participatory action that are feasible to conduct qualitative studies. However, Creswell (2014:187) recommends qualitative researchers to specifically employ narrative, phenomenology, ethnography, case study and grounded theory as they are the most popular across the social sciences in the present day. On the basis of the latter statement, a phenomenological research design as one of the interactive designs for the study of individuals under the broad umbrella of qualitative research approach, was chosen particularly for this study and is discussed in the next section in detail.

According to Mertens (2010a:235) and Moustakas (in Creswell, 2014:14), phenomenological research is a design strategy in which the researcher describes the lived or subjective experiences of individuals about a phenomenon under study as expressed or perceived by the participants. The basis of phenomenology is that there are multiple perspectives of interpreting the same experience and that these perspectives are what constitutes reality (McMillan & Schumacher, 2010:346). This implies that phenomenological research focuses on understanding the voices of the participants, as their subjective experiences are at the centre

of the research (Mertens, 2010a:235). Particularly, interviews are typical data collection techniques of a phenomenologist (McMillan & Schumacher, 2010:346) which resonates with the methodological position of the transformative paradigm as described in the preceding discussions.

Within this study, it was essential to obtain the views and perspectives of the various participants regarding the phenomenon under study. The application of a phenomenological research design strategy was considered relevant as a selective group of participants for this study were subjected to semi-structured interviews and focus group discussions to obtain an in-depth understanding of the current state of public service delivery in terms of the *Batho Pele* principles and the notion of CSL as a transformative pedagogical tool to infuse graduate attributes in the university curriculum for improved service delivery.

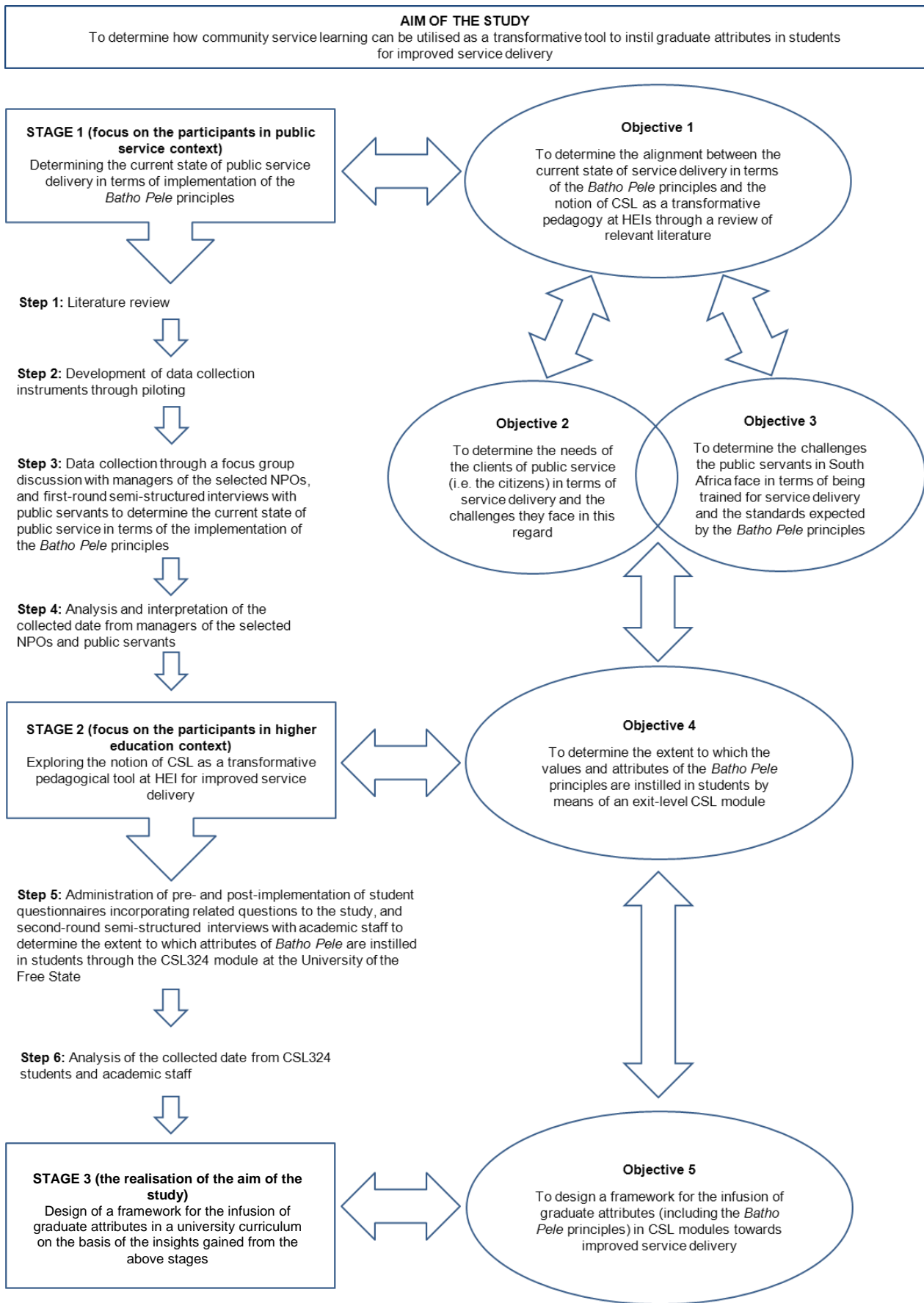
The following section focuses on the research methodology as the last major element in the research framework of this study (refer to Figure 4.2).

#### **4.4.3 Research methodology**

This section describes the research process that was followed and the types of methods or techniques for data collection and data analysis employed to translate the qualitative research approach of the study into practice (Babbie & Mouton, 2009:75; Creswell, 2014:16). In addition, the selection of the research participants is also addressed in this section. Firstly, the following section focuses on how the research process underlying the empirical part of the study unfolded. This discussion is guided by three respective stages that underpinned the research process of the study.

##### **4.4.3.1 Research stages underlying the empirical study**

The research process within a qualitative research approach is emergent as the initial plan for research cannot be firmly prescribed and some stages of the process may change after the researcher enters the field and begins to collect data (Creswell, 2014:186). As further expounded by Creswell (2014:4), a qualitative research process involves, among others, collecting data in the participant's setting or context. In this study data collection focused distinctively on participants in public service contexts (both receiving and delivering public services) and participants in the HE context. In particular, this study was conducted in three stages, as schematically depicted in Figure 4.3.



Source: Author's own (2015).

**Figure 4.3: A visual representation of the research stages underlying the empirical study**



As indicated in Figure 4.3, the aim of the study was to determine how CSL can be utilised as a transformative tool to instil graduate attributes in students for improved service delivery. To achieve this aim, five objectives were formulated. The first objective was to determine the alignment between the current state of service delivery in terms of the *Batho Pele* principles and the notion of CSL as a transformative pedagogy at HEIs through a review of relevant literature. The second objective was to determine the needs of the clients of public service (i.e. the citizens) in terms of service delivery and the challenges they face in this regard. The third objective was to determine the challenges the public servants in South Africa face in terms of being trained for service delivery and the standards expected by the *Batho Pele* principles.

Furthermore, the distinct public service context linked to Stage 1 and HE context linked to Stage 2, were flagged in the research process for understanding the phenomenon under study. As such, Stage 1 of the empirical portion of the study mainly focused on the related objectives to the public service context with the aim to achieve Objective 1, Objective 2 and Objective 3. This implies that aim of Stage 1 was to determine the current state of public service delivery in terms of the implementation of the *Batho Pele* principles. This was done through the following steps:

- **Step 1:** Literature review of the study which constituted two chapters, namely the alignment between the *Batho Pele* principles and the current state of public service delivery transformation (Chapter 2) and the notion of CSL at HEIs as a transformative pedagogical tool for infusing the university curriculum with graduate attributes for improved service delivery (Chapter 3).
- **Step 2:** The development of data collection instruments through piloting.
- **Step 3:** Data collection through a focus group discussion with the selected NPO managers (as representatives of the clients of government who are the primary beneficiaries of public services), and first-round semi-structured interviews with selected public servants (who engage with the selected NPOs for the study and as the implementers of public services) to determine the current state of public service in terms of the implementation of the *Batho Pele* principles. Furthermore, other semi-structured interviews were also conducted with the two Municipal Councilors from the Metropolitan Manguang Municipality area whom worked with the GOVE3724 students during community engagement.
- **Step 4:** The analysis of the data collected from the selected NPO managers and selected public servants were conducted.

In contrast, Stage 2 of the study focused on the HE context in line with Objective 4, namely to determine the extent to which the graduate attributes (specifically those required for the

implementation of the *Batho Pele* principles) are instilled in students by means of an exit-level CSL module. During this stage the following steps unfolded:

- **Step 5:** Initially, the pre-implementation GOVE3724 student questionnaires incorporating questions related to the study were administered to the students at the beginning of GOVE3724 module. Sequentially, the semi-structured interviews with GOVE3724 academic staff and facilitators were conducted. In this regard, the survey questionnaires were also administered and each participant completed at their own time for their convenience and submitted the completed questionnaires in a week's time. The survey questionnaire completed by the academic staff/facilitators mainly focused on some of the sections that were also asked to the GOVE3724 students, specifically those that dealt with graduate attributes that were identified as crucial for the effective and efficient implementation of the *Batho Pele* principles. Lastly, the post-implementation GOVE3724 student questionnaires, encompassing questions related to the study, were administered towards the end of the GOVE3724 module. These questionnaires were group-administrated as I (the researcher) waited while an entire group of GOVE3724 students completed those (Maree & Pietersen, 2007a:157) on the respective phases of the module, as indicated above. The purpose of the collection of data in this step was to determine Objective 4 of this study, as stipulated in the preceding discussions.
- **Step 6:** The data that was collected from GOVE3724 students and academic staff, respectively, were analysed and interpreted.

The last stage of the empirical portion of the study (Stage 3) focused on the related objective to the main aim of the study which was Objective 5, namely to design a framework for the infusion of graduate attributes (specifically required for the implementation of the *Batho Pele* principles) in CSL modules towards improved service delivery. This objective was achieved based on the synthesis of the insights and information gained from the preceding stages (Stage 1 to Stage 2).

#### **4.4.3.2 Participants in the study**

The research participants selected from the undergraduate programme in Governance and Political Transformation at the UFS consisted of students and academic staff members engaged in the GOVE3724 module. The aim was to determine from the views of GOVE3724 students and academic staff, the extent to which the values and attributes of the *Batho Pele* principles are instilled in students by means of the exit-level GOVE3724 module. In addition, selected NPO managers (as representatives of the people at grassroots level) and the public servants (who engage with the selected NPOs) and the two municipal councillors (who worked

with the GOVE3724 students during community engagement) were also participants for the study.

### **a) The sampling/selection of the participants**

In simple terms, sampling refers to the method employed to select a given number of individuals from a population, which often influences the quality of data and conclusions the researcher can make from it (Mertens, 2010a:309). Mertens (2010a:309) further indicates that irrespective of the research paradigm that the study is embedded in, it is essential to make decisions related to sampling within the constraints of ethics and feasibility. There are two types of sampling methods that can be employed by the researchers, namely probability and non-probability sampling methods (Babbie & Mouton, 2009:166; Maree & Pietersen, 2007b:172; McMillan & Schumacher, 2010:325-326).

However, various researchers (Creswell, 2014:189; Greeff, 2005:304; Krueger & Casey, 2009:204; Nieuwenhuis, 2007:90) assert that in qualitative research in particular the focus is not necessarily on the selection of a large number of participants, but rather on purposive sampling of participants, since it places the researcher in a better position in terms of understanding the research problem and research question of the study. Hence, a purposive sampling method which is one of the types of a non-probability sampling method (Maree & Pietersen, 2007b:176; McMillan & Schumacher, 2010:125), was employed in this study. Purposive sampling allowed the researcher to select participants who are currently involved in the issues concerning this study (Babbie & Mouton, 2009:288; Creswell, 2014:189) and thus with rich information or first-hand experience in terms of the phenomenon under study in order to obtain in-depth information from the participants (Creswell & Plano Clark, 2007:112; Maree & Pietersen, 2007b:178; McMillan & Schumacher, 2010:138; Mertens, 2010a:320).

Patton (as quoted by Mertens, 2010a:321-322) outlines a number of sampling strategies (e.g. homogenous sampling, theory-based sampling and intensity sampling) that researchers can use with qualitative sampling methods. In addition, Mertens (2010a:321) states that albeit the aspiration of qualitative researchers is not to generalise from the population, it is essential that the researcher makes explicit the sampling strategy and its associated logic. It was therefore essential, within this study, to employ a criterion sampling strategy in which the researcher set up selection criteria and then identified participants that met those criteria. As such, selection criteria outlined in the subsequent section based on Figure 4.4 and Figure 4.5, informed the selection of the respective sets of participants involved in the study.

**SELECTION CRITERIA FOR PARTICIPANTS IN STAGE 1  
FOCUS ON PUBLIC SERVICE CONTEXT**

**NPO managers who participated in a focus group discussion**

**Inclusion criteria**

- Well-informed participants (preferably in managerial positions) who form part of the NPO as it is considered to be an organisation close to the people at grassroots level.
- Needs to have a relationship of some sort with the UFS since the focus of this study was on the UFS as one of the South African universities.
- NPOs must be geographically situated in the Free State Province since, based on the literature review, the Free State is among those provinces experiencing public service delivery protests acutely.
- Proficient in English as the focus group discussion was in English.
- Willing to participate in the study as volunteers.

**Exclusion criteria**

- None.

**Public servants who participated in semi-structured interviews**

**Inclusion criteria**

- Public servants working for the Free State provincial government departments of Social Development, Education, and Health, who specifically engage with the selected NPOs for the study.
- Municipal Councillors working for the Metropolitan Mangaung Municipality area, who specifically work with GOVE3724 students during community engagement.
- Proficient in English as the semi-structured interviews were in English.
- Willing to participate in the study as volunteers.

**Exclusion criteria**

- Other provincial departments not mentioned above were excluded from the study, as they did not form part of the departments engaging with the NPOs selected for this study.

Source: Author's own (2015).

*Figure 4.4: Selection criteria for participants in Stage 1*

**SELECTION CRITERIA FOR PARTICIPANTS IN STAGE 2  
FOCUS ON HIGHER EDUCATION CONTEXT**

**GOVE3724 students who completed pre- and post-implementation student questionnaires**

**Inclusion criteria**

- Registered students in an undergraduate programme of Governance and Political Transformation at the UFS, in an exit-level GOVE3724 module.
- Students in their third year of studies.
- Proficient in English as the pre- and post-implementation questionnaires were in English.
- Willing to participate in the study as volunteers.

**Exclusion criteria**

- First year and second year students were excluded as they have only been exposed to the theoretical modules of the programme

**GOVE3724 academic staff who participated in semi-structured interviews and completed a survey questionnaire**

**Inclusion criteria**

- Academic staff engaged in an exit-level GOVE3724 module in an undergraduate programme of Governance and Political Transformation at the UFS.
- Proficient in English as the semi-structured interviews were conducted in English.
- Willing to participate in one-on-one semi-structured interviews and complete a survey questionnaire.

**Exclusion criteria**

- None.

Source: Author's own (2015).

*Figure 4.5: Selection criteria for participants in Stage 2*

## **b) The procedure for selection of the participants**

In Stage 1 which focused on the public service context, the respective NPO managers and public servants were selected as participants during the data-gathering step in this stage. In particular, the participants for the focus group discussion were **eight managers from seven selected NPOs**. Since this study was partly funded by and formed part of the National Research Fund (NRF) research project titled *Knowledge as Enablement*, which mainly focused on the Third Sector, the NPOs as organisations within the sector involved in this research project who specifically met the selection criteria as specified in Figure 4.4, were selected for the purpose of this study. This was done with permission from the NRF grant-holder who is one of the supervisors of my study. An email with an attached combined study information and informed consent document outlining the aim and the purpose of the study, as well as a consent form (see Appendix A), was sent to all the selected NPO managers. Those who provided consent to participate in the study and indicated that they are willing to participate in the focus group discussion, were selected.

Furthermore, for the data collection step in Stage 1 in which **public servants** were selected as participants to participate in the semi-structured interviews, a consolidated list of public servants who regularly engage with the seven selected NPOs was obtained from the respective NPO managers who participated in the study. It is, however, important to note that only managers from the six NPOs that were selected in this study was able to provide a list of public servants they regularly engage with, as one of the NPOs closed down and lost all their contacts. The consultation with NPO managers was done with permission from the NRF grant-holder who provided access to base-line study information gathered from the NPO managers at an earlier stage of the NRF project. The public servants from the Free State Departments of Social Development, Education and Health based on the consolidated list, were initially recruited telephonically. As an endeavour to establish rapport with the participants, subsequent to the telephonic conversations, individual introductory meetings were held with the individual public servants where the purpose and ethical considerations of the study were explained and they were requested to participate in the study (Mertens, 2010a:242). Upon the introductory meetings, an email was sent to all the public servants attached with combined study information and the informed consent document (see Appendix B). Those who replied and gave consent to participate were selected as participants in the semi-structured interviews. Additionally, Municipal Councillors who worked with the GOVE3724 students during community engagement were also selected to participate in the semi-structured interviews. These interviews were conducted with the permission of the GOVE3724 programme director who provided the contact details of the two councillors. A meeting was secured with the respective councillors where the purpose and ethical considerations of the study, as contained

in the combined study information and the informed consent document for the public servants (Appendix C), were explained and they were requested to participate in the study. Since they both gave consent to participate, they were also selected as participants in the semi-structured interviews.

Both GOVE3724 students and academic staff/facilitators were selected to participate in the data collection step during Stage 2 which focused on the higher education context. With respect to **GOVE3724 students** as participants to complete the pre- and post-implementation student questionnaires, a class list with all the current registered students for the GOVE3724 module in the Governance and Political Transformation programme was obtained from the administration staff responsible for the module. Permission was granted by the programme director (see Appendix C). Rapley (2007:29) asserts that in some studies researchers are requested to provide a presentation to the target population as a way of not only outlining the aim and the purpose of the project, but also starting the process of enabling informed consent. In line with this study, prior to the collection of data, an opportunity was provided by the GOVE3724 programme director to have a brief introductory session with the GOVE3724 students during one of their formal lectures as an endeavour to outline the purpose and aim of the study, as well as to ensure that they make an informed choice to form part of the study. This initiative assisted in making the data collection process run smoothly as the students were already informed about the study. In addition, a combined study information and informed consent document was developed (see Appendix D), and on the day of the collection of data all the students were once again guided through the documents and given an explanation of the aim and purpose of the study. All the students who signed and submitted informed consent forms, confirming their voluntary participation in completing the questionnaires, formed part of the participants of the study.

Furthermore, in order to select participants from the academic staff involved in GOVE3724, an email with an attached combined study information and informed consent document for providing an explanation of the aim and purpose of the study, was sent to all four **GOVE3724 academic staff**, who comprised one lecturer and three facilitators (see Appendix E). All the academic staff members who replied and gave consent to participate were selected as participants in the semi-structured interviews conducted in Stage 2 of the study.

#### **4.4.3.3 Data collection techniques**

Irrespective of the approach of the research, the purpose of data collection is to learn something about people or things and often the specific attribute of the person or setting (Mertens, 2010a:351). The choice of data collection methods used in this study was based on the intent of the researcher to allow information to emerge from the perceptions of participants

involved (Creswell, 2014:17) which is in line with the qualitative research approach employed. Maree and Van der Westhuizen (2007:35), as well as Creswell (2009:175), highlight that in qualitative research different techniques of data collection must be utilised, rather than relying on a single data source. On this basis, particularly in this study, multiple qualitative data collection techniques (i.e. semi-structured interviews and focus group discussion) were utilised. The literature review, pre- and post-implementation student questionnaires, survey questionnaire for academic staff/facilitators as well as document review, were also used to obtain qualitative data. For the purpose of this study, these multiple qualitative data collection techniques are classified into two categories, namely non-interactive and interactive qualitative data collection techniques. The subsequent section focuses on the non-interactive data collection techniques that were employed in the study.

### **a) Non-interactive qualitative data collection techniques**

The literature review (Chapters 2 and 3), pre-implementation student questionnaire (see Appendix F), post-implementation student questionnaire (see Appendix G) and survey questionnaire for the academic staff/facilitators (see Appendix H), as well as document review (GOVE3724 study guide and module catalogue, see Appendix I) were employed as non-interactive qualitative strategies in this study. Although these data collection techniques allowed the researcher to obtain qualitative data, there was limited reciprocity between the researcher and the participants. Hence, they are referred to as non-interactive data collection techniques in this study.

### **LITERATURE REVIEW**

Mertens (2010a:91) claims that a literature review is essential for both quantitative and qualitative studies irrespective of the research paradigm embedded in the study. However, the nature of the written literature review depends on whether the study is quantitative, qualitative, or mixed method (McMillan & Schumacher, 2010:93). As this is a predominantly qualitative study, the literature review was conducted in the introduction of the research study which provided a useful background for framing or formulating the research problem which led to the research questions, aim and objectives of the study (Mertens, 2010a:250). This review was based on relevant literature, including books, journals, articles, internet sources and relevant official documents such as acts and policies on public service and HE contexts, respectively.

Furthermore, the related literature was integrated within the discussion on the analysis of the research results in Chapter 5, where it was used to compare and contrast with the research results that emerged from the study (Creswell, 2014:30). This implies that additional new literature was introduced to better explain and interpret the findings

(McMillan & Schumacher, 2010:96). Therefore, in essence, this suggests that the literature review of this study took a form that served to integrate the literature, organise it into related series of related topic and summarising the literature by pointing out the central issues as in most dissertations and theses (Creswell, 2014:28-29).

#### **PRE- AND POST-IMPLEMENTATION STUDENT QUESTIONNAIRES**

Although in qualitative research studies, the researcher is regarded as the main instrument that collects data (Creswell, 2014:185; Kvale, 2007:29; Mertens, 2010a:366), questionnaires were also used as data collection techniques to collect some of qualitative data in this study. According to McCracken (in Mertens, 2010a:372) the use of questionnaires in a qualitative study does not pre-empt the open-ended nature of the qualitative data collection methods (e.g. interviews and focus group discussions). Hence, the group-administrated pre- and post-implementation student questionnaires that were employed in this study also included open-ended questions as open questions allow the participants to respond in their own words and as such, provide the potential for richness of responses (Maree & Pietersen, 2007a:160-161; Mertens, 2010a:188). The composition of these questionnaires is explained in greater lengths in the subsequent section.

Furthermore, prior designing a data collection instrument such as a questionnaire, Mertens (2010a:187) advocates for a review of literature to verify extant instruments which the researcher might be able to adopt or adapt from. However, in this study a different approach was undertaken, since there were extant pre- and post-implementation student questionnaires, which were compulsory to be completed by GOVE3724 students and in fact compulsory with all CSL modules in the UFS.

The original pre-implementation student questionnaire (see Appendix J) was utilised to determine the students' understanding and expectations of the CSL modules prior to its commencement. Conversely, the original post-implementation student questionnaire (see Appendix K) was employed to gain insight into the students' experiences and perspectives after their engagement in the module in order to improve the module in the future. Hence, the original pre- and post-implementation student questionnaires that were used in the CLS324 module, were regarded as relevant instruments within this study, since the researcher needed to know the expectations and understanding of students in terms of specific graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) before the beginning of the module and their experiences and perspectives in terms of the infusion of such attributes after their engagement in the GOVE3724 module.



Therefore, those specific questions encapsulated in GOVE3724 student questionnaires that were relevant in terms of the research question of the study were adopted and some adapted. However, the adopted questions did not fully address the main research objective for collecting data specifically from GOVE3724 students and academic staff, which was to determine the extent to which values and attributes of the *Batho Pele* principles are instilled in students in GOVE3724. As such, additional questions relating specifically to the research question were incorporated into the existing pre- and post-implementation questionnaires. These additional questions were developed based on the literature review conducted in the study.

To enhance the accuracy of the additional questions related to the study, the questions were discussed with the supervisors and inputs were also provided by other researchers. Furthermore, these questions were also pilot-tested with GOVE3724 students who were involved in the module in the previous year, as they represented a similar sample to the researcher's intended group of participants in this regard (Mertens, 2010a:191). On the basis of the pilot-test, the questions were reformulated, adapted, added or deleted as needed.

The original pre- and post-implementation student questionnaires that were used in the GOVE3724 module generally comprised nine sections and 13 sections, respectively, with sub-sections. Both in the pre- and post-implementation student questionnaires Section 1 collected demographic and other student information; Section 2 required information from students relating to the service sector partner and the community; Section 3 sought students' understanding of service learning; Section 4 collected information from students on their involvement in module development; Section 5 required information regarding students' expectations of the service learning module in a case of the pre-implementation student questionnaire and in terms of the post-implementation student questionnaire, information required was regarding students' experiences of the service learning module;

Section 6 collected information relating to the students' knowledge about the module's learning outcomes. Specifically, in the pre-implementation student questionnaire further focus was on the students' understanding of the intended module outcomes for the community and service sector respectively, and in the post-implementation student questionnaire further focus was on the students' thinking on whether the outcomes of the community and the service sector partner respectively, were achieved as intended. This part in the post-implementation student questionnaire was covered by Section 7 and Section 8 of the questionnaire.

Furthermore, both the pre- and post-implementation student questionnaire focused on students' understanding and experiences respectively, in terms of the provision of guidelines, orientation and preparation for working in the community. In this regard, in the pre-implementation student questionnaire this was covered under Section 7 and Section 9 in the post-implementation questionnaire. In addition, both the questionnaires focused on the assessment of learning, in which the students were required to outline whether the assessment of the learning outcomes of this service learning module was different from that of other modules. This component was covered under Section 8 in the pre-implementation student questionnaire and under Section 10 in the post-implementation student questionnaire.

Section 9 of the pre-implementation student questionnaire, which marks the last section of the questionnaire, allowed for any additional remarks regarding students' feelings, opinions and concerns about the service learning module they are about to participate in. In contrast, the post-implementation student questionnaire focused on additional sections which required information relating to reciprocity (Section 11) and students' personal experiences (Section 12). The latter part of the post-implementation student questionnaire, Section 13 allowed for any final remarks regarding students' feelings, perspectives and concerns about the service learning module, as well as any recommendations for improvement of this module.

For the purposes of this study, only those sections that related specifically to the research problem at hand, are mentioned in this thesis. In the case of both the adapted pre- and post-implementation student questionnaires there following sections were included from the original pre- and post-implementation student questionnaires respectively:

- Section 1, which incorporated all quantitative closed-ended questions used to determine the demographic and other information of students participating in GOVE3724. In particular, this section included questions (1.1–1.4).
- Section 2, which required information from students relating to the service sector partner and the community and section) and this sections covered questions (2.1–2.2).
- Section 3, which sought students' understanding of the notion of service learning. Specifically, these sections related to question (3.1).
- Section 5 which required information regarding students' expectations and experiences of the service learning module. To be explicit, this section included questions (5.1–5.7).
- Section 9 which marked the last section of the original pre-implementation student questionnaire was included only in the adapted pre-implementation questionnaire. This

section comprised of only one question (i.e. 9.1). In contrast, section 11 which comprised questions (11.1–11.4); section 12, which covered questions (12.1–12.6) and Section 13 which included questions (13.1–13.2) were utilised in the adapted post-implementation student questionnaire. This highlights those focus areas where there were deviations in terms of sections included from the both the original pre- and post-implementation questionnaires.

As indicated earlier, I as the researcher, also compiled additional questions relating specifically to the research question of this study in the pre- and post-implementation student questionnaires respectively. These additional questions included the following:

- In terms of the adapted pre-implementation student questionnaire, questions 4.1.5 formed part of the additional questions relating to the research questions that were compiled in this regard. In addition, Section 5 which required both quantitative and qualitative information relating to the specific expectations of the students regarding the contribution of the GOVE3724 module with regard to specific attributes (i.e. values, qualities and skills) serves as a component that was added in this instance. This section included questions 5.1 (students' expectations regarding the intellectual/theoretical outcomes), question 5.2 (students' expectations regarding the interpersonal / life skill outcomes), question 5.3 (students' expectations regarding the technical/ practical outcomes) and question 5.4 (students' expectations regarding the workplace skills and applied knowledge-related outcomes).
- In terms of the post-implementation questionnaire, questions 2.1.1, 2.2.1, 2.3, 4.1.5 and 6.2 formed part of the additional questions relating to the research questions that were compiled in this regard. Additionally, Section 5 which required both quantitative and qualitative information relating to the specific experiences of the students regarding the contribution of the GOVE3724 module with regard to specific attributes (i.e. values, qualities and skills) serves as a component that was added in this instance. This section included questions 5.1 (students' experiences regarding the intellectual/theoretical outcomes), question 5.2 (students' experiences regarding the interpersonal / life skill outcomes), question 5.3 (students' experiences regarding the technical/ practical outcomes) and question 5.4 (students' experiences regarding the workplace skills and applied knowledge-related outcomes).

In light of the type of questions related to the study, both in the pre- and post-implementation questionnaires, it is apparent that demographic information (which asked about the personal characteristics of the students), knowledge-related questions (which asked the students' understanding about the GOVE3724 module) and attitudinal or skills-related questions

(which asked about the students' expectations and experiences about the acquisition of specific graduate attributes in the GOVE3724 module), were the three types of questions that constituted the questionnaires (Mertens, 2010a:193,197).

### **SURVEY QUESTIONNAIRE FOR ACADEMIC STAFF/FACILITATORS**

In this regard, some parts of the pre- and post-implementation questionnaire administered to the GOVE3724 students for the purposes of this study were utilised to compile a survey questionnaire for GOVE3724 academic staff/facilitators. This allowed a better understanding of the views of the academic staff/facilitators in terms of the extent the graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) are instilled in students by means of an exit-level CSL module.

In particular, section 5 from the pre- and post-implementation student questionnaires which required information relating to the specific expectations/experiences of the students regarding the contribution of the GOVE3724 module with regard to specific attributes (i.e. values, qualities and skills) served as a component that was used to compile the survey questionnaire. This implies that the survey questionnaire for the academic staff/facilitators comprised of questions 1.1 (academic staff members' experiences regarding the intellectual/theoretical outcomes), question 1.2 (academic staff members' experiences regarding the interpersonal / life skill outcomes), question 1.3 (academic staff members' experiences regarding the technical/ practical outcomes) and question 1.4 (academic staff members' experiences regarding the workplace skills and applied knowledge-related outcomes).

In view of the composition of the survey questionnaire that was self-administered to the academic staff/facilitators, it is apparent that attitudinal or skills-related questions (which asked about the academic staff members' views about the acquisition of specific graduate attributes in the GOVE3724 module), were the type of questions that constituted the survey questionnaire (Mertens, 2010a:193,197).

### **DOCUMENT ANALYSIS**

Document analysis is regarded as one of the qualitative data collection techniques which focus on all types of written communications that may shed light on the phenomenon under study (Nieuwenhuis, 2007:82). These may be public documents such as newspapers and official reports, or private documents such as personal journals and diaries (Creswell, 2014:190). In addition, Mertens (2010a:373) asserts that these documents which are often used to gain the necessary background to the situation and insights into the dynamics of

everyday functioning, do not only include typical paper products, but also computer files, tapes (i.e. audio and video) and other artefacts.

With respect to this study, prior to the collection of data from GOVE3724 students and academic staff, all written documents of the GOVE3724 module in the Governance and Political Transformation programme (e.g. pre- and post-implementation questionnaires, study guide and module catalogue), were collected and explored in detail as a basis for the review of the curriculum and preparation for collection of data. This technique was valuable as it shed information that provided a better understanding of the programme and what the GOVE3724 module entails. Moreover, the students' reflection reports served as a form of data that were triangulated with data collected from GOVE3724 student questionnaires and the semi-structured interviews conducted with GOVE3724 academic staff. The students' reflection reports were utilised with permission granted by the programme director for GOVE3724, as well as GOVE3724 students themselves (see Appendices C and D, as included in the accompanying disc).

## **b) Interactive qualitative data collection techniques**

Semi-structured interviews and a focus group discussion were two data collection techniques classified as interactive qualitative techniques, as on the one hand, these techniques allowed me as the researcher to obtain in-depth information from the participants (Creswell, 2014:190; Kvale, 2007:1). On the other hand, as they mainly comprised open-ended questions it allowed the participants to express their opinions and use their voices freely (Greeff, 2005:297). Specific protocols to conduct the interviews, which Creswell (2014:185) defines as instruments for collecting data, were used. The semi-structured interview schedule for academic staff (Appendix L) and for the selected public servants (Appendix M), as well as a focus group script for the selected NPO managers (Appendix N) were specific protocols utilised in this study.

### **SEMI-STRUCTURED INTERVIEWS**

Interviewing is often associated with and regarded as the main mode of collection of data in qualitative research (Babbie & Mouton, 2009:289; Greeff, 2005:287; Mertens, 2010a:370). Nieuwenhuis (2007:87), Kvale (2007:1) and Creswell (2014:190) assert that the aim of qualitative interviews is to conduct face-to-face interaction between the interviewer and interviewee in order to obtain rich descriptive data to understand the participant's construction of knowledge and social reality.

Interviews can be in a group or one-on-one. One-on-one interviews, in particular, are classified into three types, namely unstructured (sometimes referred to as open-ended), semi-structured and structured interviews. However, typically interviews in a qualitative

research study are conducted within an unstructured format (Mertens, 2010a:370). It is on this basis that one-on-one semi-structured interviews were employed as a data collection technique with public servants in Stage 1 and GOVE3724 academic staff in Stage 2 of the empirical part of the study, since these interviews allowed for gathering of contrasting and complementary views and experiences of the respective participants on the phenomenon under study (Nieuwenhuis, 2007:87; Rapley, 2007:39).

Furthermore, McMillan and Schumacher (2010:355) assert that qualitative interviews may take several forms such as an informal conversation interview, interview guide approach and key informant interviews, which vary in the degree of structure, planning and the comparability of responses in the data analysis. Within this study, two forms of qualitative interviews, namely the interview guide or interview protocol as referred to by Creswell (2014:194), as well as key informant interviews, were used specifically. Mertens (2010a:240) also recommends the use of an interview guide as guidance in the planning and execution of interviews. The interview guides which are scripts that structure the course of the interview and encompass a general sequence of 'finely crafted' questions (Kvale, 2007:56-57; Rapley, 2007:38), were compiled after the literature review. The interview guides used in this study were based on a guideline explicitly described by Creswell (2014:194), which included a) a heading (date, place, interviewer and interviewee); b) instructions for the interviewer to follow so that standard procedures are consistently used throughout the interviews; c) the questions ranging from an ice-breaker question and questions related to the study to the concluding question; d) spaces between the questions to record responses; and e) a final thank you statement to acknowledge and appreciate the involvement of the participant in the study. Moreover, to ensure the appropriateness of the questions, the interview guides were discussed and verified by supervisors.

In addition, well-informed participants (i.e. selected public servants and academic staff) with special knowledge on the phenomenon under study who were willing to share their views and experiences, known as key informants, were selected for the semi-structured interviews. Transcripts, audiotape recordings and field notes were used to increase the total accumulation of data and also served the basis for analysis (Greeff, 2005:311). How these interviews were executed and the information obtained during the interviews, are presented in Chapter 5.

#### **FOCUS GROUP DISCUSSION**

Furthermore, the empirical part of this study included the use of a focus group discussion, which is one of the forms of interviews in qualitative research (Kvale, 2007:72; Mertens, 2010a:370) that serves as an enabling tool designed to better understand the feelings and

perceptions of a group of people about a particular issue (Greeff, 2005:299; Krueger & Casey, 2009:2; McMillan & Schumacher, 2010:363; Nieuwenhuis, 2007:90). Focus group discussions further save time, as they allow the researcher to obtain multiple views within a limited period of time (Babbie & Mouton, 2009:292).

Particularly in this study, a focus group discussion was deemed even more appropriate as its intent is not to infer or generalise, but rather to comprehend (Krueger & Casey, 2009:66) the needs and challenges of the NPO managers as representatives of people at grassroots level. Moreover, the essential motivation was to listen and learn from the voice of the participants (Greeff, 2005:300). As such, the focus group discussion created a platform for the participants to share their views and experiences about the needs and challenges they face in terms of public service delivery. Thus, the purpose was to create a process of collaborative knowledge-building and -sharing for mutual enablement between the facilitator and the participants and among the participants.

As has been mentioned before, most qualitative research methods, including focus group discussions, rely on purposive sampling (Greeff, 2005:304; Krueger & Casey, 2009:204; Nieuwenhuis, 2007:90). As such, purposive sampling was employed as a type of sampling, as it made provision to select participants with specific knowledge on the phenomena under study (Creswell & Plano Clark, 2007:112; Maree & Pietersen, 2007b:178; McMillan & Schumacher, 2010:138).

Given that the focus group interview is a guided discussion, a focus group script with carefully formulated and sequenced questions focusing on the views and experiences of the NPO managers was utilised (Mertens, 2010a:370). This script followed a funnel structure format (Kvale, 2007:57; Nieuwenhuis, 2007:91) or a questioning route strategy (Greeff, 2005:308; Krueger & Casey, 2009:38-41) whereby, primarily, the questions are broad and less structured in order to put the participants at ease. The ending section was narrow and covered questions pertinent to the phenomena under study. In the same way as the semi-structured interview guides, the focus group script was also discussed and verified by supervisors to ensure the correctness and relevance of the questions. Transcripts, audiotape recordings and field notes were also used in this regard in order to increase the total accumulation of data, and these also served as the basis for analysis (Greeff, 2005:311). The implementation of the focus groups and the data obtained will be outlined and explicated in Chapter 5.

#### 4.4.3.4 Data analysis and interpretation

Both quantitative and qualitative data analysis was employed in this study. Quantitative research relies heavily on numbers in reporting results, which are manipulated by statistics, which are defined as methods of organising and analysing quantitative data. In this study, descriptive statistics, as one of the broad categories of statistical techniques crucial in interpreting the quantitative results, was employed to summarise, organise and transform a set of numbers or observations into indices that describe or characterise the data. The frequency distributions, percentages and charts were particularly used in this study to present the quantitative data (McMillan & Schumacher, 2010:148-149,152).

On the contrary, qualitative data analysis, which was predominately followed in this study, is defined as an ongoing or systematic process of coding, categorising, and interpreting data to provide explanations of the phenomenon under study (McMillan & Schumacher, 2010:367, Mertens, 2010a:423). Since in qualitative data analysis there is no set of standard procedures for data analysis, the interpretation of the data collected depends on the researcher's rigor and tolerance for tentativeness of interpretation until analysis is completed (Creswell, 2014:4; McMillan & Schumacher, 2010:367). In this study, the type of data analysed was text information that recorded and reported the voice of the participants and in terms of interpretations, the themes or patterns that emerged from the data were interpreted (Creswell, 2014:17).

The data analysis process of this study advanced parallel with data collection and the writing up of the research findings (Creswell, 2014:195). As has been indicated before, this study was embedded in a predominantly qualitative research approach, and on this basis, an inductive data analysis approach was used which is discussed subsequently.

Qualitative data analysis is primarily an inductive process of organising data from specific into general categories that emerge from the data and identifying patterns and relationships among the categories (Creswell, 2014:186; Gibbs, 2007:5; McMillan & Schumacher, 2010:367). This data analysis approach as employed in this study, allowed the categories of analysis to emerge from the data without imposing pre-existing expectations on the phenomena under study (Mertens, 2010a:225).

The data analysis process followed in this study was drawn mainly from the work of McMillan and Schumacher (2010:369-378) and Creswell (2014:197-200) who tend to share the same sentiments in this regard and their ideas were incorporated in this study as described in the subsequent section. To explicitly present the logic that was used to analyse and interpret the



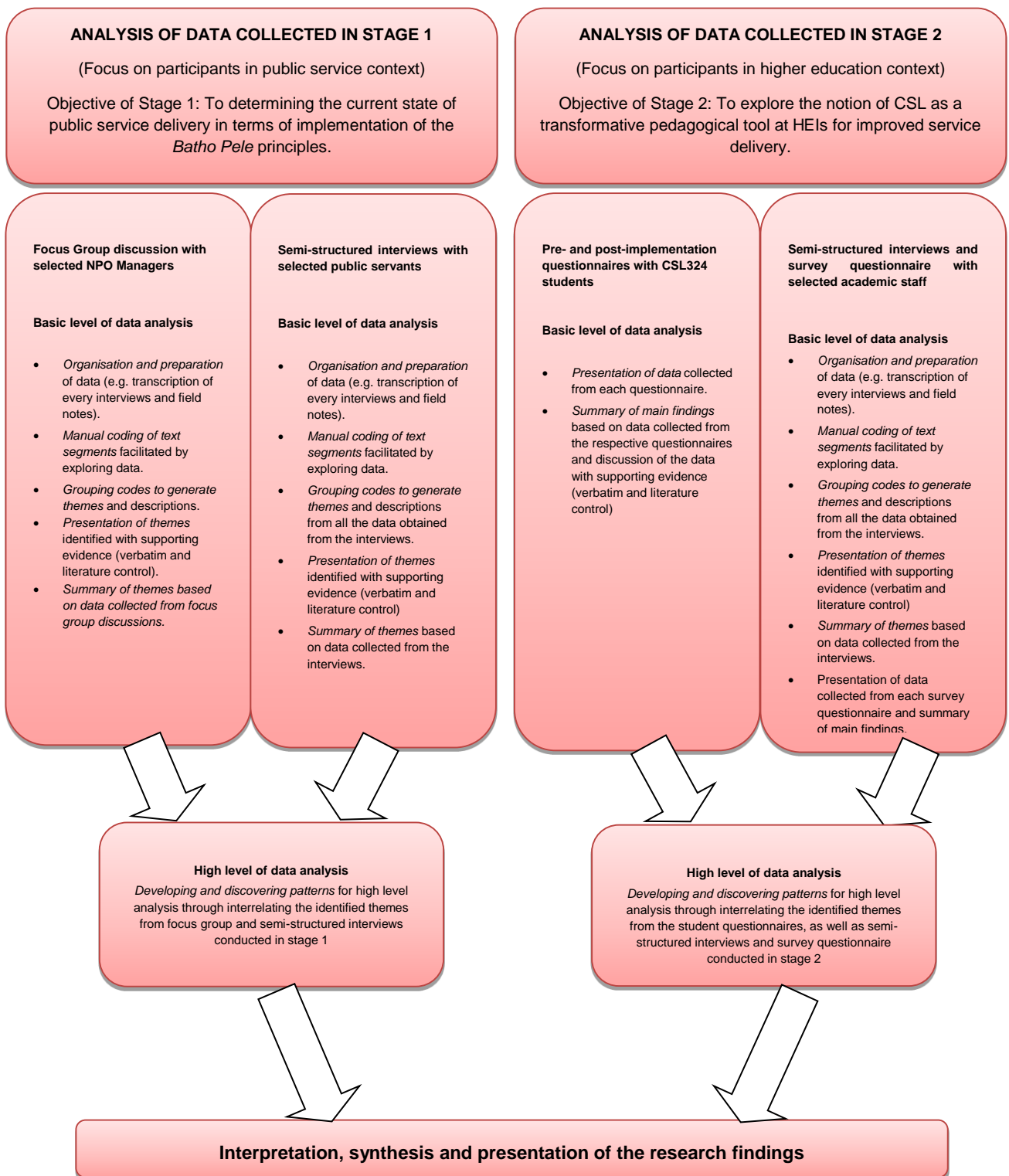
data as recommended by Mertens (2010a:260), a schematic representation of the data analysis process followed in this study is presented in Figure 4.6 below.

Based on raw qualitative data collected in the study from all the participants, the data analysis process started with the **organisation and preparation of the data**. This involved transcribing the semi-structured interviews and focus group discussion, typing up of all field notes and general sorting and arranging of all the collected data. Subsequently, the researcher **explored or read through the data** to acquire a general sense of all the information and to reflect on its overall meaning.

The preceding step was followed by a **manual coding process** where the researcher organised the data dividing the datasets by identifying data segments and phrasing or labelling a word representing a code in the margins so that increasingly broader perspectives were reflected. Since an inductive data analysis approach was followed in the study, the codes were allowed to emerge during the data analysis process.

Furthermore, the codes that emerged were used and grouped to generate **categories or themes for analysis** which were shaped into general descriptions of the experiences of the participants as it is in line with the phenomenological research design strategy employed in the study. Recurring patterns and themes were noticed during this basic or first level of analysis.

Advancing from themes and categorising, the researcher provided a detailed discussion of several themes with subthemes and multiple perspectives from the participants, as well as verbatim accounts. This further involved discovering patterns through categorising together themes that related to each other or **interrelating the identified themes** to reflect a high level of analysis. These interrelated themes were used as major themes or headings in the research findings section of the thesis as they underpinned the main findings of the study. Ultimately, the researcher **interpreted the meaning of the final findings** in conjunction with information collected through the literature review of the study. Figure 4.6 subsequently displays a qualitative data analysis process followed in this study.



Source: Author's own (2015).

**Figure 4.6: Data analysis process for the study**

The next section focuses on the procedures that were used for validating the research findings of this study.

## **4.5 VALIDITY AND TRUSTWORTHINESS OF THE STUDY**

According to McMillan and Schumacher (2010:330), validity is defined as the degree of congruence between the explanations of the phenomena and the realities of the world. In particular, Creswell (2014:201) points out that qualitative validity revolves around the procedures used by the researchers to verify the accuracy of the research findings. In this regard, validity as one of the strengths of qualitative research relies on the participants to review the findings, along with the resources of the researcher and the participation of external reviewers as procedure to verify the accuracy of research findings (Creswell & Plano Clark, 2007:31).

Furthermore, Mertens (2010a:255) contends that quality indicators for qualitative research are dependent on the data analysis approach and purpose of the study. Guba and Lincoln (in Nieuwenhuis, 2007:80) and Mertens (2010a:255) specify credibility, transferability, dependability and confirmability as the key criteria to check the quality and trustworthiness of the study. The following section explains how these key criteria, based on the claims of Guba and Lincoln, were applied to enhance the validity and trustworthiness of the study.

### **4.5.1 Credibility**

Guba and Lincoln (in Mertens, 2010a:255) associate credibility with internal validity. Credibility in this study was enhanced by using member checking, triangulation and pre-testing and verification of data collection tools as some of the key validation strategies recommended in this regard.

According to Nieuwenhuis (2007:89), as well as McMillan and Schumacher (2010:370), transcribing interview data is essential for purposes of data analysis. The concept of a transcript is defined as a written description of the recorded interview (Rapley, 2007:51). Hence, the semi-structured interviews conducted in this study were transcribed (see Appendix O and P) and formally provided to the public servants and GOVE3724 academic staff, respectively, in order to check for misunderstanding and verify if it was a true reflection of what transpired during the interviews. This validation strategy is defined by several researchers (Creswell, 2014:201; Creswell & Plano Clark, 2007:134; Gibbs, 2007:104) as member checking or validation. With regard to the focus group discussion conducted with the selected NPO managers, although the interview was also transcribed (see Appendix Q), a more informal member checking was employed in which I as the researcher, frequently verified the participants' interpretations with them during the focus group interview by rephrasing and probing topics to obtain more complete and subtle meanings (McMillan & Schumacher, 2010:331). This suggests that member checking as one of the recommended validation

strategies to ensure credibility, can either be formal or informal (Mertens, 2010a:257), which was both applied within this study.

Triangulation involves the use of multiple methods and multiple data sources for cross-validation to support the strength of interpretations and conclusions in qualitative research (Gibbs, 2007:104; McMillan & Schumacher, 2010:379; Mertens, 2010a:429). In relation to this study, triangulation was used to increase the credibility of the study in which different sources of information were involved (Creswell, 2014:201). GOVE3724 students and academic staff, as well as the selected NPO managers and public servants, were used as different sources of information. Moreover, a multi-method strategy which allowed the use of several data collection techniques was employed (McMillan & Schumacher, 2010:331). The semi-structured interviews were conducted across the selected public servants and GOVE3724 academic staff, as well as a focus group discussion with the selected NPO managers. Pre- and post-implementation student questionnaires, a survey questionnaire for academic staff/facilitators, as well as document reviews, were also used to collect qualitative data. These strategies were essential within this study as they permitted triangulation of data across the multiple data collection techniques, which enabled me as the researcher to report on a diversity of perspectives from multiple participants on the phenomenon under study, which stands to be a characteristic of good qualitative research (Creswell, 2014:99).

In contrast, Richardson (in Nieuwenhuis, 2007:81), as well as Guba and Lincoln (in Mertens, 2010a:258), disputes the concept of triangulation in the context of a qualitative study as it is based on the assumption of a fixed point that can be triangulated, contradicting the notion of multiple realities in qualitative research. Hence, Richardson (in Nieuwenhuis, 2007:81) proposes the concept of *crystallisation*, and Mertens (2010a:429) suggests the metaphor of a *prism*. According to Mertens (2010a:429) both metaphors (i.e. crystallisation and prism) suggest multifaceted sources of data that are brought to bear on the interpretation of findings and as such, allowing for an infinite variety of angles of approach and provides a complex and deeper understanding of the phenomenon.

Additional questions that were incorporated into the existing GOVE3724 pre- and post-implementation student questionnaires were pilot-tested and the interview guides for the semi-structured interviews, as well as focus group script for a focus group discussion employed in this study, were verified by the research supervisors and a number of sources for inputs.

#### **4.5.2 Transferability**

Guba and Lincoln (in Mertens, 2010a:259) equate transferability to external validity in post-positivist research and explain that particularly in qualitative research it enables the reader to

make judgements about the applicability of the research findings to his/her own situation based on the researcher's thick descriptions.

Transferability in this study was achieved by using a multi-method strategy (e.g. the pre- and post-implementation student questionnaires, survey questionnaire for academic staff / facilitators, semi-structured interviews, focus group discussions and document analysis), which allowed me to provide divergent views, and thus, rich descriptions in terms of the research findings (Creswell, 2014:99; Creswell & Plano Clark, 2007:134). In addition, multiple cases, as referred to by Yin (in Mertens, 2010a:259), or multiple sources of information were also used in this study to strengthen the transferability of the research findings. In support of this, Creswell (2014:202) claims that when qualitative researchers offer many perspectives about a theme, the research findings become more realistic and also richer. The multiple sources of information included the GOVE3724 students and academic staff, as well as the selected NPO managers and selected public servants.

#### **4.5.3 Dependability**

Guba and Lincoln (as quoted by Mertens, 2010a:259) identify dependability as parallel to reliability in quantitative research and they indicate that it can be achieved through conducting a dependability audit to confirm the quality and appropriateness of the research process.

For the purposes of this study, dependability was achieved by means of an audit trail of the entire research process. There were no changes or shifts in the study, and the research process for the study was followed as indicated in the research proposal, which was approved by the UFS Ethics Committee of the Faculty of Education.

#### **4.5.4 Confirmability**

As indicated by Guba and Lincoln (in Mertens, 2010a:260), confirmability is linked to objectivity in quantitative research and it means that the data collected in the study and its interpretation is not an invention of the researcher's imagination. In this regard, Neuman (in Creswell, 2014:99) expresses the view that the potential of suppressing, falsifying or inventing findings in reporting the research results constitutes scientific misconduct in professional research communities. As such, Creswell (2014:99) concedes that in the analysis and interpretation of data, researchers need to provide an accurate account of the information, which can be achieved through a wide range of validation strategies.

As recommended by Guba and Lincoln (in Mertens, 2020a:260), the qualitative data collected in the present study can be tracked to their source and the logic that was used to interpret the collected data was made explicit through a descriptive and schematic illustration of the data

analysis process followed in the study (refer to Figure 4.6). In terms of tracing of collected data to the source, this was achieved through recording and transcribing the semi-structured interviews and focus group discussion using a form of verbatim accounts (or an *in vivo* account as phrased by Creswell, 2014:198), which denote literal or actual statements of the participants and quotations (Creswell & Plano Clark, 2007:134; Gibbs, 2007:104; McMillan & Schumacher, 2010:331; Rapley, 2007:52). This validation strategy was employed to ensure an accurate reflection of the participants' views. Significant verbatim accounts from the participants were also incorporated into the discussion on the analysis of data.

All data collected from both the semi-structured interviews and a focus group discussion were recorded through audiotape recorders as these are the most prominently used devices. In addition, adequate information about the purpose of the recording was provided to all the participants to ensure that those who partook understood that it was a mechanism providing the researcher with an accurate and relatively detailed record of the interviews (Rapley, 2007:35, 39).

## **4.6 ETHICAL CONSIDERATIONS**

In general, ethics are concerned with beliefs about what is right or wrong from a moral perspective. However, in the research context ethical practices are focused on what is morally proper and improper when engaging with participants (McMillan & Schumacher, 2010:117). Piper and Simons (2011:25) claim that ethical practice in the research context is often defined as 'doing no harm'. Hence, it is essential for ethical practices to be considered throughout the research process of the study, starting from the commencement of the study to reporting and storing data (Creswell, 2014:94-95).

In light of the preceding discussion, it is often a general practice in universities to submit a research proposal and application for ethical clearance to the appropriate ethics committee for approval prior to having access to conducting research in any fieldwork (Rapley, 2007:24). In line with this general practice, within this study, approval by the UFS Ethics Committee of the Faculty of Education, with ethical clearance number: UFS-EDU-2012-0012 (refer to Appendix R), was granted subsequent to an application for ethical clearance had been submitted.

Although consideration of ethical implications is essential to any research project (Rapley, 2007:32), various researchers (Gibbs, 2007:9; Locke *et al.*, in Creswell, 2014:187; McMillan & Schumacher, 2010:338) contend that, in particular, qualitative research raises a host of ethical issues since it is more likely to be personally intrusive than quantitative studies. Within this qualitative study, the following common or traditional ethical considerations were applied to

protect the rights of the participants, as well as guide my actions as the researcher in the study (Piper & Simons, 2011:25):

#### **4.6.1 Informed consent**

According to a number of authors (Gibbs, 2007:8; Kvale, 2007:27; McMillan & Schumacher, 2010:118; Piper & Simons, 2011:26), informed consent means that the participants in the study should give permission in full knowledge of the purpose of the research and the consequences for them of taking part. This implies that all the participants should be informed about the study and written informed consent should be obtained for participation, as well as for the recording of the interviews as proof that the participants voluntarily participated in the study, and that they were not secretly recorded (Kvale, 2007:93; Rapley, 2007:24-25).

Prior to the beginning of the study, signed written informed consent forms (see Appendix S) were obtained from all the participants as an indication of their voluntary participation (Creswell, 2014:96-97; Piper & Simons, 2011:26). As further stipulated by Sarantakos (in Creswell, 2014:96), the following elements were contained in the informed consent forms which acknowledged protection of human rights: a) identification of the researcher (and the supervisors); b) the sponsoring institution (and grant-holder); c) the purpose of the study; d) the benefits for participating; e) the level and type of participant involvement; f) notation of risks to the participant; g) guarantee of confidentiality to the participant; h) assurance that the participant can withdraw at any time; and i) provision of names of persons to contact if questions arise. In a combined document with the informed consent form, a clear study information outline in an accessible style was also distributed to all the participants which provided the participants with an explanation of the nature and purpose of the research and how the outcomes of the data collected will be used in order to enable them to make an informed choice about whether or not to participate in the study (Rapley, 2007:24-27).

In addition, Mertens (2010a:250), Piper and Simons (2011:26), as well as Creswell (2014:96), indicate that prior to the study, researchers need to obtain approval of individuals in authority (i.e. gatekeepers) to gain access or permission to study the participants, which usually involves writing a letter that specifies the extent of time, the potential impact and outcomes of the research. Within this study, specifically relating to the participants in Stage 1, the permission for the study to use the NPO managers who fall within the selection criteria as stipulated in the preceding discussions, was obtained from the head of Service Learning at the UFS who have partnerships with a number of NPOs as sites for academic student placement, especially in the South African context (Thomson, Smith-Tolken, Naidoo & Bringle, 2008:227-228). Concurrently, the head of Service Learning was also the grant-holder for the NRF research project wherein a number of these NPOs participated. In addition, the selected NPO managers

in this study were consulted to obtain a list of public servants who engage with them. Both the selected NPO managers and the selected public servants formed part of the participants in Stage 1 of the empirical portion of the study.

Moreover, permission for the study to use GOVE3724 students and academic staff who participated in Stage 2 of the empirical study, as well as all documentation that can provide a comprehensive understanding of the module, was obtained from the Governance and Political Transformation programme director (refer to Appendix C, as included in the accompanying disc).

#### **4.6.2 Avoidance of harm**

Creswell (2014:98) points out that it is essential for researchers to anticipate the possibility of harmful, intimate information being disclosed during the process of collecting data for the study. Within this study, all possible steps to avoid any harm or distress, either psychologically or physically, to the participants were also taken both during the empirical study, as well as when the researcher wrote up the research findings (Rapley, 2007:24), by ensuring that no personal information was disclosed. Before the study commenced, the researcher informed all the participant of their rights. This included their right to withdraw or terminate their participation at any time during the study with no penalty.

#### **4.6.3 Deception**

Deception occurs when participants understand one purpose, but the researcher has a different purpose in mind and as such, to avoid deception in a research study the researcher should provide truthful information to the participants about the purpose of the study (McMillan & Schumacher, 2010:117; Creswell, 2014:97-98).

For purposes of this study, from the beginning of the study I as the researcher, through preliminary or introductory meetings, disclosed the purpose of the study to all sets of participants, as well as the sponsorship of the study, since the study was partly funded by the NRF grant and formed part of an NRF research project. These preliminary sessions were done based on the study information and informed consent document developed in the study.

Moreover, as additional strategies toward avoiding deception in this study, permission to participate in the study was sought from all the participants prior to the data collection phase, and the contact details of the researcher and the supervisors were included in the study information document provided to ensure that the participants have a way to contact the researcher should they want to withdraw from the study or have clarity seeking questions related to the study (Rapley, 2007:29).



#### **4.6.4 Privacy and confidentiality**

Privacy revolves around the protection of anonymity of participants, roles and incidents in the study (Creswell, 2014:99), as well as confidentiality and appropriate storing of data (McMillan & Schumacher, 2010:121). In support of the latter statement, Rapley (2007:30) states that it is essential to treat all data collected confidentially and anonymous in transcripts and research reports. Furthermore, Kvale (2007:27), McMillan and Schumacher (2010:122), as well as Mertens (2010a:342), refer to the concept of confidentiality as when no one has access to individual data or participants' name but the researcher, by handling and reporting the data provided by the participants in such a way that they cannot be linked with them personally.

Particularly in this study, all the initial student participants were assured of complete confidentiality, as GOVE3724 students were not required to indicate their names on the pre- and post-implementation questionnaires, making it impossible for the researcher to associate any name with a specific questionnaire. In terms of all the participants in the semi-structured interviews and focus group discussion, all uniquely identifying information on their identities and organisations were also protected through concealing any identifying details (Rapley, 2007:30) specifically using aliases or pseudonyms (Creswell, 2014:99; Piper & Simons, 2011:26).

Moreover, appropriate secure arrangements were made for storage of all recordings, including all the information that was obtained during the data collection phase, in which I as the researcher kept the data in secured cabinets and all the relevant electronic documents in secured files where to only I had access (Rapley, 2007:30-31).

#### **4.6.5 Dignity and respect**

In terms of respect, it is essential for the researcher to anticipate any cultural, religious, gender, and any other differences in the participants and sites that need to be respected (Creswell, 2014:97). Determining what information is essential for the researcher to collect for the research project becomes crucial when considering the dignity of participants (Rapley, 2007:31).

In this study, the researcher collected data through pre- and post-implementation questionnaires, semi-structured interviews and a focus group discussion at times that were best suited or convenient to all the sets of participants (Mertens, 2010a:242) as an attempt to minimise imposition on the flow of activities and privacy of the participants. Furthermore, the use of the notion of 'participants' and not 'subjects' in this study suggests acknowledgement of participants who were involved (Creswell, 2014:100), and demonstrates the concern for the rights of those who took part in the study (Rapley, 2007:23).

As rewards and appreciation can provide respect and reciprocity to the participants (Creswell, 2014:98), small appreciation gifts were provided to all the participants for their involvement in the study.

Additionally, since researchers have a responsibility to report their research findings to the scientific community (Babbie & Mouton, 2009:528), feedback of the final results of this study, it is intended to be shared with relevant participants for purposes of validating their knowledge-sharing and valuing their unique contributions. This will serve as part of showing the participants respect and confirming their sense of dignity within this study.

#### **4.6.6 Publication**

While the intention in this study is to share the final results with the relevant participants, Maree and Van der Westhuizen (2007:41-42) indicate that the confidentiality of the research results and the protection of the participants' identities is an essential ethical aspect. Hence, with the publication of the one section of the research results of this study (Pitso, 2014), it was important that participants were not identified by name or in any other way that could make it possible for them to be identified. The data that may be reported in scientific journals as well as in the final thesis does not include any information that identifies the participants.

### **4.7 CONCLUSION**

This chapter presented a detailed explanation of the research design and methodology that were followed in the study. A framework for research was expounded, which was supported by the three applicable research components, namely research paradigm, research design and research methodology. The research process of the study underpinned by the three main stages was explicitly described. In particular, the purpose of the study was explorative and descriptive and was situated within a transformative paradigm. The research methodology of the chapter outlined selection criteria for participants, data collection techniques, as well as the data analysis process and approach followed in the study.

The remainder of this chapter covered issues relating to validity and trustworthiness, as well as ethical considerations. In this regard, a number of validation strategies and ethical practices employed in the study were described.

The next chapter presents the research findings obtained through the implementation of the research design and methodology described in this chapter.

## Chapter 5

# IMPLEMENTATION OF THE EMPIRICAL STUDY, PRESENTATION AND ANALYSIS OF RESEARCH FINDINGS

---

### 5.1 INTRODUCTION

The preceding chapters contain a literature review on the alignment between the implementation of the *Batho Pele* principles and the current state of public service delivery in South Africa (refer to Chapter 2), as well as the notion of community service learning (CSL) as a transformative pedagogical tool for infusing the university curriculum with graduate attributes for improved service delivery (refer to Chapter 3).

Furthermore, there is a focus on the research design and methodology employed in the empirical investigation of this study (refer to Chapter 4). In Chapter 4, the mode of enquiry for this study is discussed. The use of a qualitative research design allowed me as the researcher to construct an in-depth understanding of the participant's perspectives (Babbie & Mouton, 2009:270; McMillan & Schumacher, 2010:45). The main aim of the study is to determine how CSL can be utilised as a transformative tool to instil graduate attributes in students for improved service delivery. To this end, the GOVE3724 module of the Governance and Political Transformation Programme at the University of the Free State (UFS) was used for the purposes of this study.

In this chapter, the implementation of the empirical study, as well as the presentation and analysis of the research results will be explicated. Firstly, the participants in the study are described (i.e. study implementation). Secondly, the data collected from participants in the public service context (Stage 1) is presented and analysed, and thereafter the data collected from the participants in the higher education (HE) context (Stage 2). Stage 1 of the empirical portion of the study focuses mainly on the data obtained through a focus group discussion with the managers of the selected non-profit organisations (NPOs) and semi-structured interviews with public servants (who work with the selected NPOs). Stage 2 of the empirical portion of the study covers the data produced from the pre- and post-implementation student questionnaires, as well as semi-structured interviews and survey questionnaires with academic staff/facilitators. Subsequently, the discussion in this chapter is on the analysis of research results, and the remaining section will focus on the synopsis and conclusion of the research results based on all highlighted themes and patterns.

## 5.2 IMPLEMENTATION OF THE EMPIRICAL STUDY

### 5.2.1 The participants

In total, this study includes four groups of participants, namely: the managers from the NPOs selected for the study; public servants (with whom the selected NPOs work); GOVE3724 students, and academic staff/facilitators. A total of seven **managers from eight registered NPOs** (as representatives of the voice of the clients of government) in the Mangaung Metropolitan Municipality in the Free State Province (FSP) participated in the focus group discussion.

Furthermore, a total of nine **public servants** participated in the first round of semi-structured interviews conducted in this study. Seven of these public servants included those with whom the selected NPOs work from the provincial sphere of government, and the remaining two involved municipal councillors in the Mangaung Metropolitan Municipality who engaged with GOVE3724 students. These participants were all from the Free State Provincial Government (FSPG). The public servants who work in the provincial sphere were from different job designations, namely one senior director, one deputy director, two assistant directors and three supervisors. They also represent different provincial departments, namely: five from the Department of Social Development, one from the Department of Health, and one from the Department of Education.

Undergraduate GOVE3724 **students**, who were in their final year of their first degree in the 2014 academic year, participated in the piloting of the pre- and post-implementation student questionnaires for the purposes of this study. A total of 49 registered students in the undergraduate programme of Governance and Political Transformation, who gave written consent to voluntarily participate in the completion of the pre-implementation student questionnaire, were used as the participants. Of these 49 students, the majority (i.e. 46) were in their third year of study. In terms of the post-implementation student questionnaire, a total of 46 registered students participated in the study, and the majority of the students (i.e. 44) were in their third year of study. This confirms the fact that the majority of the students registered for the GOVE3724 module were mainly in their third year of study. First year students were excluded from this study, as they only had exposure to the theoretical modules of the programme.

Four GOVE3724 **academic staff members** in the undergraduate programme of Governance and Political Transformation formed part of the participants in the second round of semi-structured interviews. All of them gave written consent to voluntarily participate in the study. At the time of the execution of the semi-structured interviews, one permanent academic staff

member formed part of the GOV3724 module. The remaining three formed part of the academic facilitators for the module. In addition, all the academic staff members also completed a survey questionnaire upon the completion of the semi-structured interviews.

## **5.2.2 Procedure**

The data was collected over a period of 22 months. In Stage 1 of the empirical portion of the study, a focus group discussion with the selected NPO managers was conducted in January 2014. The information obtained from the focus group discussion determined the needs and challenges of NPO managers (as representatives of clients of government) with regard to government services. Additionally, part of the data produced from the focus group discussion was also used in a book which formed part of a National Research Fund project. This PhD thesis also forms part of that same NRF project, and along with it, was also partially funded by an NRF grant. The semi-structured interviews with the public servants were conducted over a period of three months (from September 2015 to November 2015). The availability of the participants posed a challenge, as the public servants, both from provincial departments and the municipality respectively who participated in the semi-structured interviews had full schedules, and it was a challenge to accommodate everybody. As a result, some of the interviews were conducted in the early hours of the morning or late hours of the day, depending on the participants' schedules.

In Stage 2 of the empirical section of the study, the student questionnaires were completed between July 2015 (pre-implementation questionnaire) and September 2015 (post-implementation questionnaire). The semi-structured interviews with the academic staff/facilitators were conducted in October 2015, during which most of the interviews were consecutively conducted in one day during different time slots. The availability of the academic staff/facilitators who participated in the semi-structured interviews was not a challenge, as compared to the availability of the public servants. Following the semi-structured interviews, all academic staff and facilitators completed a survey questionnaire in their own time, and all returned the completed questionnaire in a week's time during October 2015.

### **5.2.2.1 Focus group discussion**

The aim of the first stage of the empirical portion of this study was to determine the current state of public service delivery in terms of the implementation of the *Batho Pele* principles. At this stage, the focus was on both the selected NPO managers and the selected public servants, as both were participants from the public service context. One focus group discussion was held with the selected NPO managers. The determining criteria for group composition varied around the purpose of the research (Mertens, 2010a:240). A number of authors (Greeff,

2005:305; Krueger & Casey, 2009:2) affirm that the composition of focus groups usually ranges from five to ten participants. Creswell (2014:190) specifically asserts that qualitative researchers engage with six to eight participants within each focus group discussion. Based on this, eight managers from seven selected NPOs were selected to participate in the focus group discussion in this study. This focus group composition proved to generate free-flowing discussions and enabled everyone to participate, while still eliciting a range of responses (De Vos *et al.*, 2005:304-305).

As indicated earlier, the data obtained from this data collection method was also used to contribute to a chapter in a book entitled *Knowledge As Enablement* (Pitso, 2014), that was published during 2014 as part of an NRF project, with a specific focus on the third sector that this study formed part of.

The focus group discussion provided a platform to the NPO managers (as representatives of people at grassroots level) to voice their needs and the challenges they face with regard to the delivery of public services. A combined study information and informed consent document was developed and emailed to all the participants prior to conducting the focus group discussion, as an attempt to provide an overview of the study to all the participants. Written consent was obtained from all the participants through the signing off of the informed consent form. The focus group discussion was conducted at the Johannes Brill Building at the University of the Free State.

A focus group script was developed, after which the focus group discussion was conducted for approximately 120 minutes. The following procedures were followed in the focus group discussion:

- The participants were provided with an explanation of the aim and purpose of the focus group discussion, as stipulated in the study information document.
- All participants signed and submitted informed consent forms, confirming their voluntary participation in the focus group discussion.
- The participants were seated in a circle, giving each an equal opportunity to participate fully.
- A focus group script, with specific questions focusing on the views and experiences of the NPOs, was employed to guide the discussion. A funnel structure format or a questioning route strategy was used (Greeff, 2005:308; Krueger & Casey, 2009:38-41; Nieuwenhuis, 2007:91) whereby I, as the researcher, commenced with a broad and less structured set of questions to put the participants at ease. The concluding section was narrow, covering questions pertinent to the phenomena under study.

- The focus group discussion was electronically recorded and transcribed verbatim directly after being concluded to ensure that salient points were not forgotten (Rapley, 2007:40).
- During the focus group discussion, the focus group facilitation or moderating team was comprised of the researcher (myself) as facilitator, a co-facilitator, and a tape recorder operator. The researcher as facilitator directed the discussions and transcribed them verbatim directly after the interview, while the co-facilitator operated another tape recorder and recorded observations as a backup of the discussion. These backups were used in order to enhance the credibility of the study (Nieuwenhuis, 2007:92-93) and the validity of the analysis (Krueger & Casey, 2009:89). The tape recorder operator recorded the focus group discussion electronically (De Vos *et al.*, 2005:307; Krueger & Casey, 2009:89).
- Questions that made up the focus group script were informed by the literature review (Rapley, 2007:38).

A description of the participants in the focus group discussion is provided in Table 5.1, with specific focus on position, NPO, primary focus area, and relationship with government department(s).

**Table 5.1: Description of participants in the focus group discussion**

Participant	Position	NPO	Primary focus area	Relationship with government department (s)
Participant 1	Manager	NPO# 1	Homeless people	No direct or indirect relationship
Participant 2	Manager	NPO# 2	Inner city residents, street children and families	No direct or indirect relationship
Participant 3	Manager	NPO# 3	Community (mainly youth)	Department of Social Development Department of Education
Participant 4	Manager	NPO# 4	Drug and substance abuse	Department of Social Development Department of Education Department of Correctional Services
Participant 5	Manager	NPO# 5	Legal assistance	No direct or indirect relationship
Participant 6	Manager 1	NPO# 6	Home-based care	Department of Health
Participant 7	Manager 2	NPO# 7	Home-based care	Department of Health
Participant 8	Manager	NPO# 8	The elderly (aged 60 years and upwards)	Department of Social Development Department of Health Department of Education

Table 5.1 shows that a total of eight managers from the seven selected NPOs participated in the focus group discussion. The primary focus areas of the respective NPOs, as highlighted in the table, clearly reflect the unique role and value of the third sector in continually seeking a

platform to voice and advocate the interests, needs and challenges of the communities they serve.

It is noteworthy that the focus areas of the respective NPOs, as highlighted in Table 5.1, seem to directly link to the key roles and responsibilities of the majority of the public servants who participated in this study through semi-structured interviews. Prevention and rehabilitation services relating to drug and substance abuse, services to vulnerable groups, such as elderly people, orphans and children became apparent. Also, adult basic education and the HIV/Aids programme were highlighted as additional focus areas of the public servants that participated in this study. This confirms the working relationship between the selected NPOs and the majority of the selected public servants that participated in this study. As such, the data collected from these two selected groups of participants provided comprehensive insight into the service delivery challenges faced by these participants, as well as proposals for improvement. These challenges and the proposals for improvement are presented in the subsequent sections.

Furthermore, it is apparent that five of the seven selected NPOs had a relationship with one or more government department, with the Department of Social Development and the Department of Education being the most prominent. Those NPOs classified as having no direct or indirect relationship with a government department participated as clients of government in their own right, but also as the voice of the citizens they serve.

### **5.2.2.2 Semi-structured interviews**

As indicated in the preceding discussions, the semi-structured interviews were conducted with nine public servants from the FSP (i.e. seven from the provincial government and two ward councillors) in the first stage of the empirical study, as well as with one permanent academic staff member and three academic facilitators who were responsible for GOVE3724 in the second stage of the empirical study.

With specific reference to the first round of semi-structured interviews, a consolidated list of public servants who engage with the selected NPOs, as obtained from the individual NPO managers who participated in the study, was used to recruit the potential participants telephonically. As indicated in the preceding chapter, despite the fact that eight managers from seven individual NPOs participated in this study, only managers from the six NPOs were able to provide a list of public servants they regularly engage with, as one of the NPOs closed down and lost all their contacts. Similarly, in the second round of semi-structured interviews, the contact details of the academic facilitators in the GOVE3724 module, as obtained from the



programme director (who is also the GOVE3724 academic staff member that formed part of the interviews), were utilised to recruit participants for the study.

Subsequent to the telephonic conversations and individual introductory meetings to explain the purpose and the ethical considerations of the study, emails with: i) a request to participate in the study, ii) a combined study information and informed consent document expounding the aim and purpose of the study, iii) as well as the ethical aspects and the participants' rights pertaining to the study, were sent to all public servants and academic staff identified as possible participants and who met the inclusion criteria. These participants were selected through purposive sampling.

With regard to the first-round of semi-structured interviews, nine public servants were willing to participate in the study and were used as participants. In terms of the second-round of semi-structured interviews, one academic staff member and three academic facilitators agreed to participate in the study and were used as participants. Their signed consent forms were received, and interviews were scheduled with each of them in each round. For both the public servants, as well as the academic staff/ facilitators, one-on-one semi-structured interviews were conducted in the offices of the respective participants, as they all resided in the Mangaung Metropolitan Municipality area. The interviews lasted between 45 – 60 minutes.

Although an interview guide or protocol consisting of broad questions was utilised to conduct the semi-structured interviews, the same questions were not asked in the same sequence in each encounter, as it was essential to this study to follow the participant's voice, and to not strictly limit the interview to the predetermined questions (Rapley, 2007:39). Hence, Mertens (2010a:242) advocates for researchers to be flexible when conducting interviews.

The semi-structured interviews were recorded with all the participants through the use of an audio-recorder, as permitted by the participants, together with handwritten notes as a precautionary measure in a case where recording equipment could have failed (Creswell, 2014:194). Transcriptions were made immediately after each interview for the purposes of data analysis (Nieuwenhuis, 2007:87,89). The transcribed interviews were sent back to each participant to verify the content. A summary of each transcribed interview in the first round of semi structured interviews with public servants is presented in Appendix O (Refer to appendix included in the accompanying disc), while a summary of the second round of semi-structured interviews with GOV3724 academic staff/facilitators appears in Appendix P (Refer to appendix included in the accompanying disc).

Table 5.2 provides a description of participants in the semi-structured interviews with public servants with a focus on their job title, salary level and name of the department. Initials are

used as pseudonyms to indicate each participant. The table also indicates whether participants were from the provincial or local sphere of government.

**Table 5.2: Description of participants in the first-round of semi-structured interviews (public servants)**

Participant	Job Title	Salary Level	Years of service	Department	Sphere of government
Participant 1 (LM)	Deputy Director	Level 11	10 years	Social Development	Provincial
Participant 2 (MM)	Senior Director	Level 13	25 years	Social Development	Provincial
Participant 3 (JP)	Assistant Director	Level 10	27 years	Education	Provincial
Participant 4 (MM2)	Supervisor	Level 8	8 years	Social Development	Provincial
Participant 5 (MM3)	Supervisor	Level 8	8 years	Social Development	Provincial
Participant 6 (RL)	Supervisor	Level 8	13 years	Social Development	Provincial
Participant 7 (DL)	Ward Councillor		9 years	Municipality	Local
Participant 8 (MN)	Assistant Director	Level 10	41 years	Health	Provincial
Participant 9 (RB)	Ward Councillor			Municipality	Local

Table 5.2 indicates that nine public servants participated in the study, and the majority were from the provincial Department of Social Development. This highlights that most of the selected NPOs in this study have regular engagement with, among others, the Department of Social Development. Although I as the researcher envisaged a more extensive response to the study, the participants in the study all had first-hand experience in their own areas of responsibility and in public service context. This is supported by the fact that the participants' 'years of service' was not less than eight years, with the longest term service being 41 years. As such, their input and knowledge were considered very valuable.

Overall, the participants' salary levels revealed a spread across different management categories, with marginally greater representation in salary level 8 (supervisory level). It is important to note that the two ward councillors that formed part of the participants in this regard, were from the Mangaung Metropolitan Municipality area and were specifically engaged with GOVE3724 students during their engagement in the community.

Subsequently, Table 5.3 provides a description of participants in the semi-structured interviews with academic staff member/ facilitators in the GOVE3724 module. As indicated above, initials are used as pseudonyms to indicate each participant.

**Table 5.3: Description of participants in the second-round of semi-structured interviews (Academic staff/facilitators)**

Participant	Position	Department
Participant 1 (TC)	Senior Lecturer	Political Studies and Governance
Participant 2 (GS)	Academic facilitator	Political Studies and Governance
Participant 3 (TM)	Academic facilitator	Political Studies and Governance
Participant 4 (CN)	Academic facilitator	Political Studies and Governance

Table 5.3 indicates that the group of four academic staff/facilitators that participated in this study was made up of one permanent academic staff member in the position of senior lecturer, and three academic facilitators. All of these participants were from the Department of Political Studies and Governance.

### 5.2.2.3 Pre- and post-implementation questionnaires for the GOVE3724 students

The aim of the second stage of the empirical study was to explore the notion of CSL as a transformative pedagogical tool at an HEI for improved service delivery. In this stage, the focus was both on GOVE3724 students, as well as academic staff/ facilitators, as the participants from the HEI context. The data collection method used to collect data from the GOVE3724 students was the pre- and post-implementation questionnaires, while semi-structured interviews were conducted with the academic staff/ facilitators, as explained in the preceding section.

As indicated in the preceding chapter, the GOVE3724 module had existing pre- and post-implementation student questionnaires, which were then used for the purposes of this study. However, additional questions were incorporated in line with the research problem. The questionnaires were initially reconfigured into one questionnaire and pilot-tested with GOVE3724 students who were involved in the module in the previous year, as they represented a similar sample to the researcher's intended group of participants (Mertens, 2010a:191). On the basis of the pilot- test, the questions were reformulated, adapted, added or deleted as needed. A decision was also taken to separately keep the student questionnaires as pre and post in order to obtain the students' understanding and expectations of the GOVE3724 module prior to its commencement, and to gain insight into the students' experiences and perspectives after their engagement in the module.

Notwithstanding the fact that questionnaires are mainly associated with quantitative data, in this study the questionnaires were also used to obtain qualitative data. The qualitative data collected through both the pre- and post-implementation student questionnaires was analysed by means of content analysis, and the quantitative data collected was analysed by using

Microsoft Office Excel. A class list with all the current registered students for the GOVE3724 module in the Governance and Political Transformation Programme was obtained from the administration staff responsible for the module. Upon verification of the pre- and post-implementation student questionnaires by the study supervisors and the receipt of inputs from other researchers, the questionnaire was further reformulated and adapted based on the feedback received.

A study information document was developed explaining the aim and purpose of the study, the ethical aspects of the study, and the participant's rights pertaining to the study. This information document also emphasised the importance of the study, assured participants of anonymity, provided participants with a means of reaching me as the researcher, should they have any questions, and addressed the issue of informed consent. It stipulated that the completion of the questionnaire indicated consent, but highlighted that participation was voluntary and that participants were free to withdraw at any stage. I as the researcher took the students through the information in the study document to ensure that they fully understood the purpose of the study. Subsequently, the informed consent forms were distributed to allow those who wanted to participate to sign before the completion of both the pre- and post-implementation student questionnaires.

Out of the 54 registered students for GOVE3724, a total of 49 students were present the day on which the pre-implementation questionnaire was group-administered, and 49 completed questionnaires were received on the same day it was distributed. On the one hand, the pre-implementation questionnaire was group-administered at the beginning of the module, after the module introduction and orientation. As indicated above, the information obtained from the students was utilised to obtain the students' understanding and expectations of the module, specially regarding the extent to which they expected the module to introduce or contribute specific graduate attributes (i.e. values, qualities and skills) required for the implementation of the *Batho Pele* principles.

On the other hand, the post-implementation student questionnaire was group-administrated at the end of the module. Out of 54 registered students for GOVE3724, a total of 46 students were present the day on which the post-implementation questionnaire was group-administrated, and 46 completed questionnaires were received on the same day they were distributed. The information obtained from the students was utilised to gather their experiences and views about the module, and the extent to which specific graduate attributes were introduced or enhanced though the GOVE3724 module. Generally, the majority of the students who completed the respective questionnaires were in their third year of studies.

Both the pre- and post-implementation student questionnaires were distributed during one of the officially scheduled lectures for the GOVE3724 students, with the permission of the responsible academic staff.

#### **5.2.2.4 Survey questionnaire**

Some parts of the pre- and post-implementation questionnaires administered to the GOVE3724 students were utilised to compile a survey questionnaire for the GOVE3724 academic staff/facilitators. This allowed for a better understanding of the views of the academic staff/facilitators in terms of the extent to which the graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) are instilled in students by means of an exit-level CSL module. Each academic staff/facilitator was requested to complete the survey questionnaire subsequent to the semi-structured interviews. Four (100%) completed survey questionnaires, and these questionnaires were received back within a week after sending them out.

#### **5.2.2.5 Document analysis**

The documents analysed incorporated all relevant documents of the GOVE3724 module of the Governance and Political Transformation Programme, such as the module study guide, module catalogue and students' reflection reports. The document data was valuable, as it informed the data obtained specifically through the pre- and post-implementation questionnaires with the GOVE3724 students, as well as the semi-structured interviews and survey questionnaires with the GOVE3724 academic staff/ facilitators. Furthermore, the document analysis specifically based on the students' reflection reports facilitated the process of data triangulation by corroborating the data collected from the GOVE3724 students and academic staff/facilitators.

### **5.3 PRESENTATION AND ANALYSIS OF COLLECTED DATA**

As data analysis and interpretation are integral steps of research, this process was commenced as soon as the data had been collected. Firstly, the data presented and discussed in this section was collected from the participants in the public service context through the use of a focus group discussion with the selected NPO managers and semi-structured interviews with the selected public servants (Stage 1). Secondly, it was collected from the participants in the higher education context through the use of the pre- and post-implementation student questionnaires with the GOVE3724 students, as well as semi-structured interviews and survey questionnaire with GOVE3724 academic staff/facilitators.

The collected qualitative data was analysed, classified and summarised on the basic level of analysis (content analysis). The summarised data was interpreted by myself, as a researcher, in accordance with the related research questions of the study. The data analysis process was achieved by meticulously reading through the qualitative data gathered through the focus group discussion and semi-structured interviews and finding any section focusing on a particular issue seeming relevant and meaningful to the study. In more explicit terms, the data analysis process started with the preparation of the data. This was done by transcribing the interviews, sorting the notes and arranging all the data. Next, I as the researcher read through all the data to obtain a general sense of all the information and to reflect on its overall meaning. Furthermore, a detailed analysis and the coding process were started by organising all the material into segments of text before bringing meaning to the information. This was done by firstly getting a sense of the whole by carefully reading all the transcribed interviews. I as the researcher then picked one transcribed interview and read through it to get a bigger picture of the content provided and through this process wrote own thoughts in the margins. This process was repeated with each interview and a list of all the topics highlighted in the interviews was made. Similar topics were clustered together and sorted into columns. Using this list, the data was reviewed and the topics were abbreviated as codes. The various codes were indicated on the transcribed text. The most descriptive words were used for the topics and these were turned into categories. The number of categories was reduced by grouping together topics that related to each other. A final decision on the abbreviations of each category was made and the abbreviations were arranged in alphabetical order. The data belonging to each category was then assembled in one place and a preliminary analysis was performed. Moreover, the dominant categories, themes and subthemes were identified. Recurring patterns and themes were noticed during this basic analysis, which was followed by a higher level interpretive analysis. The aim of the higher level analysis was to identify the patterns or themes which underpin the main findings of the study.

In general, the quantitative data collected through the pre- and post-implementation student questionnaires, as well as the survey questionnaire for the academic staff/facilitators, was analysed through the use of Microsoft Excel Spreadsheet.

This entire data analysis process included a transformative viewpoint, as I as the researcher focused on ethics (e.g. the graduate attributes including the core ethical principles of *Batho Pele*) in terms of public service responsiveness to its clients, by recognising those factors that are associated with poor public service delivery and the building of collaborative relationships through authentic dialogues (i.e. mutual and reciprocal sharing of knowledge from all stakeholders involved) for improved service delivery, using methods (e.g. creating a platform for the voice of the citizens – people at grassroots level in civil society) favourable to

contributing to social change. My own sense of what to look for, as the researcher, was informed by the theoretical framework and context within which the study was conducted.

### **5.3.1 Presentation and analysis of data collected from participants in public service context (Stage 1)**

Stage 1 of the empirical section of the study mainly focused on determining the current state of public service delivery in terms of implementation of the *Batho Pele* principles. As a result, this section focuses on data that was collected from the participants in the public service context. This encompassed the selected NPO managers and selected public servants in the FSP.

#### **5.3.1.1 Presentation and analysis of research results obtained through the focus group discussion with the selected NPO managers**

The data obtained from the focus group discussion with the selected NPO managers will be presented in the subsequent section. This focus group discussion represents the first data collection technique that was employed in this study to collect data in Stage 1. The semi-structured interviews with the selected public servants were the second data collection technique that was employed which will be discussed subsequently. The main objective of the focus group discussion was to determine the needs of the clients of public service in terms of service delivery and the challenges they face in this regard. A focus group script was developed with a list of questions to be asked.

As indicated above, a total of eight managers from the seven selected NPOs participated in the focus group discussion (refer to Table 5.1).

##### **5.3.1.1.1 *Summary of the main themes through a focus group discussion with the selected NPO managers***

The data collected through the focus group discussion with the selected NPO managers, as representatives of clients of government, was analysed according to the process as described in Chapter 4 (refer to 4.4.3.4). Through the content analysis themes were identified and Table 5.4 provides a summary of the identified themes, subthemes and codes subsequently.

The contents of Table 5.4 will be used to discuss each theme and subtheme that was identified during the basic level of analysis. Some of the participants' responses are presented below. Verbatim quotes are utilised where applicable, and only significant remarks are presented as recorded.

**Table 5.4: Summary of the identified themes and subthemes through focus group discussion with the selected NPO managers**

Themes	Code	Subthemes	Code
Theme 1: NPOs-related service delivery challenges	NPOC	Subtheme 1.1: Perceptions on NPOs partnership role with government	NPOC
		Subtheme 1.2: Capacity-building as a challenge	CB
		Subtheme 1.3: Resource constraints as a challenge	RC
		Subtheme 1.4: Participation of the NPOs in service delivery related dialogues	P
Theme 2: Citizen-related service delivery challenges related to the <i>Batho Pele</i> principles	CC	Subtheme 2.1: Consultation	C
		Subtheme 2.2: Service standards	SS
		Subtheme 2.3: Access	A
		Subtheme 2.4: Courtesy	CT
		Subtheme 2.5: Redress	R
		Subtheme 2.6: Value for money	VM
Theme 3: Perspectives on improvement of service delivery	ISD	Subtheme 3.1: Open-door system	ODS
		Subtheme 3.2: Redefining the work partnership	WP
		Subtheme 3.3: Collective voice of the third sector	CV
		Subtheme 3.4: Tripartite relationship	TR
		Subtheme 3.5: Making provision for NPOs in legislation	L
		Subtheme 3.6: Shift from NPOs to social enterprises	SE

## **THEME 1:**

### **NPO-RELATED SERVICE DELIVERY CHALLENGES**

From the data obtained through the focus group discussion, NPO-related service delivery challenges were highlighted as the first theme. The first aspect regarding the challenges of the NPOs that was discussed is the government's support to the NPOs and perception in terms of their role.

#### ***SUBTHEME 1.1: PERCEPTIONS ON NPOs PARTNERSHIP ROLE WITH GOVERNMENT***

While the majority of the participants in the focus group discussion regarded the NPOs as crucial partners of government in the delivery of services, several challenges that they experience were also highlighted. Comments from some of the participants regarding NPOs partnership role, as stated:

***NPOs render 60/70% of this social work in the Free State and that is a huge amount of work that we do on behalf of government (line 76-77).***

***We are partners in service delivery (line 171-172).***



On the contrary, the participants expressed the view that government's failure to value or acknowledge NPOs as an important wing of government in terms of service delivery, results in government being less open and responsive to the voice of NPOs. This implies the need for a mind-shift in this regard, as pointed out in the following comment:

***It seems as if we are working against each other the NPO against the government I think that mind-shift must take place with government. Government must understand that this is actually the wing of society that is helping us most or to great extent (line 371-373).***

### **SUBTHEME 1.2: CAPACITY-BUILDING AS A CHALLENGE**

Capacity-building emerged as a major concern among several participants, as supported by the following statements:

***Helping building capacity because with that you can do a lot of things (line 68).***

***We need people who can be involved in the programmes and provide training (line 69).***

### **SUBTHEME 1.3: RESOURCE CONSTRAINTS AS A CHALLENGE**

Among others, resource constraints were stressed by the majority of the participants, especially in terms of equipment, funding and infrastructure, as stated:

***We are creating jobs by cleaning in from the shops where municipalities do not clean or do not clean often enough. So they can give us brooms to that, the resources (line 70-71).***

***Money is always a problem ... you want to cover [so much] but you can't due to lack of money and not proper funding (line 32-34).***

***The subsidy was paid late for six months ... eventually only first four priorities on the list where prioritised and the rest ignored (line 83-85).***

***Is also under resources especially facilities. There are many NPOs that are running business in people's homes and it is so costly to rent this places (line 87-88).***

There were some participants that highlighted the impact of the above-mentioned resource related issues on the overall functioning of the NPOs. In this regard, the closing down of NPOs, retrenchments and insecurities within the NPOs, as well as a lack of trust between the NPOs and government came to the fore. This is supported by the following statements:

***If you do not pay an NPO, there is no other money... This leads to huge closing down of organisations. (line 84-86).***

***The burden on NPOs is getting bigger and bigger to a point organisations close down or some people are retrenched because the funding is decreased (line 79-80).***

***The trust relationship is very weak between the NPOs and government. Subsidy on a one-year basis ... so NPOs are vulnerable and always unsure if they will be subsidised in the next year (line 92-94).***

In the main, the majority of participants strongly asserted the unreliability and limited allocation of funds by government as the main NPO donor, to be the main hindrance to the voice of NPOs

since it makes them more vulnerable and dependent, less autonomous, and generally 'submissive' to government as their main donors. Statements made by the participants in this regard included the following:

***I think we must not be beggars we must be leaders we must find some way that we can generate money and do our own thing and then the government will follow (line 366-368).***

***We don't have a voice because we don't have money – we rely on them. There is no legal allocation to the third sector (line 395-397).***

#### **SUBTHEME 1.4: PARTICIPATION OF THE NPOs IN SERVICE DELIVERY RELATED DIALOGUES**

Furthermore, through the responses of the participants, it was apparent that the current participation of NPOs in service delivery-related dialogues is weak. As one participant stated:

***There is no platform for us as NPOs with government (line 307).***

It seems that discussions between NPOs and government regarding service delivery often occur on a one-to-one basis. In some instances, government endeavours to establish forums as a platform for NPOs to share their experiences with regard to government services. However, these 'service forums', as referred to by one of the participants, are often not functional. In cases where NPOs are given an opportunity to voice their concerns with regard to government services, there is often no response from government. As some participants stated:

***Most of the time [there are] discussions with individual in government and we tell them these things [challenges] ... but there comes nothing from it (line 297-298).***

***They [government] try to establish for each field of service forums where ... they talk to officials about services ... but I don't know if anything has happened (line 302-306).***

***I don't know whether they don't convey our message over to the next level of authority but it never gets there (line 312-313).***

To the contrary, on a positive note, some of the participants expressed that all is not doom and gloom, as there are pockets of good practices in terms of service delivery. This was confirmed by the following comment:

***There are definitely positive feedback and working relationship and mostly with the individuals (line 136-137).***

***There are many civil servants that really take the job serious (line 142).***

In their responses, the participants rather put more emphasis in correcting the entire system. One participant commented:

***Shouldn't the system be friendly? I mean why do I have to see someone I have met at a tea party to receive a proper service (line 140-141).***

## **THEME 2:**

### **CITIZEN-RELATED SERVICE DELIVERY CHALLENGES TO THE IMPLEMENTATION OF THE BATHO PELE PRINCIPLES**

The second theme that was identified was the citizen-related service delivery challenges to the implementation of the *Batho Pele* principles. The participants in the focus group discussion shared information relating specifically to how they understand the *Batho Pele* principles and how each principle is implemented in practice. In most instances, specific issues contributing to the lack of implementation of these principles were highlighted. The first *Batho Pele* principle that was discussed related to consultation within public service.

#### **SUBTHEME 2.1: CONSULTATION**

It was essential to determine how the participants viewed and perceived the *Batho Pele* principles as the central component of public service delivery. In their understanding and conceptualisation of the service delivery principle of consultation, the concept of ‘open communication’ and ‘two-way communication’ became apparent, as stated:

*I understand consultation as good communication that is open communication and not only one way communication [that is] bias (line 164-165).*

*We are partners in service delivery and so they need to communicate with us as well as we need to communicate with them (line 171-173).*

However, it was indicated that consultation by government is apparently seldom the case, as certain participants indicated:

*There are certain instances where government and the citizens have breakdown of communication (line 176-177).*

*I really think they [government] have an obligation to really push their mandate to the individuals in order of make people to be aware of ... what [they] are doing and [they] want to achieve (line 179-181).*

*they [government] are actually mandated by the law to inform the community (line 186-188).*

Most participants claimed that “there is absolutely no consultation” between government and the citizens. Specific cases related to consultation challenges such as, limited feedback on amendments made on government NPO funding and policies, were explicit from several participants’ responses:

*We would like to know if there is a challenge in the policy or in the amount of money that they [government] are going to subsidise. Our experience is that we just hear that they [government] have decided and then you see in the amount that you get. There is absolutely no consultation (line 156-159).*

*They [government departments] have to let you know of any changes because you are part of the system (line 168-170).*

***Government can change the policy in one meeting and it can do it the next day ... government can't do that it's a big ship is a lot of people that needs to be informed (line 352-354).***

One of the participants pointed out that the absence of consultation may lead to citizens 'revolting' against government. This is supported by the following comment:

***... at certain stage [breakdown of communication] will lead to citizens revolting against government because they will say you failed consulting with us on government issues (line176-179).***

Some participants also expressed that even greater negative implications are experienced by the NPOs (as also clients of government) when amendments are made without any consultation, especially in terms of planning. In support of this, one participant stated:

***I have asked [government department] ... please let us know if you have made changes to the policy then we can have a look internally how to assist internally the people that we work with especially if the changes have a direct impact on the finances or how the NPO operates (line 159-163).***

## **SUBTHEME 2.2: SERVICE STANDARDS**

In relation to service standards, generally participants also expressed concerns regarding the setting of service standards in government. A concern that was highlighted by several of the participants was the lack of awareness of citizens' rights. One participant commented that the provision of information on service standards involves government "informing the community of the powers and the rights they are entitled to". However, this was reported as not happening in practice. Consequently, it was reported that citizens often become powerless, as power lies with the civil servants, and moreover, they become less confident in their right to challenge the situation and demand the standard of service to which they are entitled. This is articulated in the following comments:

***Civil servants ... know that by law they must inform people but they don't tell the people what they are obliged to tell them which is to give power over to the people ... So our communities are in a position that they feel they don't have the power to say we have the right to get the information – they feel powerless (line 190-194).***

***There is not enough information drive and there not enough billboards that inform people about their rights and responsibilities (line 333-335).***

Mindful of the above, some participants did indicate that although service standards are on display at certain service points, the citizens have a tendency to ignore the information. As one of the participant noted:

***I have seen it so many times that Batho Pele principles are put there on walls in certain places and not everywhere but the people don't take to heart and they don't challenge the service standards (line 198-200).***

In other cases, fear of victimisation by public servants was highlighted as a concern. As one participant put it:

***The thing is if you stand up and say you are supposed to give me this service then they victimise you and treat you even more badly (line 208-209)***

Furthermore, the common perception held by the majority of participants was the lack of supervision and accountability within government:

***They [public servants] don't get supervision so they are on their own, they do as they please, no checks, they don't send reports (line 203-205).***

### **SUBTHEME 2.3: ACCESS**

In their understanding and conceptualisation of the service delivery principle of access, the concerns relating to the long waiting period in queues for services, slow turn-around time, as well as invisibility of government departments, were apparent. As stated by one of the participants in terms of long waiting periods in queues:

***Access to services means there shouldn't be so many long queues (line 210).***

***Poor services because they [citizens] say they have to wait for so long and they wake up so early and when they are there they do not know if they [staff] the clinic is going to be opened ... and somewhere there is a cut off without some of them being assisted (line 101-103).***

***The sisters at the clinic take longer to see patients (line 104).***

One participant posed the following question regarding the visibility of government departments:

***What about the visibility of the departments ...? [Government departments] must be more visible, they must reach out to the NPOs (line 384-385).***

A number of contributing factors to the challenges related to accessibility of public services were highlighted. Also, proposals in terms of improvement in this regard were mentioned. Poor planning was highlighted as one of the concerns, as stated by one of the participants:

***Sometimes it seems that they [government] don't think, they don't plan. If you have for instance clinic days .... two days but you have to cover 10 000 people (line 215-217).***

The following was highlighted regarding the shortage of staff, as stated by some of the participants:

***Social workers do not get to the need areas. There is shortage of social workers. If you do not have social workers, you can't provide statutory services to the community (line 90-91).***

***If government can hire many nurses especially at the clinics (line 96).***

Some NPO managers also highlighted discrimination or a judgemental approach used by some public servants, as a contributing factor to accessibility to public services:

***You shouldn't be judged by where you live, where you come from, what colour you are, what race you are ... women, men or whatever ... even a child should have access, all the people (line 218-220). Don't be judgemental when it comes to the person in front of you, otherwise the process will be delayed due to that judgemental approach to the people (line 248-249).***

Lack of supervision and adherence to official working hours within government were further mentioned as concerns, as expressed by one participant:

***The fact that we do not have people who are supervisors...we would have people who will be at work on time, attending to the needs of people on time and ensuring that should there be long queues measures are devised in order to ensure they speed up. So it means someone out there is really not taking their work seriously. (line 221-227)***

Several of the participants provided suggestions on how access to public services can be improved. The aspect of expanding infrastructure of service delivery points became more apparent. As stated by some of the participants:

***It's like government have to provide more points of service where people can have access whether is elderly or youth or even disabled people (line 210-212).***

***The place where they get ... services must be conducive that we can handle the amount of the people out there ... it is a public ... a vast public (line 213-214).***

Notwithstanding the challenges in terms of access, as highlighted above, one participant acknowledged that the issue of long queues, especially for vulnerable groups, is being dealt with by some provincial departments, although the process seems to be slow, as stated:

***When it comes to queuing ... the three we [provincial departments] are working closely with ... are working on fast lanes for older persons ... maybe the process is a bit slower than we thought (line 228-247).***

#### **SUBTHEME 2.4: COURTESY**

All the participants seemed to regard the ill-treatment and uncaring attitudes of public servants as a challenge for the clients of government. In this regard, the participants made comments such as:

***We have a lot of rude service providers, blatant rude (line 257-258).***

***Their approach is the breakdown of humanity and dignity (line 112).***

***In general civil servants they have no respect for the general public (line 113).***

***Somebody said [public servants are] dehumanising people (line 118).***

Consequently, as one of the participants observed:

***The community feel they do not have the right to be served. We pay them but they do not want to serve us (line 124-125).***

As such, one of the participants explained that the ill-treatment received by the citizens' result in them retaliating negatively towards public servants, as stated:

***The citizens are very angry with the civil servants and in retaliation they also have an attitude that that they do not care and that is becoming worse and worse (line 116-117).***

Consequently, some of the participants identified the act of strengthening the role of management in enforcing and monitoring the *Batho Pele* principles, as one solution to the problem of public servants being held accountable to the citizens, as expressed in the following statement:

***But if you have supervisors who enforce Batho Pele principles and say you treat a client or a member of the public as follows and he or she [public servants] must know there are ears and eyes watching them ... maybe that's a solution (line 205-207).***

Furthermore, the participants identified shortage of staff as one of the factors contributing towards the discourteous behaviour and attitude of public servants. This is supported by the following comment:

***If government can hire many nurses especially at the clinics. We have so many patients who default medication ... This is caused by shortage of nurses at the clinic where the patients wait for many hours at the clinic and leave without the medication (line 96-100).***

Additionally, low morale among public servants is a factor that was further highlighted by several participants, who made comments such as:

***They [public servants] need a way to be encouraged to produce better work (line 104-105).***

***They [public servants] have almost animosity against the people (line 114).***

Additionally, some participants emphasised the role of various sectors and institutions in instilling sound values and principles, such as school system and family, as two participants stated:

***I think we should start small like training children in school about good manners and about integrity and values (line 266-267).***

***... on the principles ... if it does not come from your home, if you don't see this with your parents how on earth is the university going to change that (line 272-274).***

One of the participants further contended that instilling sound values and principles in children, especially in their early years of development is crucial. The concept of 'charity begins at home' is captured in the following comment:

***If it [good principles and values] does not come from your home, if you don't see this with your parents how on earth is the university going to change that? (line 272-274).***

### **SUBTHEME 2.5: REDRESS**

In terms of redress, a lack of provision of information in terms of the complaints, procedure and accountability was the first aspect raised, as stated by some participants:

***We don't know even where to go to complain most of the times. There is no place or somebody taking responsibility for that" (line 277-278).***

***I think the primary problem is that actually no one is taking responsibility (line 289).***

***Nobody knows who is responsible for what and so you can't voice that concern. So I believe knowing those people directly is important (line 338-340).***

Uncertainty in terms of feedback on the complaints, as lodged by the citizens was also highlighted, as stated:

***In the hospitals ... there is a box where they [patients] can put their complaints ... but ... I wonder ... how many persons are being redressed after their complaints (line 280-283).***

In this regard, job-hopping, favouritism and nepotism (or 'baantjies vir boeties', as one participant referred to it) was pointed out as some of the factors contributing towards poor feedback from government, supported by the following comments by participants:

***In the government there is a lot of movement – people come in and move out and information stuck somewhere and is very discouraging to people in general (line 315-316).***

***There is a lot of party politics involved if you are not voting for their party you can forget about addressing the community needs and that I feel is wrong. There is lot of favours – 'baantjies vir boeties' (line 317-319).***

Consequently, one of the participants indicated that the inefficiency of government in responding to complaints, has resulted in cases where other avenues (e.g. radio stations and newspapers) are utilised as an attempt by the citizens to draw government's attention for quick response. This is associated with the following statement:

***Sometimes somebody want his/her complaints to be attended very soon that's why you ... see ... they are going to the radio station ... so that government can hear them very quickly. Some of them [citizens] are going straight to the office of the MEC [Members of Executive Council] ... or the newspapers (line 284-288).***

One participant also expressed concern about the immense power struggle that persists between public servants and citizens, as evident in the following comment:

***I work in a nursing college and the voice of the nurses is that I have the power and you [the client] have nothing so you will do what I tell you to do. (line 126-127)***

## **SUBTHEME 2.6: VALUE FOR MONEY**

The following comment was made regarding the service delivery principle of value for money (which was supported by the group in general):

***We are not getting value for money because of lack of access, lack of consultation, lack of courtesy, lack of openness and transparency. If we question or have a concern for all of the ... principles then value for money will stay a problem. You only experience your money is valued if you receive services with dignity, courtesy and all other principles (line 292-296).***



### **THEME 3:**

#### **PERSPECTIVES ON IMPROVEMENT OF SERVICE DELIVERY**

A number of proposals were raised by several of the participants regarding how service delivery can generally be improved. The recommendations that were highlighted related closely to the participation of NPOs in service delivery discussions, as representatives of clients of government. These aspects are highlighted below as subthemes.

##### **SUBTHEME 3.1: OPEN-DOOR SYSTEM**

The issue of an open-door system was associated with the following comments:

*They [government] must appoint a big person on authority to help ... that can open a channel of communication to promote the voice of the NPOs, as representatives of the people (line 325-356).*

##### **SUBTHEME 3.2: REDEFINING THE WORK PARTNERSHIP**

In terms of redefining the work partnership, the emphasis was on the importance of government realising the value of the NPO sector and its contribution towards government service delivery. One participant commented as follows:

*If you look at America... in 2001, a big big shift came from donors as well as the government which is actually putting in more resources and money into NPOs because they know that the NPOs has a more bigger basis foundation a stronger foundation and a purpose and the sustainability of the NPOs is much more longer (line 341-347).*

##### **SUBTHEME 3.3: COLLECTIVE VOICE OF THE THIRD SECTOR**

Although NPOs do not seem to have much of a voice in service-delivery-related dialogues with government, as highlighted above, their voice within the NPO sector itself seemed to be much more prominent. As such, some participants asserted that by standing as a 'collective voice' through organised congresses, NPOs could help to promote their own voice. Such an initiative would serve as a platform to draw the attention of the different stakeholders in government. Two of the participants commented:

*I think we are promoting our voices between other NPOs very well because we network very well... and the relationship with them it's good (line 340-342).*

*My proposition I think at the university we have congresses so I think if you can have a congress that ... can provide a platform where the NPOs can invite government and so they can see ... different NPOs that network and present ... to draw attention (line 349-353).*

*I think if you can provide an open space ... where they [NPOs] can stand together and they can invite government and stand as a collective voice (line 354-356).*

#### **SUBTHEME 3.4: TRIPARTITE RELATIONSHIP**

Additionally, the building of sound partnerships was highlighted as an important factor in promoting the voice of the third sector, as stated by one participant in the following comment:

*I was actually thinking of linking the government with the university with the third sector starting to infuse those (line 364-365).*

#### **SUBTHEME 3.5: MAKING PROVISION FOR NPOs IN LEGISLATION**

Making provision for NPOs in the legislation was identified as a means of promoting their voice, thus helping to put NPOs at the top of the agenda of government forums. One participant made the following specific comment in this regard:

*As we are the third sector...I think there must be also a law that state that certain portion of that same money that SARS is getting should go to NPOs and make sure that the allocation is correct (line 392-394).*

#### **SUBTHEME 3.6: SHIFT FROM NPOs TO SOCIAL ENTERPRISES**

As mentioned by one of the participants, the advantage of social enterprises is that they seek ways to generate their own funds and become less dependent on government, thus improving their relationship with government. Hence, the view that NPOs could promote their voice by transforming into social enterprises, as stated:

*The issue of social enterprises of NPOs moving to social enterprises because they have now looks for ways to generate for money ... to fund themselves and they have a good cooperation with the government ... but they also have that issue of the government must not have too much say in what they do (line 407-411).*

#### **5.3.1.2 Research results obtained from semi-structured interviews with selected public servants**

Semi-structured interviews in this study were conducted with two distinctive sets of participants: Firstly, the selected public servants who engaged with the selected NPOs in this study, as well as those that were involved with the GOVE3724 students during community engagement. Secondly, the semi-structured interviews were conducted with the GOVE3724 academic staff and facilitators. The data obtained from the semi-structured interviews with the selected public servants will be presented in this next section. The main purpose in this regard was on gathering qualitative evidence based on the challenges they face in terms of being trained for service delivery and the standards expected by the *Batho Pele* principles. The semi-structured interview schedule or protocol was developed with a list of questions to be asked. It is noteworthy to mention that the process of the different interviews (e.g. the sequence of questions asked) varied somewhat depending on the issues raised by the respective interviewees.

In total there were nine public servants who participated in the study and were appointed on different spheres of government: seven of the participants were from various provincial departments, while the remaining two of the public servants were from the local sphere of government (refer to Table 5.2).

#### ***5.3.1.2.1 Themes from the data collected through the semi-structured interviews with the selected public servants***

Upon data collection, content analysis was used to analyse the data obtained from the semi-structured interviews. During the basic level analysis, the emerging themes were identified and these will be presented in the subsequent section. Some of the participants' responses are included. Verbatim quotes are used where applicable and only significant remarks, as recorded, are presented.

Table 5.5 below sets out the themes and subthemes, as well as the coding of the themes that were developed based on the data collected from the semi-structured interviews with the nine selected public servants:

**Table 5.5: Summary of themes and subthemes developed from the semi-structured interviews with the selected public servants**

Themes	Code	Subthemes	Code
Theme 1: Perceptions on government–NPO roles and responsibilities	RR	Subtheme 1.1: Role of NPOs in service delivery	NPOR
		Subtheme 1.2: Roles and responsibilities of government to NPOs	GOVER
Theme 2: The conceptualisation of the notion of the <i>Batho Pele</i> principles	BPP		
Theme 3: Factors hampering implementation of the <i>Batho Pele</i> principles	BPPC	Subtheme 3.1: Capacity constraints	CC
		Subtheme 3.2: Lack of consultation and dissemination of government information	CDI
		Subtheme 3.3: Lack of supervision and accountability	SA
		Subtheme 3.4: Lack of interdepartmental and intergovernmental relations	DD
		Subtheme 3.5: Lack of passion and commitment	PC
		Subtheme 3.6: Impolite behaviour	IB
		Subtheme 3.7: Political interference	PI
		Subtheme 3.8: Non-implementation of government policies	P
		Subtheme 3.9: Absence or limited training on the <i>Batho Pele</i> initiative	BPPT
Theme 4: Graduate attributes to be instilled in the university curriculum	GA	Subtheme 4.1: Intrinsic motivation	IM
		Subtheme 4.2: Ethical awareness and sensitivity	EAS
		Subtheme 4.3: Customer care and people skills	CC
		Subtheme 4.4: Communication skills	CS
Theme 5: Perspectives on training challenges for service delivery and the standards expected for implementation of the <i>Batho Pele</i> principles	TC	Subtheme 5.1: Training challenges within government	TCGOVE
		Subtheme 5.2: Training challenges through training and development providers	TCU
Theme 6: Recommendations relating to training for service delivery	TR	Subtheme 6.1: Role of government	GOVER
		Subtheme 6.2: Role of training and development providers	UR

### **5.3.1.2.2 Presentation of the analysed data obtained through the semi-structured interviews with the selected public servants**

#### **THEME 1:**

#### **PERCEPTIONS ON GOVERNMENT–NPO ROLES AND RESPONSIBILITIES**

When the public servants (who engage with the selected NPOs) were asked to introduce themselves and describe their key responsibilities, their perceptions regarding the roles and responsibilities of government and the NPOs became apparent and was identified as the first theme in this study. The analysed data will be presented and discussed according to the respective subthemes that were identified within this theme. The first subtheme identified was the role of NPOs in service delivery.

#### **SUBTHEME 1.1: ROLE OF NPOs IN SERVICE DELIVERY**

Several of the participants expressed the role of the NPOs as partners in service delivery enabling government departments in achieving their objectives, as the following comments indicate:

*We train them so that they can train the communities out there so they help [the department] to attain their objectives ... they are helping each and every department to attain their goals (MM3).*

*Our component ... we deal with outside support like our NPOs because unless we work hand in hand with them we cannot really reach all the community because of the vastness of the Province (MN).*

#### **SUBTHEME 1.2: ROLES AND RESPONSIBILITIES OF GOVERNMENT TO NPOs**

With reference to the key roles and responsibilities of government, capacity-building, funding, evaluation and monitoring services, as well as knowledge sharing, were evident. All the participants pointed out to capacity building, as one of the services provided to the NPOs they are involved, as stated by some respondents:

*I am ... responsible for their capacity building (LM).*

*My role is to provide ... capacity building to the NGOs (MM2).*

Additionally, some of the responses reflected the different aspects in which NPOs are capacitated. The training offered to the NPOs seemed to focus on basic financial management skills, especially to the emerging organisations to ensure efficient and effective utilisation of funds in line with the relevant legislation. Training on registration of the NPOs was further highlighted to ensure speedy registration process. As one of the participants reported:

*My key responsibility is to capacitate the organisations [NPOs] to ensure that when they get funding they are well capacitated ... well equipped in terms of utilising the funds of the department ... another one is ... the registration training ... we have to help them [NPOs] to register of which it takes such a long time (MM3).*

***The emerging organisations are those that are small then we provide them with the ... basic financial management training to ensure that they utilise the funds of the department effectively, as according to the Public Finance Management Act (MM3).***

The funding of the NPOs, as a responsibility of government, was further highlighted by the majority of the participants. It seemed that government is also in partnership with other stakeholders to ensure the sustainability of the NPOs. This is supported by the following statements:

***I am responsible for ... facilitating their funding by the government (LM).***

***The department funds organisations [NPOs] (MM2).***

***We [government] also liaison with other stakeholders to help us so that we can fund ... to make those organisations [NPOs] to be sustainable (MM3).***

As indicated by one of the participants, there is a funding criteria employed by government to ensure that the NPOs adhere to all the requirements in this regard:

***There is a funding criteria (sic) we cannot just fund, we sit and say previously we did fund them then this year we can continue with the contract if they met all the requirements (MM3).***

Evaluation and monitoring was further indicated as one of the key services provided to the NPOs. Responses from the majority of the participants explicitly indicated various aspects monitored by government. Specifically, it was apparent that government monitors whether the services NPOs provide to communities are in line with the specifications of the department, as well as the utilisation of funds allocated to the NPOs. As stipulated in the following comments:

***My role is to provide monitoring services to them [NPOs] ... to monitor service that they provide with communities they serve (MM2).***

***My role is ... to monitor them and make sure that the services that they do render are in line with the specifications of the department (RL).***

***When you conduct that monitoring ... you check their check books, their funders' file, how do they utilise the funds, the equipment that they use, the maintenance of the building (MM3).***

***Mine is just to ... monitor the financial implications - what they do with the money (RL).***

Additionally, one participant indicated frequent site visitations and standardised monitoring tool as the two mechanisms used to monitor the NPOs, as stipulated:

***We ... visit them [NPOs] quite often as to whether they apply the Act ... we monitor them using the monitoring tool ... that is very standardised (MM3).***

In terms of evaluation and monitoring services, it is noteworthy that more emphasis was put on the monitoring of the utilisation of funds allocated to the NPOs, due to financial abuse evident both within the NPOs and government itself. This was qualified by comments from two of the participants:

*We have ... cases of abuse both in the community and the public servants, some abuse even the funds (JP).*

*We [government] have a serious problem of organisations [NPOs] that are chewing the funds of the department (MM3).*

Although financial mismanagement was raised as a concern by some of the participants, as indicated above, it is alarming that it was further pointed out that there are no actions taken or legislation in place to ensure disciplinary measures in such cases. This was qualified by the following comment:

*We [government] are a little bit slow because I think is there can be a regulation that ... there must be a clause that will hold [transgressors] responsible. On that side we are not doing anything concrete or to just set an example that maybe ... two organisations that misused the funds members went to jail (MM3).*

In terms of knowledge sharing as one of the identified responsibilities of government the following was indicated by two of the participants:

*I am responsible for ensuring that they [NPOs] get the correct information they have to disseminate to the communities (LM).*

*My role is ... to make awareness (RL).*

## **THEME 2:**

### **THE CONCEPTUALISATION OF THE NOTION OF BATHO PELE PRINCIPLES**

Since the *Batho Pele* principles are the central component of the transformation of public service delivery in the South African government, it was essential in this study to understand the views and experiences of the public servants in terms of the notion of the *Batho Pele* principles, as well as the implementation thereof. As such, Theme 2 highlighted the conceptualisation of the notion of *Batho Pele* principles within government. The following views were shared by the respective participants in terms of the notion of the *Batho Pele* principles:

*It is all about these people that we are serving, it is basically a people centred approach ...they are there ones I need to prioritise before I can even think about myself ... to do things with them ... respect their feelings ... have access ... to services ... and know how to gain access (LM)'*

*My understanding is that first I should not think about myself ... everything I am doing should be their benefit and not my benefit (MM)'*

*It simply means people first, come to people, serve people, be a servant, don't expect them to serve you (JP)'*

*Batho Pele is going out of your way to provide good quality services for the clientele (MM2).*

*It says we need to serve our people with respect, with integrity ... you must be professional ...access to information (MM3).*

*'Motho ke motho ka batho' literally translated ("a person can only be a person through others") ... it is also about making sure they learn for themselves ... Teach them to fish so that tomorrow they can do it on their own (RL).*

*To me the Batho Pele is the core of realising the human element (MN).*

*We should all take hands. One person cannot do it alone, it's impossible ... we should do what needs to be done for the people, for the community, for your children because they need to have a future in this country (DL).*

### **THEME 3:**

#### **FACTORS HINDERING IMPLEMENTATION OF THE BATHO PELE PRINCIPLES**

Through the responses of the participants a number of factors hindering the implementation of the *Batho Pele* principles were highlighted and are presented as the third theme that was identified in this study from the public servants' viewpoint. While some participants acknowledged and embraced government's initiatives in terms of improving its services, as stated by three of the participants:

*There is a lot that the public service is trying to do for the public in terms of ensuring that the public gets services they deserve (LM).*

*Provincially I don't think ... is that bad, our [political principals] are doing a good job to reach down to the community ... as much as there are challenges (MM2).*

*I think there are things which they try to do, but I think there is so much more that they can do ... on some issues they spent a lot of time and there is officials in certain departments that do so much (DL).*

To the contrary, the majority of the participants concurred that the picture in terms of the current state of public service delivery "is not looking good as it should", as expressed by one of the participants. The picture was painted by various internal inefficiencies that ultimately result in poor service delivery. These inefficiencies will be presented and discussed according to the different subthemes that were identified.

#### **SUBTHEME 3.1: CAPACITY CONSTRAINTS**

The majority of the participants strongly emphasised capacity constraints as one of the challenges within government. In particular, the majority of the participants mentioned capacity constraints relating to inadequate human resources as a factor hindering the efficient and effective implementation of the *Batho Pele* principles. This was supported by the following comments:

*We have only one official who is managing this Batho Pele principles and we have 5 districts with many sub offices and for that person alone it becomes very challenging for him to monitor on a regular basis and capacitate simultaneously (LM).*

*We are under staff (MM3).*

*Resources is the main challenge. We also need social workers still (RL).*

Additionally, several participants highlighted the negative resultant effect of the shortage of staff to public service delivery, the clients of government, as well as public servants themselves. This was associated with the following statements:



*The fact that we have the limited staff in the government ... we cannot reach all the communities we are expected to reach and that itself it says to the public we are denying them they feel that we denying them the service which they deserve (LM).*

*People are really concerned and the concerns are first they don't service you, we are neglected (JP).*

*You will find one social worker will be servicing 200 or 300 people. How is that normal? You will not get to reach everything ... it really gets to you ... you can't even sleep at night. You will be worrying about I didn't attend to this case (RL).*

*We are under staff to make sure that we monitor those organisations (MM3).*

*The fact that the public servants themselves they cannot be able to deliver as the expectations of the public, that ...[in] itself ... kills their morale and they end up with lack of willingness and caring ... sometimes they are not even aware that it is because of the fact that they don't have capacity (LM).*

In other instances, several of the participants made mention of capacity issues in terms of skills, as stated:

*We have got a serious problem of capacity in terms of ... the relevant skills (LM).*

*Most of government projects are not going well ... Projects collapse, programmes collapse because of lack of monitoring and evaluation skills (JP).*

Furthermore, the issue of mismanagement of government funds was also raised, as stated by one of the participants:

*There is a lot of wasteful expenditure ... there is a lot of reports where money is just simply wasted on parties, on travel costs and I just think a huge salaries which I don't think is appropriate and I think that government can do so much more with the money that's available to them (DL).*

Several of the participants also pointed out to the shortage of resources such as vehicles, facilities, as well as equipment, as stated by some respondents:

*We are expected to most of the time to have cars to go to all these communities, so immediately you have shortage of cars you won't be able to reach all the people that you have to reach and you won't be able to reach them on time (MM).*

*We are sitting in a room and there are about five of us, we work with people, their problems, there is no confidentiality. That is the rule that we are against in terms of Batho Pele principles (RL)*

*Other social workers don't have computers, laptops ... my emails do not work and I need to be in constant communication with my organisations [NPOs], my clients (MM2).*

*Lack of other resources such as vehicles, petrol, diesel, and the vehicles we do have don't get serviced (DL).*

It is noteworthy that in their responses, one of the participants actually confirmed the shortage of resources that is also experienced by the NPOs. This is associated with the following comment:

*When I talk facilities some clubs [NPOs] don't have buildings, when they have buildings they don't have equipment ... to assist the community (JP).*

It is notable that some of the participants highlighted that the internal inefficiencies as highlighted above ultimately result in burnout and demotivation which negatively affects the functioning of public servants, as stipulated:

*THERE is few of us, we have high caseloads ... but there is danger ... because you may get burnout. With burnout you don't function well with communities, you lose interest, there is temp and things like that (MM2).*

*So there is a lot of frustrations and those things are things that demotivates you to do what needs to be done (DL).*

### **SUBTHEME 3.2: LACK OF CONSULTATION AND DISSEMINATION OF GOVERNMENT INFORMATION**

Through the data collected it also seemed that knowledge on government services, as well as complaints system and processes. is not sufficiently disseminated to the clients of government. Also, a lack of consultation in terms decision-making within government was also raised as a concern. As highlighted by some of the respondents:

*THE community itself ... argues that we [government] are saying we have the service but they do not know about those services ... they do not know how to access those services (LM).*

*A lot of the times we [public servants] find ... that the community ... know about the problem but they don't know what to do with the problem and once they get the information they can escalate it to the correct person and it can be addressed ... (DL).*

*We expect our organisations [NPOs] to report every month ...but ... last month we were told ... the source documents have changed and is in the middle of a financial year ... We need to consult before we make changes ... There is no consultation is like we don't take our service standards seriously (RL).*

### **SUBTHEME 3.3: LACK OF SUPERVISION AND ACCOUNTABILITY**

Lack of supervision and accountability is another internal inefficiency that was identified in which the officials were explained as playing the blame game. As indicated by some of the participants:

*Even the public servants themselves there is no one who is taking the shots, or taking the blame or taking the responsibility in all these things [challenges] (LM).*

*We need to have [public servants] that are accountable (DL).*

*We struggle ... with supervision, you will find one supervisor is supervising seven to ten people so ... it doesn't really work, you don't get the support that you actually need (RL).*

### **SUBTHEME 3.4: LACK OF INTERDEPARTMENTAL AND INTERGOVERNMENTAL RELATIONS**

Another concern that was raised related to the lack of interdepartmental and intergovernmental relations within the public service. This highlights a disintegrated approach employed in government. This was associated with the following comments:

*One of the areas that I really think hinders us is working in silos. You will find us telling ourselves that we have same vision ... same mission ... but in terms of how we implement all those principles ... we fail because you will find us still working in isolation (MN).*

*Lack of intergovernmental relations (DL).*

*It ends up as a one man's show ... lack of failure of understanding that the failure of one component is the failure of the entire department or government at large (LM).*

### **SUBTHEME 3.5: LACK OF PASSION AND COMMITMENT**

Several participants identified the lack of commitment, and passion of public servants, as impacting negatively to service delivery. The following comments were made:

*The type of social workers we get are not ... having that commitment ... it is not a passion (MM).*

*We are not pulling enough as public servants to serve our communities (JP).*

### **SUBTHEME 3.6: IMPOLITE BEHAVIOUR**

Responses of some of the participants further pointed to the impolite behaviour portrayed by the public servants as the main challenge, especially in terms of how they talk to the clients of government. This is highlighted in the comments below:

*Most of the complaints are in terms of how of talking to people ... the main one is about how they talk to people (MM).*

*Sometimes you find people just divulging information (MN).*

*I don't think people see us as caring government (DL).*

### **SUBTHEME 3.7: POLITICAL INTERFERENCE**

One of the participants indicated that political interference is not always negative, as it can have positive impact in improving service delivery:

*Sometimes it's very interesting, political infighting can even promote service delivery in some cases where one is trying to out shine the other, but in other cases it is negative when they fight each other nothing gets done (DL).*

To the contrary, several of the participants reflected political interference underpinned by a top-down approach, as one of the issues hampering smooth service delivery within government and thus, the effectiveness and efficiency of public servants in their performance, as reported subsequently:

*Government has politics, is driven by politics so in most of the time you may find as a professional you are driven by politics, your decisions are made by politics, you don't have liberty to practice what you have studied in Varsity (MM2).*

*I think sometimes politicians influence this whole situation of [Batho Pele] programme and civil servants might think now I must rather see if I get more mileage on the political side instead of the issue that is driven by this policy of Batho Pele (RB).*

*It is more like a top down approach in terms of services, implementation ideas ... sometimes you may come up with plans but those plans will not be approved (MM2).*

Hence, one of the participants was of the view that certain aspects of service delivery (e.g. water supply) should not be politicised because they are a constitutional right to the citizenry, as stated:

*I am not trying to make politics out of certain things ... if we specifically mention the supply of water, according to the constitution is a must, not a nice to have ... if you can show me when we open a tap and the first 20 litres is printed [the name of a certain party] then we can ... make a political issue out of water (RB).*

### **SUBTHEME 3.8: NON-IMPLEMENTATION OF GOVERNMENT POLICIES**

Two participants indicated the lack of implementation of government policies as a contributing factor hindering the implementation of the *Batho Pele* principles, as stated:

*Policies of the government in South Africa are very good but the implementation that is the problem ... We talk about the Batho Pele principles but we don't practice them on a daily basis (MM3).*

*I think the Batho Pele is excellent on paper but what happened in the practical sense is not always the same as in what in the policy (RB).*

### **SUBTHEME 3.9: ABSENCE OR LIMITED TRAINING ON THE BATHO PELE INITIATIVE**

The absence or delay of the execution of induction training for the newly government appointees seemed to be another concern hampering implementation of the *Batho Pele* principles, as highlighted by the majority of the participants. The resultant effect of this was indicated to be the lack of understanding that is shown on some of the public servants in terms of what is expected of them. Responses such as the following were recorded:

*The other thing maybe is still the issue of people not really understanding what is expected of them ...in-service training ... takes long. When people enter the public service they do not go through the orientation or induction process, the induction comes very late (LM).*

*If they are educated ... so that people can understand ... Lack of training may be contributing to public servants not implementing these principles (MM3).*

*I think some of the civil servants who supposed to forward this [Batho Pele] programme is not people who is sitting with the correct skills and knowledge (RB).*

On the contrary, two of the participants emphasised that:

*The Batho Pele principles is not only about training but it needs a part from you as well ... because you can train people as much as you want but if it's not in them then you can't deal with that (MM).*

*I won't say teach because is not something you can teach someone but to bring home ... in your personality you need to have a need to help the people because that is why you should be there (DL).*

Additional to the factors impeding implementation of the *Batho Pele* principles, it is noteworthy that the two councillors that participated in this study highlighted community challenges related to the delivery of basic services, such as quality water supply, electrification, roads infrastructure, sanitation, as well as quality health and education services. Responses such as the following were highlighted:

*You can ask any citizen of South Africa if they are happy with service delivery and they will say to you ... due to water quality ... water restrictions ... potholes (RB).*

*I think issues such as speed humps ... bucket eradication system do [sic] not receive the attention it needs. The health system, the education system, those are your key aspects which improve people's lives (DL).*

One participant shared strong sentiments about the role and responsibility of government in ensuring improved education and health systems, as reported:

*We need to fix up the education level so that the level of education is the same throughout the whole country ... We need to fix up the health care system ... it doesn't need much to change the world. One little problem each day you might not change the whole world today but you have changed somebody's world today – that's where you start (DL).*

#### **THEME 4:**

##### **GRADUATE ATTRIBUTES TO BE INSTILLED IN THE UNIVERSITY CURRICULUM**

Graduate attributes specified as crucial to be instilled in the university curriculum was identified as the fourth theme. The data was categorised in the subtheme identified through the data analysis.

##### **SUBTHEME 4.1: INTRINSIC MOTIVATION**

The majority of the participants strongly emphasised the need for students to have an intrinsic motivation in which concepts such as self-determination, self-actualisation, self-confidence, as well as caring, passion, willingness and commitment became apparent. Responses such as the following were recorded:

*Currently public service it's a ... high demand. It needs people who are committed, it also calls for people who have passion. People have to be passionate in what they are doing (JP).*

*They include self-actualisation to say the person knows what he/she just needs ... self-determination (MM).*

*We need to have that confidence in ourselves ... to have passion ... because if you don't have the passion you just goner die yourself (RL).*

*A public representative is a person who must do his best or more than his best to serve the community (RB).*

*If it's a passion to help people you going to do this job with a smile and it won't be a job it will be a way of life ... if they are not in it to care don't pick it, pick something else ...*

*helping someone and seeing that gratitude in their eyes is a lot more worth than a salary you get at the end of the month and that's what it should be about (DL).*

#### **SUBTHEME 4.2: ETHICAL AWARENESS AND SENSITIVITY**

Several participants highlighted the importance of having ethical awareness and sensitivity, especially when engaging with communities:

*... that you consult with the people you don't just budge into a community and do whatever you want to do. You first talk to the leaders in that community ... you have to identify yourself to them to say I will be working in this area, these are the expectations ... (MM).*

*You yourself must have integrity (MN)*

#### **SUBTHEME 4.3: CUSTOMER CARE AND PEOPLE SKILLS**

Customer care was highlighted by the majority of the participants, as crucial to be infused in the university curriculum, as some respondents indicated:

*Community skills ... people must be able to know ... how should they help people out there ... be friendly to people ... approachable ... be inviting (JP).*

*People must ... be taught about customer orientation (MM3).*

*We need to know for whatever services that we have practiced for, we still need to include that human element as we offer our best service to the people (MN).*

*First of all they need to have empathy ... understand the person behind the complaint ... behind the phone call ... You need to be able to put yourself in that person's shoes and think for yourself it it was me how would I feel about it (DL).*

#### **SUBTHEME 4.4: COMMUNICATION SKILLS**

Several participants emphasised the need for government to have public servants who have negotiation and communication skills, as stated:

*We [government] need people who have negotiation skills. Because right in our communities we have structures ... political parties ... councillors ... churches ... structures in communities that is why I am saying negotiation skills is very important (JP).*

*The manner in which you interact with society it is very important – communication ... how do you disseminate information to the community ... in such a way that the people will understand very easily (MM3).*

### **THEME 5:**

#### **PERSPECTIVES ON TRAINING CHALLENGES FOR SERVICE DELIVERY AND THE STANDARDS EXPECTED FOR IMPLEMENTATION OF THE BATHO PELE PRINCIPLES**

The fifth theme that was identified in this study focused on the training challenges for service delivery and the standards expected for implementation of the *Batho Pele* principles from the public servants' perspective. The analysed data will be presented and discussed according to different subthemes that were identified within this theme. The first subtheme identified was

the training challenges for service delivery and the standards expected by the *Batho Pele* principles within government.

#### **SUBTHEME 5.1: TRAINING CHALLENGES WITHIN GOVERNMENT**

The majority of the participants raised differing concerns relating to training within government. Several of the participants were of the view that training in terms of service delivery and the standards expected by the *Batho Pele* principles used to be conducted previously, as stated in the following statements:

*Training I remember at one stage there was ... we used to ... be trained ... in service delivery ... Each and every one who starts here has to be inducted but it is not happening (JP).*

*the induction used to be organised and prepared accordingly. Now you find that a person will be almost 6 months without induction (MN).*

*we did not get an in-service training for this [Batho Pele principles], I am almost 10 years ... I learned as I go (LM).*

*I think over the couple of years there is still a backlog on training on certain government departments (RB).*

Some of the participants highlighted the fact that the *Batho Pele* principles is regarded as just an add-on and not a priority, as stated:

*Batho Pele principles is ... not getting the attention it used to get (MM).*

*I think it is an add-on because ... we only have one person responsible for the Batho Pele in the whole Province. In the Districts it would be like coordinators who are not solely responsible for that so they just give their left over time not necessarily given the attention it deserves (MM).*

*Batho Pele is not a priority at all ... it is just a cliché (MM2).*

Some participants were of the opinion that the training challenges are related to financial constraints. This was associated with the following comments:

*I think there is not enough funds allocated to provide training (MM3).*

*The main challenge is that there is lack of money (MM).*

*Due to the lack of funds for training, one participant commented that: I paid from my pocket close to R8000 to try to equip myself (JP).*

On the contrary, from the responses of the majority of the participants it seemed that the concern is more with the utilisation of funds allocated for the training of personnel rather than the availability of funds for training. This was associated with the following comments:

*There is budget for this training, the 1% that supposed to be utilised for training, but it's not happening as much as we think it should ... that money is there ... but it's not happening (MM).*

*Half way through you would have thought that you had so much in terms of budget but the time you realise is used somewhere (MN).*

*I wouldn't say that lack of money is the problem, money there is but the implementation of that, processes taking too long for example, your supply chain management processes which aren't implemented correctly or in time and you do have a human factor where some people just simply don't care and they don't do their job (DL).*

*They make use of a lot of outside contractors, the SMMEs ... The question is the external contractors, the people who they appoint, do they have the necessary training to know what to do ... It costs a lot of money ... you are paying double [the public servants and the contractors] for the same service (DL).*

Two of the participants highlighted the issue of lack of organisation, coordination and synergy of training provided, as some of the concerns:

*I think we still have some loopholes in terms of coordination ... and making it a focused training for realising the goals of service delivery, this is where sometimes you might not find the synergy that you expect ... I really think it's really not organised and coordinated well (MN).*

*We are not so sure of all the civil servants received the training, secondly is they received the correct training (RB).*

Consequently, one of the participants expressed that these challenges, as highlighted above, is indicative of lack of care for the public servants which results in low staff morale, as stated:

*It comes to the problem that we say we are not cared for as public servants ... How do you expect to deliver when you don't equip me, when I am not satisfied? (JP).*

*We have ... made enquires, but you would be told that there are budget cuts ... and that demotivate us because you tend to question what is the purpose of me taking this profession (MM).*

*There is a lot of dissatisfaction among public servants. The morale is down. You get to these psychological centres ... you find them there ... people are being stressed ... because we do not have funds (JP).*

Additionally, in cases where funds are allocated for training, one participant indicated the provision of bursaries and scholarship by government without proper selection criteria, especially in professions such as social work as a concern, as stipulated:

*Government has introduced bursaries and scholarships for deserving pupils. It is a great initiative, but the selection criteria is not good because ... you have ... students who are taking the profession for the sake of just earning a salary and they are not passionate about the profession [social work] (MM2).*

One participant reflected the issue of leadership support in terms of training the notion of the *Batho Pele*, as a concern:

*The leadership are despondent about training officials in Batho Pele (JP)*

Although some of the participants indicated positive experiences in terms of training within government, there seemed to still be challenges pointed out, as stated:

*The organisation capacitated me ... about Batho Pele (MM3).*



*It happened once for me to be trained on the Batho Pele principles. It was just like something to make you aware that there is this Batho Pele principles and that was that, no interpretation of these things, no follow- up to say people are you still adhering ... no monitoring (RL).*

*As part of ... the induction process, you would find this [Batho Pele] being one of the areas that were inculcated as part of training ... it is still done but I don't really see it happening as it should ... that robust action taken to say every public servants must be inducted ... having these Batho Pele principles inculcated" (MN).*

*We are not sure of all civil servants received the training ... and if they evaluate them (RB).*

*From government's side ... they do give training ... on Acts and everything but I think to the minimal in terms of soft issues (DL).*

### **SUBTHEME 5.2: TRAINING CHALLENGES THROUGH TRAINING AND DEVELOPMENT PROVIDERS**

The majority of the participants highlighted the following as the main training challenges that public servants face in terms of being trained on soft skills through universities or other training and development providers. Some of the participants was of the view that higher learning institutions are focusing more on theory:

*Realising the type of professionals that are produced ... you realise more and more it looks like we are more academic than we used to be ... initially you would be incorporating your theory and your practice closely ... that is why you could understand the emotions ... all those areas that makes a person whole (MN).*

*What I noticed now is that, it looks like that ethical aspect of the ethos that we were trained on, is no more as inculcated as it was ... that is why you will find a person ... having so many qualification, but when it comes to the real nursing of the person that's where now we lack (MN).*

*Universities tends to be more theory than practice (MM).*

*There is a huge need for people to do a practical year before they are appointed in the public service (DL).*

In other university programmes it was indicated that thorough selection criterion or orientation sessions are not conducted to ensure that the right cadre of students are recruited:

*There should be some kind of assessment done in terms of your character ... what we discovered with most of the universities is that they do not even have an orientation session for them because I think during that orientation session one might decide no this is not for me ... they [students] just enter into a programme (MM).*

One participant raised the issue of medium of instruction used at the universities as a concern:

*Some of the things that makes people not to understand is the language ... we must also consider some languages that can make it easier for the students (MM3).*

Several of the participants further highlighted the issue of lack of relevancy and synergy in terms of the training provided through higher learning institutions. The following two participants commented:

*I tried to study Adult Education, I wasn't able to fit and there wasn't even a single course in the universities where can fit (JP).*

*Substance abuse ... is a challenge throughout the world ... But when you look at the capacity in terms of training in the universities they don't have specific courses or areas responding or talking to that need (LM).*

In contrast, some of the participants highlighted a situation where higher learning institutions produce knowledgeable and competent graduates but the challenge to be nepotism within government where public servants are appointed based on their political affiliations and not the skills they have acquired, as commented:

*"I think we must not appoint somebody because he is playing a good role in a political party ... rather see if you can appoint somebody with knowledge, with skills (RB)*

*the big problem is in a lot of cases people are not appointed for their qualifications they are rather appointed for their political affiliation (DL)*

## **THEME 6:**

### **RECOMMENDATIONS RELATING TO TRAINING IN SERVICE DELIVERY**

Recommendations relating to training for service delivery was identified as the sixth theme. The data was categorised in subthemes that were identified through the data analysis.

#### **SUBTHEME 6.1: ROLE OF GOVERNMENT**

When the participants were asked to share their views regarding the role government can play to ensure that public servants are sufficiently trained for service delivery, a number of suggestions were raised by several respondents, as commented:

*We have to start by capacitating them first before they can even interact with the community ... is one of the areas that needs to be strengthened (LM).*

*The world is forever changing. So I would love to see [public servants] be constantly capacitated, even offered opportunities to study further, Masters, PhD's (MM).*

*Once officials are hired within the department it should be compulsory to receive these Batho Pele workshops or inductions (MM2).*

Additionally, the two councillors that participated in this study, shared similar sentiments regarding the importance of formal training through HEIs and the financial support that government should provide, specifically for politicians to ensure valuable contribution towards improved service delivery, as stated:

*Not everybody is fortunate enough to go through that course [formal training] ... I would love for all councillors to be able to do that course because I think it would make a huge difference (DL).*

*I was studying Public Management and Administration ... if it was not of that background I think ... I was [would] not be in a position to serve as ward councillor ... sometimes that can help you because is one step forward to put you in a position to see if you can do something better ... for service delivery (RB).*

***Make a bursary available to do a specific course in Governance and Political Transformation ... they should do it at the beginning of the [five-year] term (DL).***

However, some participants also in support of training on the *Batho Pele* principles, further emphasised that following the training, implementation of the *Batho Pele* principles is of paramount of importance. It should be the culture of the organisation, as expressed by one of the respondents. As commented by the two respondents:

***They [public servants] should be able to know and understand ... what is Batho Pele. It is not enough to just understand and know it but you still have to practice (MM2).***

***It [implementation of the Batho Pele principles] should be something that is ongoing, and it should be the culture of the organisation (RL).***

***You cannot through this [Batho Pele principles] into a three day course it should be the culture of an organisation (DL).***

Government was further recommended to adopt a bottom-up approach in which the public servants are involved and consulted as the implementers of public services, as indicated by one of the participants:

***It is important to have a bottom-up approach when it comes to services because we are the one who are doing the work ... who are implementing everything ... we need more consultations between the two parties (MM2).***

Partnership between government and different stakeholders, both nationally and internationally, as well as with higher learning institutions was pointed out as one of the recommendations. Two of the participants commented:

***I think the main thing that needs to be done it needs to start where there is link between the public service and the higher learning institutions (LM).***

***We need to invite different stakeholders from different organisations ...well established countries ... to explain to us what they are doing in terms of serving their people, the model that they are using (MM3).***

Review of the *Batho Pele* policy and strengthening the implementation thereof, specifically by public servants as representatives of government were suggested by one of the participant, as stated:

***I think we still need to revisit these Batho Pele principles maybe if we can change them somewhere somehow ... people must be treated with courtesy but we don't explain thoroughly if you say ... courtesy, what you mean (MM3).***

***We are the foot soldiers, we are presenting our government. We have to ensure that whatever has been passed by our government then we implement in here in the province (MM3).***

Additionally, integrated and collaborative ways of working were recommended, as highlighted by one of the participants:

***We really need to collaborate closely and integrate our services so that at least we work towards as whole ... we can at least achieve more working together.” (MN)***

Furthermore, some participants highlighted the need for government to enhance their planning processes and allocate adequate funds for training, as stipulated the two respondents:

***If there can be enough funds allocated to ensure training (MM3).***

***I think if we do a proper planning and correct planning then at least we can say a certain proportion ... of the budget must go to training (RB).***

Commitment and support by the leadership in implementing identified training priorities without political interference, especially in the recruitment processes was also emphasised, as highlighted by several of the respondents:

***There should be commitment from the employer himself as he prioritise things. Because some of the things are said to be priority areas but in terms of the commitment for the support you don't see that (LM).***

***Sometimes you can speak and you can discuss and you can fight the politics, but sometimes when it comes to service delivery, then your aim, your goal must be to see what you can do to better the service delivery without politics (RB).***

***If you stick to those principles and those requirements the people in key management positions will have the necessary training because they would have gotten the necessary qualification (DL).***

***Leave politics aside and concentrate on the civil servants with the correct skills, with the correct background ... correct training and correct employment is always the best (RB).***

Some participants suggested that the measuring and monitoring of the implementation of the *Batho Pele* principles is also crucial, as stated:

***They should also get feedback from the communities and deal with those issues that are indicated.” (MM).***

***Government ... needs to ... find ways in measuring whether these officials is implementing these principles seriously or not (MM2).***

***Conduct research to say are we still on the right track, are we still using this [Batho Pele principles] correctly (RL)***

***They [public servants] should be monitored as to how the people implement because people tend to want to be closely controlled ... just to observe the outcomes of what is expected (MN).***

***It [implementation of the Batho Pele principles] must be evaluated to see if there is any progress on that and if there is any benefit which is coming back to the community and to ... government to see what is the progress in total (RB).***

## **SUBTHEME 6.2: ROLE OF TRAINING AND DEVELOPMENT PROVIDERS**

In response to the role that training and development providers can play to ensure that students, as future practitioners, are sufficiently trained for service delivery, it was apparent that a greater representation of the participants identified the integration of public service

needs (in line with the needs of the community) into the university curriculum as an initiative that could better prepare the students for the world of work, as stated:

*My take would be maybe the Batho Pele principles should start at the university or institutions of higher learning so that when the students complete their studies they are very much aware of what is expected of them in terms of the Batho Pele principles and ... understanding that it is all about the public (LM).*

*There has to be that kind of balance that is created, that they are taught already at the university that the world out there is not what you see (MM).*

*Substance abuse is ... a challenge throughout the world ... but ... we struggled ... to get even a single accredited training on issues related to substance abuse ... the university should be able to see the need and then try to align the curriculums to respond to the need that will assist the public service and the community (LM).*

*Such principles ... can be incorporated ... in the curriculum (MN).*

*In their curriculum the very Batho Pele principles should be embedded (MM).*

*“As long as they still align themselves with what government has and included in their modules and make sure that when they send out their students for their practicals that it’s part of that (RL)*

Since the two councillors that were involved in this study worked with the GOVE3724 students during community engagement, there was a strong recommendation that such modules should continue to be offered at the university level. This was associated to one participant’s response that highlighted the value of the GOVE3724 module for the students, as stated:

*I am crazy about the [GOVE3724] module ... because it gives the students the opportunity to see what’s actually happening because a lot of the time we will walk and then they will say but why doesn’t the councillor do this and then I need to explain to them (DL).*

*I think the [GOVE3724] module that they [students] are doing now is excellent and I would recommend that they continue with that to get a feel of what is actually happening on the field ... to have opportunity to look at problem solving (DL).*

In addition, some participants were of the opinion that in order for the universities to remain relevant through the training they provide, consultations with government, as well as research should be conducted. Responses such as the following were reported:

*The universities what they need to do its consult with the public service ... and say what do you want in order to deliver quality service ... also the universities should look specifically on the needs of the community ... and adjust their curriculums or module to respond to the needs of the community (LM).*

*Through research ... the universities can come up with relevant programmes ... relevancy is very important ... especially for things that are needed in order to serve people (JP).*

*The role that the university can play is to maintain a closed professional relationship with government ... There should be exchanged communication between the two (MM2).*

*Perhaps the university can look at the course specifically designed for local government councillors which then they can enrol on (DL).*

Also, some participants recommended that the students should be exposed to practicals at a university level so they are better prepared. This was supported by the following comments:

*You come here [in government] thinking this is what I am going to do and you get here it is a total different avenue all together ... they [universities] should give us the reality because it's really demoralising when you get into practice and you find out this is not what I wanted (RL).*

*They [students] should be prepared that when they go out there that they are already know the challenges and already have some idea of how to deal with those (MM).*

*People should not just be purely trained on the academic part but they should still be every now and again be exposed to the real human beings (MN).*

*When I say practical year I am thinking ... an internship of some sort ... to see how it actually functions and to also get a feel of what it is happening (DL).*

### **5.3.1.3 Higher order analysis of results and identification of emerging patterns from participants in public service context**

During the basic content analysis of the focus group discussion and semi-structured interviews, recurring patterns and themes came to the fore and were followed by higher level analysis. As a phenomenological research strategy was employed in this study (refer to par. 4.4.2), I as the researcher, focused on understanding the voices of the participants, as their subjective experiences are at the centre of the research (Mertens, 2010a:235).

The participation of the two selective groups of participants during Stage 1 of the empirical portion of the study, namely the NPO managers (as the representatives of the clients of government) and the public servants (who engage with the NPOs) from public service context, provided multiple perspectives of interpreting the current state of public service delivery in terms of implementation of and training on the *Batho Pele* principles. The data collection techniques employed, as indicated above, resonated with the methodological position of transformative paradigm employed in this study. The higher order analysis aimed at identifying patterns or themes which are the main findings of the study. Through the subjective experiences and perspectives of the participants about the phenomenon under study, specific patterns were identified and are presented and interpreted.

#### **PATTERN 1:**

#### **THE CONCEPTUALISATION OF THE BATHO PELE PRINCIPLES WITHIN PUBLIC SERVICE**

In this study, the notion of *Batho Pele* principles was explained differently by the respective public servants and associated to various concepts and phrases. These concepts and phrases clearly articulated that the *Batho Pele* principles is about people-centred approach, prioritisation of people, working in partnership (taking hands) for the benefit of the communities and future generations. For some of the respondents it meant respecting client's feelings,

sharing of information, servanthood, clients as beneficiaries and going out of the way to provide good quality services.

Additionally, one of the definitions provided in this study emphasised the need for the clients of government to learn for themselves and take responsibility, as commented: “[*Batho Pele* principles] is also about making sure they [the citizens] learn for themselves ... so that tomorrow they can do it on their own.”

However, from the data obtained from both the focus group discussion and semi-structured interviews, there was a glaring discrepancy between the conceptualisation of the *Batho Pele* principles in relation to the implementation of the legislative framework, as presented in the next identified pattern.

## **PATTERN 2:**

### **THE CURRENT STATE OF PUBLIC SERVICE DELIVERY IN TERMS OF IMPLEMENTATION OF THE BATHO PELE PRINCIPLES**

In terms of the conceptualisation of the service delivery principle of consultation, the concept of ‘two-way’ communication representing open communication between the parties, was central to most of the responses. However, as indicated by some NPO managers, although, it is ‘mandated by law’ and an ‘obligation of government’ to consult its clients about the level and quality of public services, this seems not to happen in practice. A Lack of provision of information and engagement with the clients of government on service standards, clients’ rights, government services and complaints system was indicated as some evidence of challenges related to consultation.

Responses from the NPO managers were inconsistent in terms of the service delivery principle of service standards. The majority of the participants indicated a lack of awareness of citizens’ rights, lack of supervision and accountability, as well as a lack of adherence to the set service standards by the public servants, as some of the contributing factors towards the challenges related to service standards in the public service.

In reality, there seems to be a lack of openness and transparency when it comes to providing citizens with information on service standards. This highlights that the lack of awareness of citizens’ rights, as indicated above, could therefore also be attributed to a lack of openness and transparency on government information. As a result, the clients of government feel disempowered and, therefore, not confident enough to challenge or demand the standards of service which they are entitled to. Additionally, a lack of adherence to the set service standards by public servants was reflected, which is shown through slow turn-around times and a lack of adherence to official working hours.

Several of the participants indicated that there are cases where service standards are displayed at service delivery points but the challenges lie with the tendency of clients of government to ignore the information, as well as fear of victimisation by public servants. The latter could be related to the power struggles between the clients and public servants, as highlighted by some of the participants. In view of the latter, it was indicated that where public servants deviate from the promised service standards, citizens are often unwilling to challenge the situation due to fear of victimisation by the public servants in question. Additionally, all evidence collected in Stage 1 highlighted a lack of supervision and proper management as a concern, where officials in key positions, do not always hold public servants accountable for their actions. This points to the issue of a lack of accountability that was raised as a concern by the public servants themselves. Also, some of the public servants regarded a lack of supervision as an indication of a lack of support available to them.

From the data collected through the focus group discussion, it seemed that access to public services remains a significant concern for citizens. Long waiting periods in queues resulting in slow turn-around time and invisible government departments was indicated as evidence of challenges in terms of accessibility of public services. In terms of the issues related to long queues at service delivery points, it was indicated that some provincial departments are addressing it, although the progress was reported as slow.

Responses from the NPO managers pointed to poor planning, capacity constraints, judgemental attitudes or discrimination on the basis of colour, race, gender or age, lack of adherence to official working hours, and lack of supervision at the coalface of service delivery as factors contributing to the challenges experienced in terms of accessibility to public services.

Among other issues, as indicated in the latter statement, the public servants also emphasised capacity constraints as a major concern hampering quality service delivery. Capacity constraints were related to human resources, material resources and infrastructure development. Capacity constraints related to human resources referred to a shortage of staff, especially social workers and nurses at clinics. This was indicated as resulting in access challenges to public services, as public servants are unable to sufficiently reach to all communities to execute their legislative mandate (e.g. social workers) or attend to the high demand of service delivery at the clinics (e.g. dispensation of medication timeously).

Furthermore, capacity constraints were also related to a lack of material resources such as a shortage of vehicles and a lack of information technology equipment. A shortage of vehicles and a lack of maintenance thereof, were explained as impeding public servants from reaching to all communities timeously. While a lack of information technology equipment was related to



absence of laptops and computers which has negative implications on the communication with clients through emails.

Additionally, the participants pointed to a lack of infrastructure development as a concern. One suggestion that was pointed out regarding how access to public services can be improved, was the expansion of the infrastructure of service delivery points or facilities. The preceding discussions, clearly indicates the negative impact of human, material and infrastructure development constraints on the implementation of the service delivery principle of access.

The seemingly inconsiderate attitude and impolite behaviour of public servants in their interaction with clients of government appears to be a major concern, as expressed by all the participants in Stage 1. More explicitly, the approach of public servants was expressed by some participants as, “the breakdown of humanity and dignity”, “dehumanising people” and showing “no respect for the general public”.

While some of the public servants also acknowledged that the general public does not perceive them “as caring government”, they also reflected limited office infrastructure as a factor that hinders the treatment of clients with respect and dignity, as in some instances open office plans are employed which does not allow much confidentiality, especially in the social work environment. For the clients of government this is interpreted as infringement to their rights to quality services. In turn for the public servants, it highlights poor working conditions which are not enabling them towards efficient and effective service delivery.

Moreover, the NPO managers (as representatives of clients of government) identified lack of poor performance management, shortage of staff and low staff morale as some of the factors contributing towards the discourteous behaviour and poor attitude displayed by public servants in general. As such, the majority of NPO managers pointed out to the need to supervise and monitor the behaviour and performance of public servants on a regular basis. Moreover, strengthening the role of leadership in enforcing the *Batho Pele* initiative was also suggested.

Both the NPO managers and public servants highlighted the causal effect of the shortage of staff on the clients of government, as well as on public servants themselves, thus, negatively implicating on quality public service delivery. Hence, one participant commented that “there is (sic) a lot of officials whose hearts are absolutely in the right place”, but that “in some cases it’s very difficult for them”. The public servants were reported as not able to reach to all communities due to shortage of staff, therefore not fully executing their mandate to the public. This was reported as killing the morale and willingness of many public servants. As such, it was indicated that the poor treatment often experienced by citizens may reflect the fact that public servants are generally overloaded and dissatisfied in their own right, and therefore

express their feelings of stress in their interaction with the clients. In turn, the clients of government feel that they are neglected and denied their right to quality public services, thus causing citizens to end up revolting or retaliating against government, as highlighted by some of the participants.

While it was evident that the existing internal inefficiencies have a negative impact on the morale of public servants, evidence in this study also pointed to the fact that some public servants do not have an intrinsic motivation and commitment to serve the clients of government. “We are not pulling enough as public servants to serve our communities”, as one of the public servants commented.

With reference to the service delivery principle of redress, it was evident from the NPO managers’ and public servants’ comments that there is poor management of the complaints system. Several aspects contributing to inefficiency and ineffectiveness in terms of redress were raised by both sets of participants. A lack of provision of information in terms of the complaints system, procedure, processes and accountability was pointed by all evidence collected in Stage 1. Additionally, the NPO managers’ highlighted feedback from government in cases where a complaint has been lodged to be limited or even absent. In this regard, job-hopping, favouritism and nepotism (or ‘baantjies vir boeties’, as one participant referred to it) were highlighted as some of the factors contributing towards poor feedback from government. As a result, it was indicated that the citizens are forced to use alternative avenues such as using radio stations and newspapers in an attempt to draw the attention of government. Also, the issue of power struggle between the public servants and citizens was indicated.

In terms of the service delivery principle of information, data collected from the public servants seemed to indicate that knowledge and information on government services is not sufficiently disseminated to the clients of government. This highlights a lack of openness and transparency in terms of government information.

All the participants were of the view that the challenges with regard to the other *Batho Pele* principles, as explained above, is an indication of failure in terms of value for money. Fundamentally, capacity constraints linked to finances and skills seemed to have a direct impact on the service delivery principle of value for money. The mismanagement of government funds through spending on government functions and inappropriate salaries, as such resulting in wasteful expenditure, was highlighted as a concern. Furthermore, several of the public servants mentioned capacity constraints in terms of lack of skills, in which candidates are appointed and expected to render public services without possessing relevant skills because of lack of formal training from HEIs. Some participants seem to link this to the issue of political interference in recruitment processes where appointments are mainly based on

political affiliations, therefore, resulting in appointments of incompetent public servants which affect efficiency and effectiveness in public service delivery.

As a recommendation, it is noteworthy that several of the participants emphasised that other sectors within the civil society have a role in terms of instilling values and principles in the young upcoming generation. In particular, the role of the school system and family institution was highlighted.

### **PATTERN 3:**

#### **ESSENTIAL SERVICES AS A NEED AND CHALLENGE FOR CLIENTS OF GOVERNMENT**

While there seems to be challenges in terms of the implementation of the *Batho Pele* principles, it was also evident that poor service delivery of basic or essential services such as quality of water supply, electrification, road infrastructure, sanitation, as well as health and education of services, seem to be among major service delivery challenges experienced by the citizens. Strong sentiments were shared regarding the role of government in dealing with these service delivery issues, especially in terms of improving education and health systems. “it doesn’t need much to change the world. One little problem each day you might not change the whole world today but you have changed somebody’s world today - that’s where you start”, as commented by one of the public servants.

### **PATTERN 4:**

#### **NPO-RELATED SERVICE DELIVERY NEEDS AND CHALLENGES**

Although the main objective of the focus group discussion was to determine the needs and challenges of the clients of government in terms of service delivery, the research findings furthermore indicated a number of NPO-related service delivery needs and challenges. This could be explained by the fact that the NPOs which were used as the voice of the citizens they serve, are also clients of government in their own right and therefore could have regarded the focus group discussion as a platform to raise some of their concerns.

Both the NPO managers and the public servants (who engage with the selected NPOs) that participated in the study, regarded the NPOs as crucial partners of government on contributing substantially in terms of rendering some of the social services to the communities. Correspondingly, the primary focus areas of the respective NPOs that participated in this study, as highlighted in above, clearly reflect their unique contribution of the third sector in enabling government departments in achieving their objectives and, moreover, their unique role and value in continually seeking a platform to voice and advocate the interests, needs and challenges of the communities they serve.

On the contrary, some of the participants reported that government fails to value and acknowledge NPOs as an important wing of public service delivery and, thus, seems to be less open and responsive to the voice of the NPOs. As indicated by one of the participants, this may be an indication that there is a need for a mindset shift from government in terms of how they perceive and consider the role of NPOs in service delivery.

However, concerns regarding the support that the NPOs receive from government was strongly expressed. The issues of lack of capacity-building, resource constraints, as well as participation of NPOs on service-delivery dialogues, were highlighted. Capacity-building was indicated as a major concern for the NPOs. Responses of the public servants (who engage with the selected NPOs) confirmed that there are challenges related to capacity-building within the NPOs. As such, some of the NPO managers identified government's involvement in NPO programmes and the provision of training as mechanisms that can be used to build capacity in the third sector. The latter statement was based on the fact that well-capacitated NPO managers could play a major role in improving government's accountability and strengthening the voice of citizens in the effort to improve government services. However, as reported by some of the participants, it seems that the visibility of government departments to reach out to the needs of the NPOs is still a dream. This could be attributed to the shortage of staff as reported by the public servants that participated in this study.

Data collected from the public servants (who engage with the selected NPOs) highlighted capacity-building as one of the key roles and responsibilities of government to NPOs. There was an indication that there is training offered to the NPOs, such as basic financial management skills and registration processes, especially for emerging organisations, to ensure efficient and effective utilisation of funds in line with the relevant legislative framework. Furthermore, the data from the public servants (who engage with the NPOs) also shed some light on the internal factors, such as shortage of staff that might be contributing to challenges of capacity-building in terms of the NPOs.

With reference to the resource constraints, it seemed that the concern within the NPOs revolves around equipment, funding and infrastructure, as indicated by the majority of the NPO managers. This challenge was also confirmed through data collected from the public servants, when one of the participants expressed "when clubs [NPOs] don't have buildings they don't have equipment ... to assist the community". The responses from the public servants (who engage with the selected NPOs) indicated funding of the NPOs, as one of the key roles and responsibilities of government. It seemed that government is also in partnership with other stakeholders to ensure sustainability of the NPOs.

Evaluation and monitoring services in terms of the adherence of the NPOs to the specification of a particular department, as well as the utilisation of the allocated funds, was indicated as an additional responsibility of government. Frequent site visitations and standardised monitoring tools were highlighted as some of the monitoring mechanisms used by government to ensure compliance of the NPOs. Data collected from the public servants indicated that the shortage of staff and incompetency within government sometimes contributes to a lack of frequent and proper monitoring of the NPOs.

However, it was apparent that there are challenges experienced in terms of funding within the NPOs. On the one hand, the findings pointed to the internal inefficiencies within government as the challenge, while on the other hand, non-compliance from the NPOs was pointed out as the challenge. Among others, the unreliability and limited allocation of funds by government as the main donor seemed to be the root cause linked to many challenges that the NPOs are facing, as expressed by the NPO managers. Some NPO managers indicated that the unreliability of government is caused by lack of consultation with the institutions when there are amendments made to the subsidy or policies. This was also confirmed by the public servants when one of the participants expressed that there is a tendency in government to just abruptly make decisions without consulting the relevant stakeholders. Inefficient and ineffective service delivery, the closing down of NPOs, high rate of retrenchments, as well as lack of internal contingency plans, and huge portion of the subsidised money wasted on tenure, were some of the aspects highlighted as a result of financial constraints and lack of consultation from government. This implies that the lack of financial support of NPOs by government negatively affects the overall functioning of the NPOs, as one of the crucial organisations within the third sector in terms of service delivery. As such, it was indicated that the majority of the NPOs are characterised by job insecurities, vulnerability and 'dependency syndrome'. This was reported as ultimately reducing the voice of NPOs, as representatives of the primary beneficiaries of public service – the citizens.

Some participants, highlighted financial abuse and mismanagement by the NPOs as a contributing factor to funding challenges. Hence, it was indicated that more emphasis in terms of monitoring is on the utilisation of funds allocated to the NPOs. Also, it was indicated that some public servants are involved in financial misconducts of subsidies allocated to the NPOs. The findings highlighted that no disciplinary actions were taken in such cases. This relates to an aspect of lack of accountability and poor performance management within government.

Moreover, participation of NPOs in service delivery related dialogues was also perceived as weak, as indicated by the NPO managers. From the responses of the participants, it appeared that there are generally limited opportunities presented to the NPOs to voice their concerns regarding service delivery. This statement was supported by some of the participants when

they highlighted that the established forums by government are not functional. In cases where NPOs are given an opportunity to voice their concerns with regard to government services, it was indicated that discussions often occur on a one-to-one basis and, moreover, government does not seem to provide feedback in this regard. This implies that the objectivity levels in the decision-making processes could be compromised, which may represent a lack of objectivity and lack of mutual sharing of information between the sectors (NPOs and government). As such, the majority of the participants were of the opinion that an open-door system in terms of communication, redefining the work partnership through government realising the value of the NPO sector and its contribution towards service delivery, collective voice of the third sector through organised congresses, tripartite relationship between government, universities and the third sector, making provision for NPOs in legislation, as well as a shift from NPOs to social enterprises as they seek ways to generate their own funds and become less dependent on government, would go a long way towards promoting the participation of NPOs and, thus, the voice of the citizens as their representatives.

It is noteworthy that, although generally both the NPO managers (as representatives of clients of government) and public servants (who engage with the selected NPOs) acknowledged and embraced that there are pockets of good practices in the delivery of the public services, they also expressed that the current state of public service delivery “is not looking as it should”. This was painted by various internal inefficiencies that ultimately result in poor service delivery. It was indicated that most of these positive experiences are with the individuals (i.e. public servants). However, the participants placed more emphasis in correcting the entire government system. It is important to highlight that even though the preceding discussions relates specifically to NPOs’ needs and challenges, certainly this information still shed light on some of the needs and challenges that the clients of government are facing for the purposes of this study, since the NPOs are also clients of government in their own right.

#### **PATTERN 5:**

##### **TRAINING CHALLENGES AND PROPOSALS FOR SERVICE DELIVERY RELATED TO GOVERNMENT**

It was alarming that the majority of the public servants that participated in the study indicated various challenges that they experience in terms of being trained for service delivery and the standards expected by the *Batho Pele* principles within government. In some instances, proposals in terms of addressing the training challenges within government were provided.

Some participants highlighted that in-service training in terms of service delivery and an induction course that covered the standards expected by the *Batho Pele* principles were previously effectively and efficiently planned, coordinated and conducted. However, it seemed that currently the quality and frequency at which training is offered has decreased, while some

participants claimed that no in-service training is conducted indicating backlogs in this regard. The resultant effect of this was indicated to be the lack of understanding that is shown on some of the public servants in terms of what is it expected.

In this regard, the majority of the respondents pointed to the need for government to strengthen its internal capacity-building and planning initiatives for service delivery to ensure that the public servants are kept up breast with the latest developments in the changing world of work. Also, more emphasis was placed on the prioritisation of induction training courses and its alignment to the *Batho Pele* principles to ensure inculcation and entrenchment of the central component of the transformation of public service delivery within the entire system. It was further emphasised that formal training through HEIs and financial support for political principals (e.g. ward councillors) is needed and crucial in ensuring valuable contribution towards improved service delivery.

Some participants emphasised that the entrenchment of the *Batho Pele* initiative is not solely dependent on the training provided, but it also requires a cadre of public servants who are intrinsically motivated and committed to serve the people.

Several of the participants reflected the training challenges as related to financial constraints and the reasons attributed to this differed. Some participants were of the view that an insufficient budget is allocated for training and therefore adequate budget for training is needed. While other participants strongly emphasised that the issue is not the availability of funds, but rather the mismanagement of funds allocated for training of personnel. As stated by one of the participants, it seemed that there is a one percentage of the entire budget that is allocated for skills development within each government department. Setting of priorities, ineffective supply chain processes, lack of commitment and the use of external service providers were highlighted as some of the contributing factors to the mismanagement of the training budget. Some participants highlighted that in instances where bursaries and scholarships are awarded, correct selection and screening processes seemed not to be followed to ensure investment for government.

Another aspect that became apparent was the lack of leadership support on the training of *Batho Pele* and an issue of the relevancy of the training provided to the public servants. In this regard, the competency of appointed external contractors for training and the relevancy of the training they provide in line with the needs of government, seemed to remain in question. Partnerships and collaborations within government departments, nationally and internationally to move from working in silos to sharing best practices and service delivery models, as well as between government and HEIs to enhance alignments between the employers' needs and training outcomes, seemed crucial, as expressed by some of the participants.

Even with the participants that acknowledged that training is conducted within government, the monitoring of compliance of the *Batho Pele* principles, robust approach in terms of in-service training, as well as enrolment of the entire public service seemed to still be in question. Consultation with the clients of government through research, as primary beneficiaries of public services, on the implementation of the *Batho Pele* principles was highlighted as crucial. However, the role of government in addressing the issues raised through community consultations or research was pointed as even more important.

In view of the training challenges in terms of service delivery and the standards of *Batho Pele* principles, some of the participants expressed that this is indicative of the fact that the *Batho Pele* initiative is regarded as ‘an add-on’, ‘just a cliché’ and ‘not a priority’.

Also, it was reflected that the training challenges within government shows a lack of care and support for the public servants which was reported as ultimately resulting in low staff morale. It is for this reason some of the participants emphasised that the citizen-centred approach should be an integral part of the culture of the organisation. A bottom-up approach was also recommended where the public servants, as implementers of public services, are consulted and involved in decision-making processes related to service delivery.

It seems that HEIs are also facing a challenge where they produce knowledgeable and competent graduates which are not given an opportunity to contribute and apply the acquired skills within government, due to high levels of nepotism and favouritism that seem to exist. As such, it was emphasised that political affiliations should not be the key determining factor for employment within government. Commitment and support from the leadership in implementing training priorities without political interference appears to be essential.

Overall, the training challenges within government, as highlighted above, further points to internal inefficiencies within government that needs to be addressed, as they evidently translate into poor public service delivery.

## **PATTERN 6:**

### **TRAINING CHALLENGES AND PROPOSALS IN TERMS OF SERVICE DELIVERY THROUGH UNIVERSITIES**

The majority of the public servants highlighted specific challenges related to training for service delivery and standards expected for the *Batho Pele* principles through universities and other training and development providers. Most of the participants highlighted that the training and development providers still put more emphasis on theory. Hence, integration of theory and practice was strongly emphasised, as it enhances the understanding of students on the holistic being of a person including the ‘emotions’. Some participants indicated that where training is conducted on the soft issues it only makes a small part of the curriculum, while other



participants indicated that they were never trained on standards for the *Batho Pele* principles by training and development providers. This highlights that, generally, it seems that limited attention is given to the infusion of soft skills within HEIs.

A lack of relevancy and synergy in the university curriculum seems important and evidently needs to be addressed. Some participants highlighted topical social issues (i.e. high levels of substance abuse and adult learning and development) affecting the people at grassroots level as not even forming part of the university curriculum. The majority of the participants, therefore, emphasised the need for aligning the university curriculum with public service needs to enhance the synergy and relevancy of training within HEIs, while others emphasised the importance of 'embedding' the very *Batho Pele* principles in the university curriculum, especially forming part of the practical work in order to raise awareness to future practitioners before they enter the world of work.

University programmes without thorough selection criteria, assessments or orientation processes were pointed out as further contributing to the issue of producing the wrong cadre of future practitioners for a particular profession.

Medium of instruction used at the universities was also indicated as factor that needs to be considered to make it easier for the students to comprehend.

Overall, the study pointed to the fact that there are a number of training challenges within HEIs that evidently need to be addressed for universities to produce graduates who are responsive to needs of the society and the economy. Teaching pedagogies that provide learning opportunities and an environment that allows for practical exposure to 'real human beings' and challenges, with emphasis on problem-solving it, was indicated as crucial by the majority of the public servants (who engage with the selected NPOs). Correspondingly, exposing students to practical local issues and experiences through community interviews and, moreover, creating a platform for the students to think and come up with innovative solutions to the identified community challenges, were highlighted as the core focus areas of the ward councillors in the GOVE3724 module used in this study. The ultimate aim of the ward councillors was indicated as increasing the students' understanding regarding service delivery, and moreover, challenges facing those people at grassroots level which is crucial in preparing students for public service delivery. This points out that, while there are training challenges within the HEIs, as highlighted above, it seems that there are existing teaching pedagogies such as the GOVE3724 module within HE, which can be utilised as transformative pedagogical tools to instil citizen-oriented graduate attributes for improved service delivery. Thus, strengthening the expected social role of HEIs in better preparing future practitioners for the world of work.

The two public servants who were involved with the GOVE3724 students that also participated in this study, highlighted the need to continue offering such CSL modules for students. This highlights the value and potential of the CSL pedagogical tool in preparing the students for public service delivery.

### **5.3.2 Presentation and analysis of data collected from participants in the higher education context (Stage 2)**

Stage 2 of the empirical portion of the study focused on exploring the notion of CSL as transformative pedagogical tool at an HEI for improved service delivery. As such, this section focuses on data that was collected from the participants in the HE context. This included the GOVE3724 students, academic staff, as well as academic facilitators.

#### **5.3.2.1 Research results obtained from the pre- and post-implementation student questionnaires**

The data obtained from both the pre- and post-implementation questionnaires completed by GOVE3724 students in an undergraduate programme of the Governance and Political Transformation will be presented in the next section. As these student questionnaires incorporated both open-ended and closed-ended questions, the data will be summarised and presented accordingly. The data obtained from the pre- and post-implementation student questionnaires is presented and discussed in this section in an attempt to provide a holistic picture of the GOVE3724 students' understanding and expectations at the beginning of the module in relation to their experiences and views at the end of the module in terms of the extent to which specific graduate attributes were introduced and enhanced.

##### ***5.3.2.1.1 Presentation of data obtained through the pre- and post-implementation student questionnaires***

The data obtained from the pre-implementation student questionnaire consisted of six sections and the post-implementation student questionnaire comprised of seven sections. Each section is composed of several related subsections and/or statements. The detailed research results as per the identified sections and subsections/statements are explicitly presented and explained (see Appendix T, included in the accompanying disc).

Given the fact that the main research objective in Stage 2 of the empirical study was to determine the expectations and experiences regarding the extent to which specific graduate attributes were instilled in GOVE3724 students, the results of the pre- and post-implementation student questionnaires were conflated into four sections that reflected a summary on the significant findings for the purposes of this study, as presented and explained subsequently.

## **SECTION 1: DEMOGRAPHIC PROFILE OF GOVE3724 STUDENTS**

This section elicited the descriptive statistics of the demographic profile of the GOVE3724 students. It specifically formed part of Section 1 of the pre- and post-implementation student questionnaires (see Appendix T, Section 1 for detailed research results, as included in the accompanying disc). Though not central to the study, this section assisted in providing a snapshot of students who participated in the pre- and post-implementation student questionnaires, thus contextualising the findings of this study. The students' demographic information obtained included gender, home language, age and the current year of study and is explicitly illustrated in Figure 5.6.

Out of 54 registered students in GOVE3724 module, Table 5.6 indicates that 49 (91%) of the students participated in the pre-implementation student questionnaire, while 46 (85%) of the students participated in the post-implementation student questionnaire. This implies that at least 85% of the students registered in GOVE3724 module took part in this study, in which the majority were between the age of 21 to 24 (refer to Figure 5.3). The distribution of gender of the students (refer to Figure 5.1) indicated that the majority of the participants (above 50%) both for the pre- and post-implementation student questionnaires were females. The distribution of home language (refer to Figure 5.2) reflected that a greater representation was Sesotho-speaking and Setswana-speaking students. Additionally, the majority of the students that participated in this study were in their third year of study. This could be explained by the fact that the GOVE3724 module under study is a capstone module, designed for three majors (i.e. Political Science, Public Administration and Management, as well as Communication Studies) in the third year of a Bachelor of Arts (BA) degree in the Governance and Political Transformation programme.

**Table 5.6: Demographic profile of GOVE3724 students who participated in the pre- and post-implementation student questionnaires**

Characteristic	Categories	Pre-implementation		Post-implementation	
		Frequency	(%)	Frequency	(%)
Gender	Male	22	45	21	46
	Female	27	55	25	54
	<b>Total</b>	<b>49</b>	<b>100</b>	<b>46</b>	<b>100</b>
Home Language	Afrikaans	3	6	3	7
	English	2	4	4	9
	IsiXhosa	7	14	6	13
	Sesotho	17	35	16	35
	Setswana	13	27	10	22
	IsiZulu	3	6	5	11
	Other	4	8	2	4
<b>Total</b>	<b>49</b>	<b>100</b>	<b>46</b>	<b>101*</b>	
Age	18 years or younger	0	0	0	0
	19–20	2	4	2	4
	21–22	19	39	21	46
	23–24	21	43	17	37
	25 and older	7	14	6	13
<b>Total</b>	<b>49</b>	<b>100</b>	<b>46</b>	<b>100</b>	
Current year of study	1 <sup>st</sup> year	0	0	0	0
	2 <sup>nd</sup> year	1	2	1	2
	3 <sup>rd</sup> year	46	94	44	96
	4 <sup>th</sup> year	1	2	1	2
	Master's	0	0	0	0
<b>Total</b>	<b>48</b>	<b>98**</b>	<b>46</b>	<b>100</b>	

\*All percentages are rounded-off to the nearest value and therefore may not add up to 100% in some cases.

\*\*The total number of participants for the pre-implementation student questionnaire was 49 (N=49). However, not all the respondents answered to this subsection therefore the percentage reported corresponds to the total number of the responses

## SECTION 2:

### GENERAL EXPECTATIONS AND EXPERIENCES REGARDING THE GOVE3724 MODULE

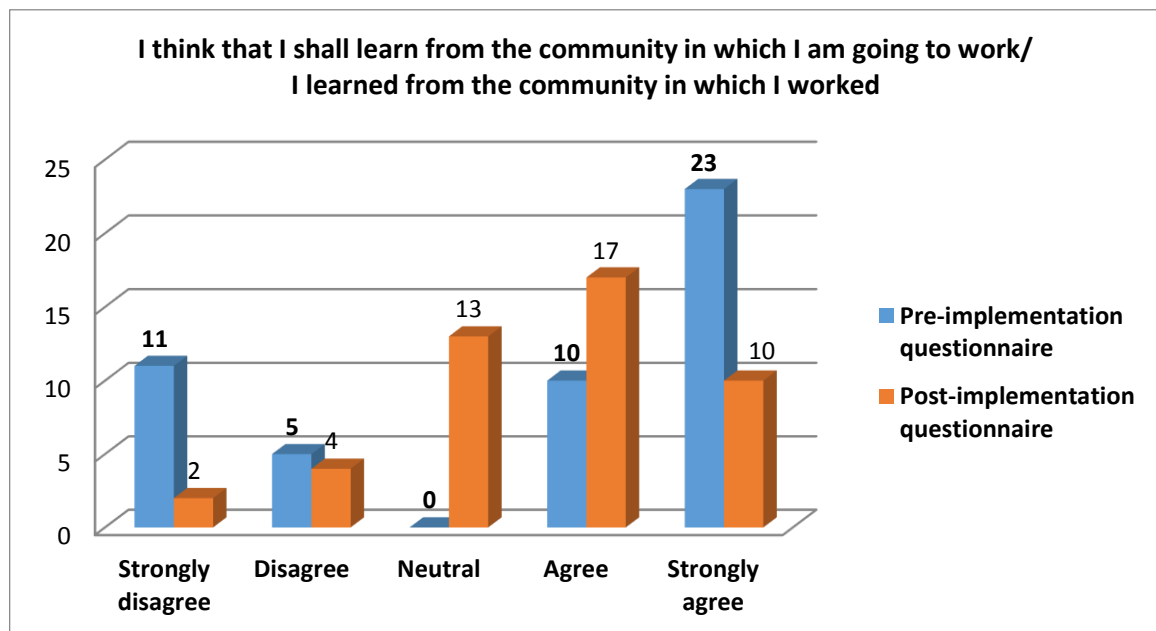
Through the student questionnaires, focus was also on the general expectations (in the pre-implementation student questionnaire) and general experiences of the students (in the post-implementation student questionnaire) regarding the GOVE3724 module. This specifically formed part of Section 4 of the pre- and post-implementation student questionnaires (see Appendix T (Refer to appendix included in the accompanying disc), Section 4 for detailed research results). In what seemed apparent in Section 2 (students' perceptions on their involvement in the community and with the service sector partner), Section 3 (students' conceptualisation of CSL), Section 6 (students' personal experiences) and Section 7 (students' final remarks) of the pre- and post-implementation student questionnaires (refer to Appendix T (Refer to appendix included in the accompanying disc) for detailed research results on the respective sections), was the students' tendencies through their responses in terms of their

intrinsic need and expectation, as well as the acquired knowledge and attributes through the CSL experience. These findings are integrated within the subsequent discussions based on the statements mainly related to the general students' expectations and experiences regarding GOVE3724 such that broader perspectives and trends are provided. Also, the students' experiences based on their reflection reports is also incorporated for triangulation purposes, as highlighted in Chapter 4.

**STATEMENT 1:**

**I THINK THAT I SHALL LEARN FROM THE COMMUNITY IN WHICH I AM GOING TO WORK/  
I LEARNED FROM THE COMMUNITY IN WHICH I WORKED**

The pre- and post-rating of the GOVE3724 students regarding this statement is illustrated in Figure 5.1.



Source: Author's own (2015).

**Figure 5.1:** *I think that I shall learn from the community in which I am going to work / I learned from the community in which I worked*

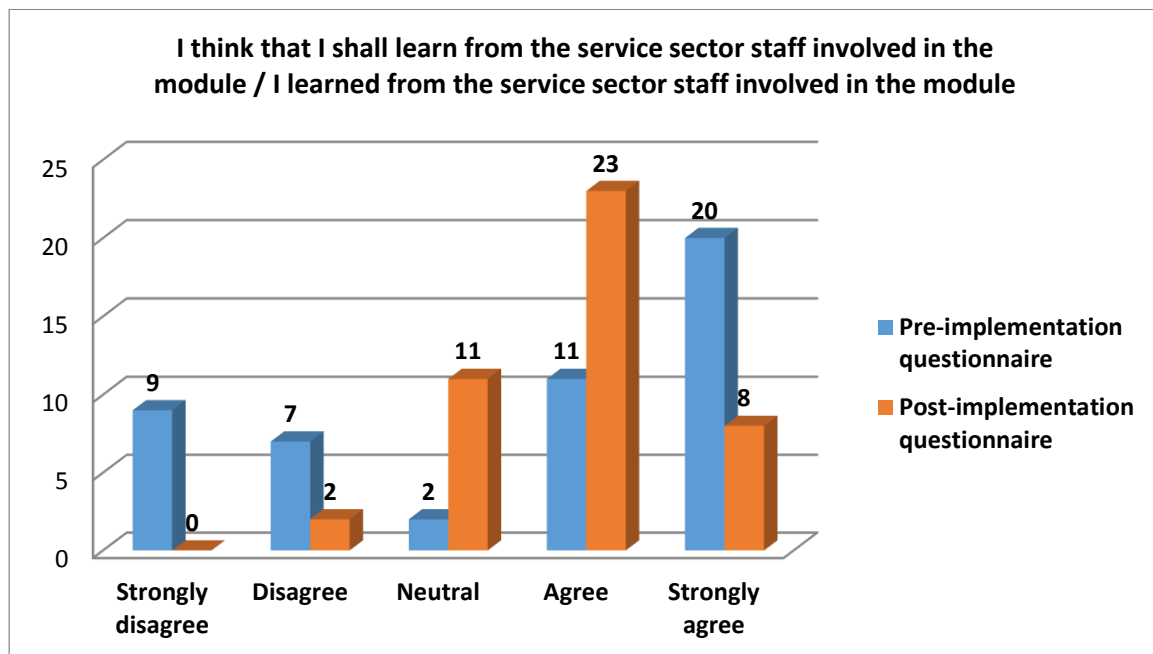
Based on Figure 5.1, it is apparent that in terms of the pre-implementation student questionnaire, 33 (23 strongly agreed and 10 agreed) of the participants expected to learn from the community in which they were going to work, while it was not the case with 16 (eleven strongly disagreed and five disagreed) of the participants. With regard to the post-implementation student questionnaire, 27 (10 strongly agreed and 17 agreed) of the participants actually confirmed that they learned from the community in which they worked. A total of thirteen of the participants were neutral, while six (two strongly disagreed and four disagreed) of the participants responded negatively.

Generally, the above profile indicates that almost 60% of the students (27 out of 46 respondents to this statement) confirmed in the post-implementation questionnaire that their expectations in terms of learning from the community were met. However, it is noteworthy that while the majority of the students (23) seemed to strongly agree that they will learn from their involvement with the community in the pre-implementation questionnaire, less students (10) strongly agreed in the post-implementation questionnaire.

**STATEMENT 2:**

**I THINK THAT I SHALL LEARN FROM THE SERVICE SECTOR STAFF INVOLVED IN THE MODULE/  
I LEARNED FROM THE SERVICE SECTOR STAFF INVOLVED IN THE MODULE**

The pre- and post-rating of the GOVE3724 students regarding this statement is illustrated in Figure 5.2.



\*Number of participants for the post-implementation student questionnaire was 46 (N=46); however, two out of the 46 participants did not respond to this statement, thus only 44 responded to this statement.

Source: Author's own (2015).

**Figure 5.2: I think that I shall learn from the service sector staff involved in the module/  
I learned from the service sector staff involved in the module**

Figure 5.2 indicates that the majority of the participants (31) (i.e. 20 strongly agreed and 11 agreed) that participated in the pre-implementation student questionnaire expected to learn from the service sector staff involved in the module. A total of two of the participants remained neutral, while the remaining sixteen (nine strongly disagreed and seven disagreed) responded negatively. In view of the post-implementation student questionnaire, similarly the majority of the participants (31) (i.e. eight strongly agreed and 23 agreed) confirmed that they learned from the service sector involved in the module. In this regard, a total of eleven remained neutral, whereas two disagreed to the statement.

Generally, the above profile indicates that 70% of the students (i.e. 31 out of 44 of the respondents to this statement) confirmed in the post-implementation questionnaire that their expectations in terms of learning from the service sector partner involved in the module were met. However, it is noteworthy that while the majority of the students seemed to strongly agree (i.e. 20) that they will learn from the service sector partner involved in the module based on the pre-implementation questionnaire, less students (i.e. eight) strongly agreed in the post-implementation questionnaire. This also seemed to be the case in terms of the students' expectations regarding learning from their involvement in the community, as indicated in the preceding statement.

Through their opinions expressed in Section 7 (final remarks) the following were some of the students' intrinsic needs and expectations prior to implementation of the module:

***I expect this module to provide me with first-hand experience before I venture into the world of work. The most important part would be the practical part of it as it will provide me with transferable skills.***

***My expectation would be learning to work in groups, being able to participate in group discussions and so forth.***

***I expect ... gaining of knowledge to solve problems.***

***I expect to learn more about myself ... my level of patience.***

***I expect to learn a lot in terms of how to communicate with the community in an effective manner.***

***I feel very excited to do this module as I believe my thinking will be enhanced.***

***I hope it will help me understand the different cultures that we will be dealing with.***

***I hope it will ... help improve my listening skills.***

***I am expecting to learn a lot from others and let others learn from me.***

However, a marginal representation of students that strongly agreed that the module actually met the above expectations through the post-implementation student questionnaires could be partially explained by the fact that some students through Section 2 of the pre- and post-implementation student questionnaire indicated that they did not gain or contribute anything from their involvement with the service sector partner and community, as they were of the opinion that the societal issues related to the communities that were involved in GOVE3724 were not 'real problems', since most of their services were effectively and efficiently provided. Also, language barriers between the students and some of the communities involved, as well as the fact that not much was offered by the students in terms of practically addressing the identified community challenges, was additional aspects highlighted by some of the respondents. Responses such as the following were recorded:

***No, there wasn't much interaction with the community with the last two visits.***

*No, I did not gain any knowledge because I felt that most of the services were provided adequately and on time so there was not much to learn.*

*I would have rather we worked in a community that desperately needed our help not in an affluent community where majority of service delivery demands are met.*

Additionally, Statement 1 (refer to Figure 5.1) and Statement 2 (refer to Figure 5.2) in the preceding discussions confirm that the students' involvement in the community and from the service sector partner contributed to their learning. In particular, Section 2, Section 3 and Section 6 of the pre- and post-implementation student questionnaires highlighted the students' perceptions regarding what they have gained through the CSL experience. The responses of the majority of the students based on the identified sections inclined towards acquisition of specific knowledge and attributes, as presented subsequently.

### ► **Communication and listening skills**

The majority of the students indicated that they benefitted from their involvement in the community and with the service sector partner because it enhanced their self-confidence and listening skills, as well as how they interact with both the community and their fellow students. These findings were also confirmed through the students' reflection reports. As stated by some of the respondents:

*have learnt how to interact with community members and also communicate with my fellow colleagues.*

*Self-confidence [in] the ability to voice my opinion.*

*I learned that I am an empathetic listener.*

### ► **Community-mindedness or orientation**

Several participants indicated they benefitted from their involvement in the community because they developed an interest to take a career in community service and for some respondents a motivation to engage more in community participation. This is supported by the following statements:

*As an individual that wants to take a career in [community] service.*

*I benefitted because I'm motivated to engage more in civic participation.*

### ► **Diversity skills**

The majority of the students indicated that their involvement in the community exposed them to dealing with diverse groups of people. This experience was also confirmed through the students' reflection reports, as the following comments indicate:

*Being part of group also allows me to forge relationships with people of different religious, races and cultures. After this experience I have been able to befriend a Rasta-Farian, a coloured, a Muslim and a Venda girl.*



*To be able to work and care for people from different walks of life to know ... how to deal with people of different characteristics [and backgrounds].*

### ► Knowledge on community affairs

It is noteworthy that among other benefits, increased understanding and knowledge on various community needs and challenges were emphasised by the majority of the students. Similar sentiments were also reflected through the students' self-reflection reports. Responses such as the following were recorded:

*[Service learning] is an engagement with the community, in order to gain better understanding of communities' needs and expectations from government.*

*[I] had an opportunity to be educated and informed on issues in community.*

### ► Knowledge and application of good governance in the community

Some of the students indicated that through their involvement in the community and with service sector partner, they gained an understanding on the 'art of governance', especially how it can be applied in the context of local sphere of government. The same findings were also highlighted through the students' reflection reports. Responses such as the following were recorded:

*My understanding of how the system of governance on the local government level works [increased].*

*I learned the art of governance, its practices and strategies.*

*It allowed me to apply my theoretical knowledge in practical situations.*

### ► Knowledge on the functionality of municipality

The students strongly emphasised that their involvement in the community and with the service sector partner highlighted knowledge on the overall functioning of government, particularly, in the municipality regarding service delivery related matters. Responses such as the following were recorded:

*They highlighted some of the functions of the municipality that I never learned during my undergraduate degree... This shows that, indeed the field is different.*

*I was able to learn about the municipal budgets put into place.*

*I've benefitted a lot with regards to the role of municipality and different departments within the community.*

### ► Importance of moving from individualistic to partnership approach

Several of the participants were of the opinion that through their involvement with the service sector partner, the importance of partnership approach, especially in terms of involving the clients of government became apparent, by stating the following:

*Partnership participation is important involving citizens.*

*It shifted my focus from myself to accommodating others around me.*

### ► Personal skills

In their involvement in the community and with the service sector partner, personal or human skills such as patience, compassion, friendliness, self-confidence and motivation was apparent. Similarly, the same sentiments were shared through the students' reflection reports. This statement is supported by the following responses:

*Engagement with the community prepared and developed my people skills a little more.*

*I learned how ...to be compassionate and friendly.*

*I have learned self-confidence... It has also motivated me.*

*I have learn[ed] that one has to be patient when dealing with other people.*

### ► Problem-solving skills

Some participants indicated that through their involvement in the community and with the service sector partner, problem-solving skills were gained. Concurrently, the students' reflection reports highlighted similar sentiments, as stated:

*I learned how to solve problems*

*I learned to come up with possible future solutions*

### ► Preparation for world of work

Some participants mentioned that the involvement in the community and with the service sector partner enhanced their awareness in terms of how to do 'things' in the workplace. This finding was also apparent through the students' reflection reports. As stated by some respondents:

*It is essential that we understand what will be expected from us in the workplace and now I have an idea of how to do things.*

*It has taught me that in the workplace one day when we work for government I should encourage my colleagues to go out and talk to the community and hear which problems they are faced with.*

### ► Sympathy towards community

Several participants indicated that through their involvement with the service sector partner they became more sympathetic towards the community's circumstances. As stated by one of the respondents:

*The ability ... to be more sympathetic of people's conditions and situations.*

*I learned that I have the ability to care deeply about people.*

*The ability to put myself in the shoes of the community.*

### ► Increased sense of social responsibility

Some of the participants mentioned that their involvement in the community and with the service sector partner, has enhanced their sense of social responsibility, as commented in the following statements:

*I will stay involved in the community in terms of attending meetings and encouraging people to attend ward meetings.*

*I intend to make a meaningful contribution to my community, and that is why I intend to run for councillorship of my ward during the coming local government elections whereby I hope to make a contribution by implementing what I learned in this module.*

### ► Teamwork skills

Several students indicated that through their involvement in the community and with the service sector partner they learned how to work effectively with other people. The infusion of teamwork and networking skills was further confirmed by the majority of the students through their self-reflection reports, as stated subsequently:

*By forging bonds with each other (students), as well as other members of the community to be able to enhance interpersonal skills and increase social network.*

*I learned the values of working together as a team player.*

*I have learnt on how to work effectively with people.*

### ► Research and analytical skills

Some of the participants indicated that through their CSL experience they gained research skills. This finding was also highlighted through the students' reflection reports, as stated:

*I am now able to discover social issues.*

*I now know how to ... critically analyse ... problems and provide solutions tailored specifically for the community in question.*

*This module has showed me the importance of research and gathering information on the things that happen on a daily basis.*

### ► Thinking and reasoning skills

Through their response, the students further indicated that their involvement in the community and with the service sector partner has enhanced their critical thinking and reasoning skills, as stated:

*... and think critically.*

*I can reason better.*

*To think outside the box.*

## ► Leadership skills

Several of the participants highlighted that their CSL experience has improved their leadership skills. Similarly, most of the students through their reflection reports indicated the same sentiments, as stated by some of the respondents:

*I decided to be the unofficial leader, coordinate where necessary ... This helped me to foster a culture of leading and learning with my group.*

*My leadership skills improved.*

## ► Working independently

One of the participant commented that the CSL experience:

*[CSL] has improved my ability to plan, organise, manage and execute my actions and tasks responsibly.*

Additionally, Section 2 of the pre- and post-implementation student questionnaires further focused on the service sector and community as beneficiaries from the students' perspective. The majority of the students indicated that the service sector partner and communities involved in GOVE3724 gained from their involvement in some way. Hence, the students explained CSL as a platform for mutual and reciprocal learning and sharing of information between the different stakeholders involved. In the main, the students mentioned that they contributed by enabling the service sector partner to understand the communities they serve better, through providing information from their perspective on community needs and challenges, as well as the related solutions. Also, the service sector partner was provided an opportunity to educate (share information) to the students on issues related to the municipality.

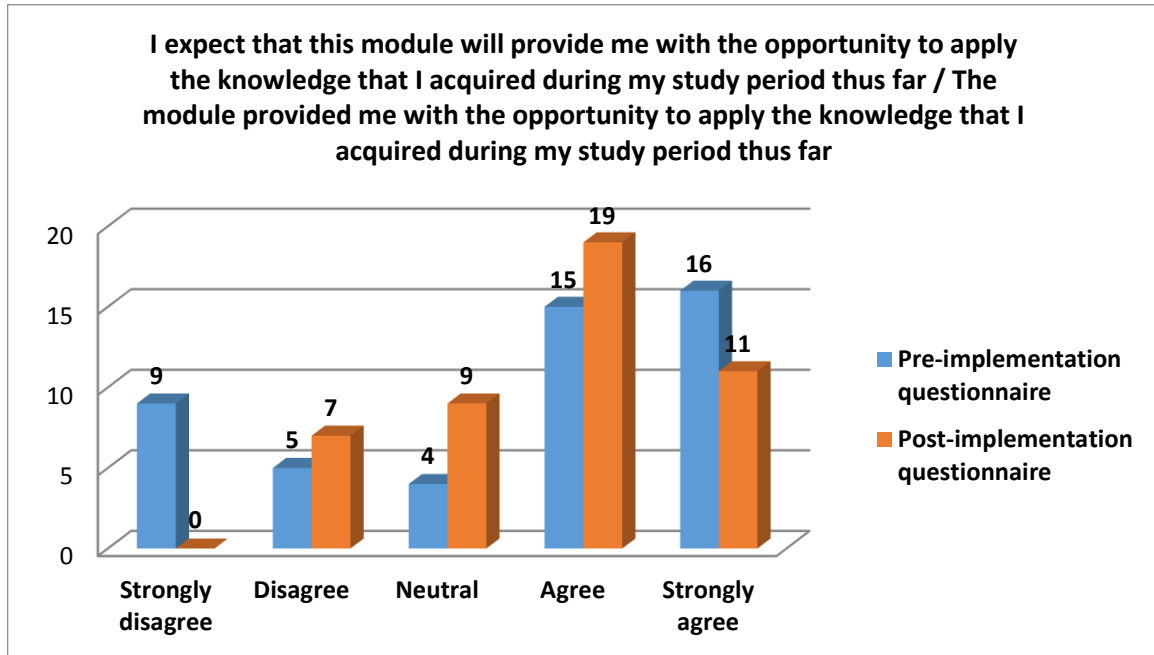
In terms of the community, the students specifically highlighted that they contributed through:

- raising awareness on the importance of voice and responsibility of the community in dealing with service delivery related challenges;
- providing information on contact persons in the municipality, which seemed not to be known by the residents;
- bringing some sense of light and hope in the community, as future practitioners;
- creating a platform for participation and voice of the community, characterised by mutual and reciprocal sharing of information between the students and community through community interviews, as well as students and the service sector partner through providing feedback on issues that emanated from the interviews. As such, strengthening the relationship between the service providers and the community.

**STATEMENT 3:**

**I EXPECT THAT THIS MODULE WILL PROVIDE ME WITH THE OPPORTUNITY TO APPLY THE KNOWLEDGE THAT I ACQUIRED DURING MY STUDY PERIOD THUS FAR / THE MODULE PROVIDED ME WITH THE OPPORTUNITY TO APPLY THE KNOWLEDGE THAT I ACQUIRED DURING MY STUDY PERIOD THUS FAR**

The pre- and post-rating of the GOVE3724 students regarding this statement, is illustrated in Figure 5.3.



Source: Author's own (2015).

*Figure 5.3: I expect that this module will provide me with the opportunity to apply the knowledge that I acquired during my study period thus far / The module provided me with the opportunity to apply the knowledge that I acquired during my study period thus far*

Figure 5.3 highlights that most of the participants (31) (i.e. 15 strongly agreed and 16 agreed) that responded in the pre-implementation student questionnaire expected that this module will provide them with the opportunity to apply the knowledge that they have acquired during their study period thus far. A total of 14 (i.e. nine strongly disagreed and five disagreed) responded negatively, while a total of four remained neutral. Correspondingly, the majority of the participants (30) (i.e. 11 strongly agreed and 19 agreed) in terms of the post-implementation student questionnaire experienced the module as providing them with the opportunity to apply the knowledge they have acquired during their study period thus far. A total of nine of the participants selected neutral and seven disagreed to the statement.

In general, the preceding profile indicates that 65% (i.e. 30 out of 46 of the respondents to this statement) confirmed in the post-implementation questionnaire that their expectations in terms of applying the knowledge they have acquired during their study period were met. Similarly, in their conceptualisation of CSL, the majority of the students explained it as a pedagogical tool that enabled them to apply theory into practice, as commented by one of the students:

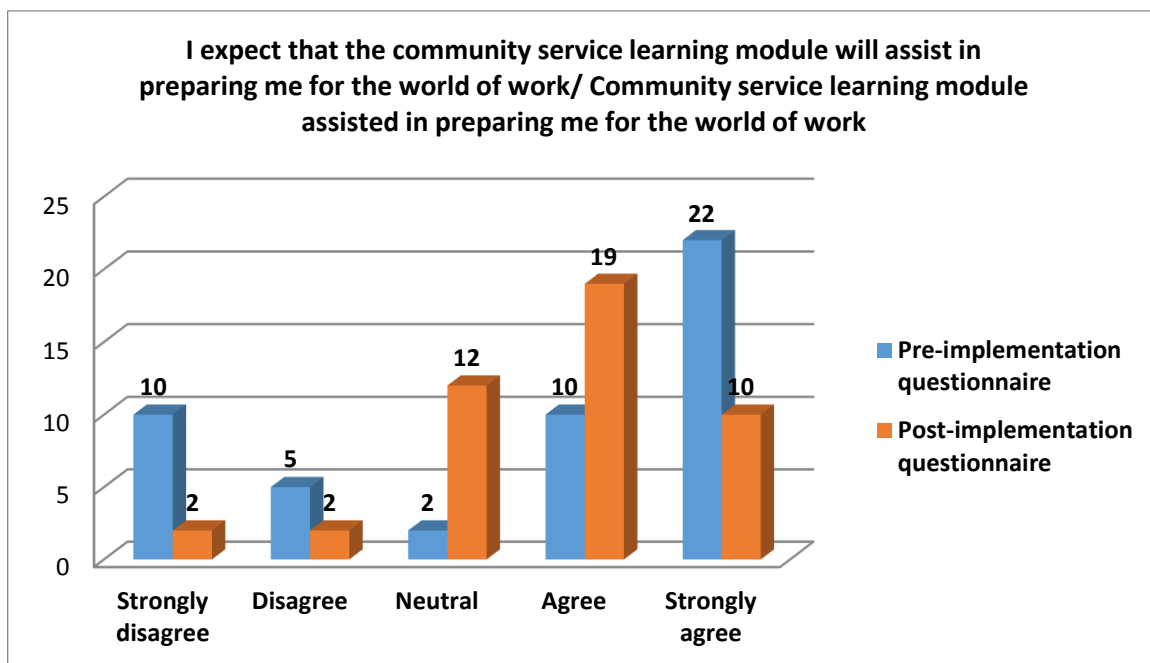
***Service learning is an opportunity to practically apply all the theoretical work we have done throughout our varsity years.***

However, it is noteworthy that while the majority of the students seemed to strongly agree (i.e. 15) that the module will provide them with the opportunity to apply the knowledge they have acquired during their study period in the pre-implementation questionnaire, less students (i.e. 10) strongly agreed in the post-implementation questionnaire.

**STATEMENT 4:**

**I EXPECT THAT THE COMMUNITY SERVICE LEARNING MODULE WILL ASSIST IN PREPARING ME FOR THE WORLD OF WORK / COMMUNITY SERVICE LEARNING MODULE ASSISTED IN PREPARING ME FOR THE WORLD OF WORK**

The pre- and post-rating of the GOVE3724 students regarding this statement, is illustrated in Figure 5.4.



\*Number of participants for the post-implementation student questionnaire was N=46; however, one out of the 46 participants did not respond to this statement.

Source: Author's own (2015).

**Figure 5.4: I expect that the community service learning module will assist in preparing me for the world of work / Community service learning module assisted in preparing me for the world of work**

Figure 5.4 shows that the majority of the participants (32) (i.e. 22 strongly agreed and 10 agree) in the pre-implementation student questionnaire, expected that this module will assist in preparing them for the world of work. A total of two of the participants remained neutral, whereas 15 (i.e. ten strongly disagreed and five disagreed) of the participants responded negatively. Based on the research results from the post-implementation student questionnaire, it is apparent that a greater representation of the participants (29) (i.e. ten strongly agreed and nineteen agreed) confirmed that the GOVE3724 module assisted in preparing them for the

world of work. In this case, a total of twelve of the participants selected neutral, two selected strongly disagreed and the remaining two of the participants selected disagree.

The preceding profile denotes that 64% (i.e. 29 out of 45 of the respondents to this statement) confirmed in the post-implementation questionnaire that their expectations in terms of being prepared for the world of work were met. Concurrently, through the majority of students' responses on their personal experiences and understanding of CSL the same sentiments were shared, as stated:

*[CSL] is learning about how to provide appropriate service delivery to the citizens, in an effective, accountable and efficient way.*

*It has given me a practical overview of the dynamics and processes involved in the workplace.*

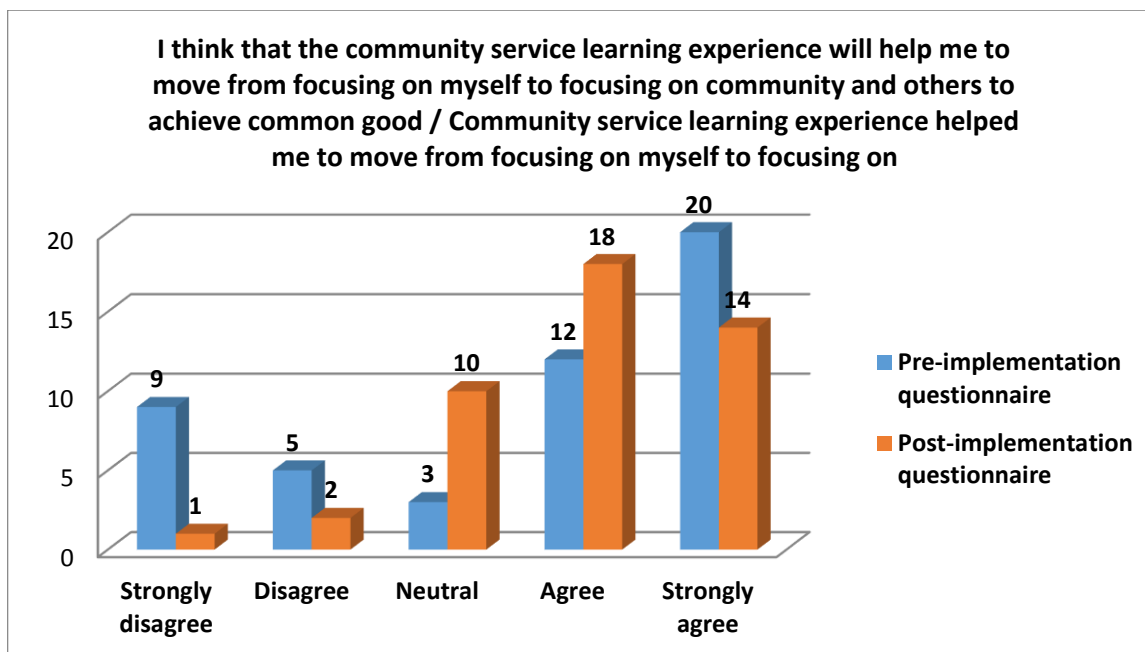
*Because now I know what will be like in case I go to work in political side as a politician or as a municipal manager.*

To the contrary, it is noteworthy that while the majority of the students seemed to strongly agree (i.e. 22), that the module will assist in preparing them for the world of work in the pre-implementation questionnaire, less students (i.e. 10) strongly agreed in the post-implementation questionnaire.

#### **STATEMENT 5:**

**I THINK THAT THE COMMUNITY SERVICE LEARNING EXPERIENCE WILL HELP ME TO MOVE FROM FOCUSING ON MYSELF TO FOCUSING ON COMMUNITY AND OTHERS TO ACHIEVE COMMON GOOD / COMMUNITY SERVICE LEARNING EXPERIENCE HELPED ME TO MOVE FROM FOCUSING ON MYSELF TO FOCUSING ON COMMUNITY AND OTHERS TO ACHIEVE COMMON GOOD**

The pre- and post-rating of the GOVE3724 students regarding this statement, is illustrated in Figure 5.5. From Figure 5.5, it is apparent that the majority of the participants (32) (i.e. 20 strongly agreed and 12 agreed) in the pre-implementation student questionnaire expected that the module experience will help them to move from focusing on themselves towards focusing on community and others to achieve common good. A total of three of the participants remained neutral, whereas fourteen of the participants (i.e. nine strongly disagreed and five disagreed) responded negatively. In relation to the post-implementation student questionnaire, it is apparent that a greater representation of the participants (32) (i.e. 14 strongly agreed and 18 agreed) actually established that this module helped them to move from focusing on themselves to focusing on community and others to achieve common good. In this regard, a total of ten of the participants selected neutral, while three of the participants (i.e. one strongly disagreed and two disagreed) responded negatively.



\*Number of participants for the post-implementation student questionnaire was 46 (N=46); however, one out of the 46 participants did not respond to this statement.

Source: Author's own (2015).

**Figure 5.5:** *I think that the community service learning experience will help me to move from focusing on myself to focusing on community and others to achieve common good / Community service learning experience helped me to move from focusing on myself to focusing on community and others to achieve common good*

The above findings represent that 71% (i.e. 32 out of 45 of the respondents to this statement) confirmed in the post-implementation questionnaire that their expectations in terms of moving from focusing on oneself towards focusing on community and others to achieve common good were met. This is further supported by the students' understanding of CSL when they explained it as a service and a way of giving back to the community, as stated:

***Participation and engagement within the community by providing a service.***  
***Service learning is a way for students to give to the community.***

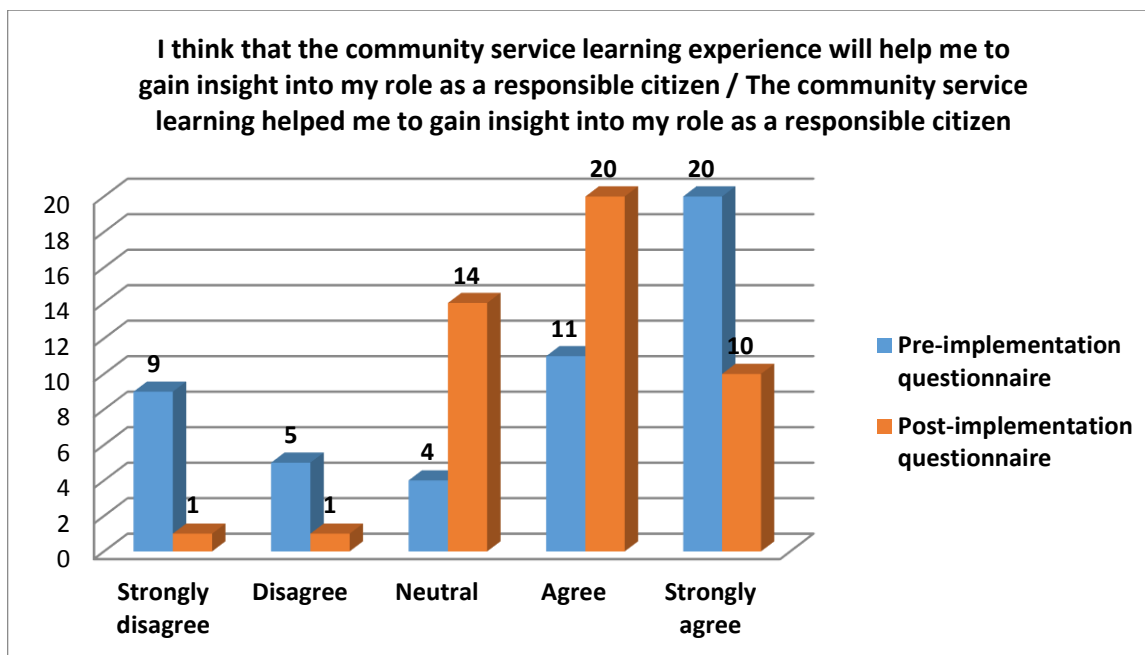
In contrast, it is noteworthy that while the majority of the students seemed to strongly agree (i.e. 20) that they will move from focusing on themselves towards focusing on the community and others to achieve common good in the pre-implementation questionnaire, minimal students (i.e. 14) strongly agreed in the post-implementation questionnaire.

**STATEMENT 6:**

**I THINK THAT THE COMMUNITY SERVICE LEARNING EXPERIENCE WILL HELP ME TO GAIN INSIGHT INTO MY ROLE AS A RESPONSIBLE CITIZEN / THE COMMUNITY SERVICE LEARNING HELPED ME TO GAIN INSIGHT INTO MY ROLE AS A RESPONSIBLE CITIZEN**

The pre- and post-rating of the GOVE3724 students regarding the above statement, is illustrated in Figure 5.6.





Source: Author's own (2015).

**Figure 5.6: I think that the community service learning experience will help me to gain insight into my role as a responsible citizen / The community service learning helped me to gain insight into my role as a responsible citizen**

Figure 5.6 illustrates that most of the participants (31) (i.e. 20 strongly agreed and 11 agreed) in the pre-implementation student questionnaire expected that the experience from the module will help them to gain insight into their role as a responsible citizen. A total of four of the participants remained neutral, while fourteen of the participants (i.e. nine strongly disagreed and five disagreed) responded negatively. In terms of the post-implementation student questionnaire, it seems that the majority of the participants (30) (i.e. 10 strongly agreed and 20 agreed) confirmed that the community service learning module experience helped them to gain insight into their role as a responsible citizen. In this regard, a total of fourteen of the participants remained neutral, while two of the participants (i.e. one strongly disagreed and one disagreed) responded negatively.

The above profile implies that 65% (i.e. 30 out of 46 of the respondents to this statement) confirmed in the post-implementation questionnaire that their expectations in terms of gaining insight into their role as a responsible citizen were met. Similarly, the students' perception on their personal experiences explicitly highlighted that the CSL experience has contributed a great deal to their sense of social responsibility, as stated by some of the participants:

***I feel obligated to make a difference now more than ever because I'm also a part of the community and I would like to see change take place.***

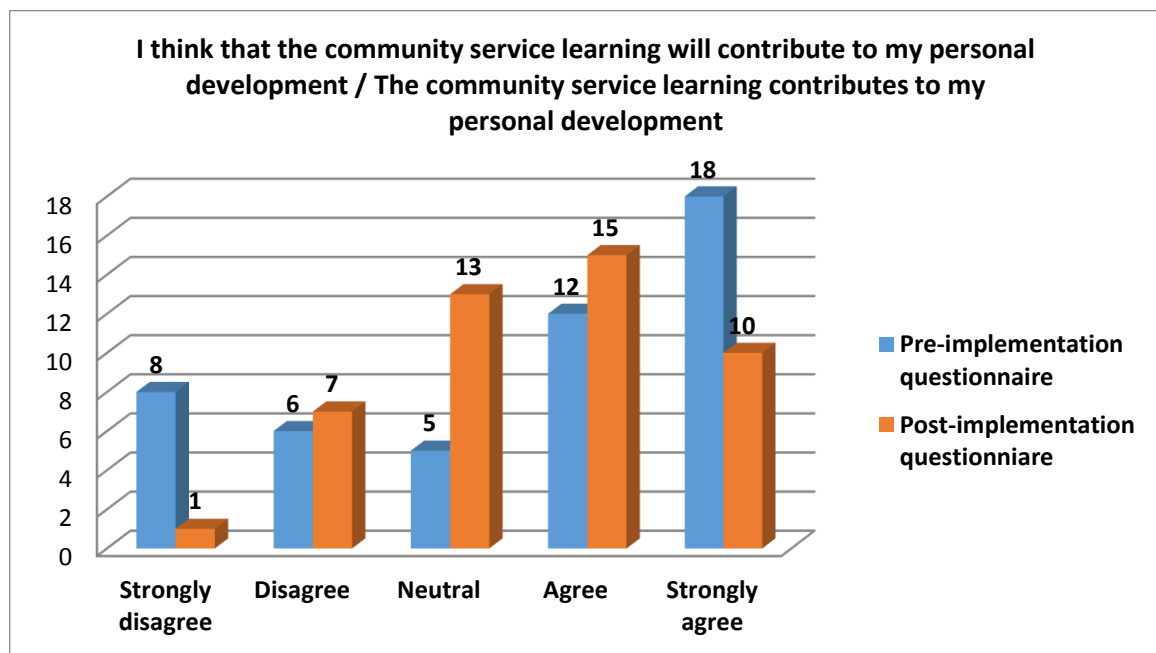
***I am now every aware of how actions may affect others and try to be more of a responsible citizen. It taught me to be cautious of my daily actions as they can affect the larger community.***

However, it is noteworthy that while the majority of the students seemed to strongly agree (i.e. 20) that the module will help them to gain insight into their role as a responsible citizen in the pre-implementation questionnaire, marginal students (i.e. 10) strongly agreed in the post-implementation questionnaire.

**STATEMENT 7:**

**I THINK THAT THE COMMUNITY SERVICE LEARNING WILL CONTRIBUTE TO MY PERSONAL DEVELOPMENT/  
THE COMMUNITY SERVICE LEARNING CONTRIBUTES TO MY PERSONAL DEVELOPMENT**

The pre- and post-rating of the GOVE3724 students regarding the above statement, is illustrated in Figure 5.7.



Source: Author's own (2015).

**Figure 5.7: I think that the community service learning will contribute to my personal development / The community service learning contributes to my personal development**

As demonstrated in Figure 5.7, it is apparent that most of the participants (30) (i.e. 18 strongly agreed and 12 agreed) in the pre-implementation student questionnaire expected the module to contribute to their personal development. A total of five of the participants remained neutral, while fourteen (i.e. eight strongly disagreed and six disagree) of the participants responded negatively. Similarly, in terms of the post-implementation student questionnaire it appears that the majority of the participants (25) (i.e. 10 strongly agreed and 15 agreed) agreed that the module contributed to their personal development. In this regard, a total of thirteen of the participants selected neutral, while eight of the participants (i.e. one strongly disagreed and seven disagreed) responded negatively.

Generally, the above profile indicates that 54% (i.e. 25 out of 46 of the respondents to this statement) confirmed in the post-implementation questionnaire that their expectations in terms of the module contributing towards their personal development were met. This is further corroborated through the students understanding of CSL when they defined it as a facilitator of self- or personal development. As stated by some of the students:

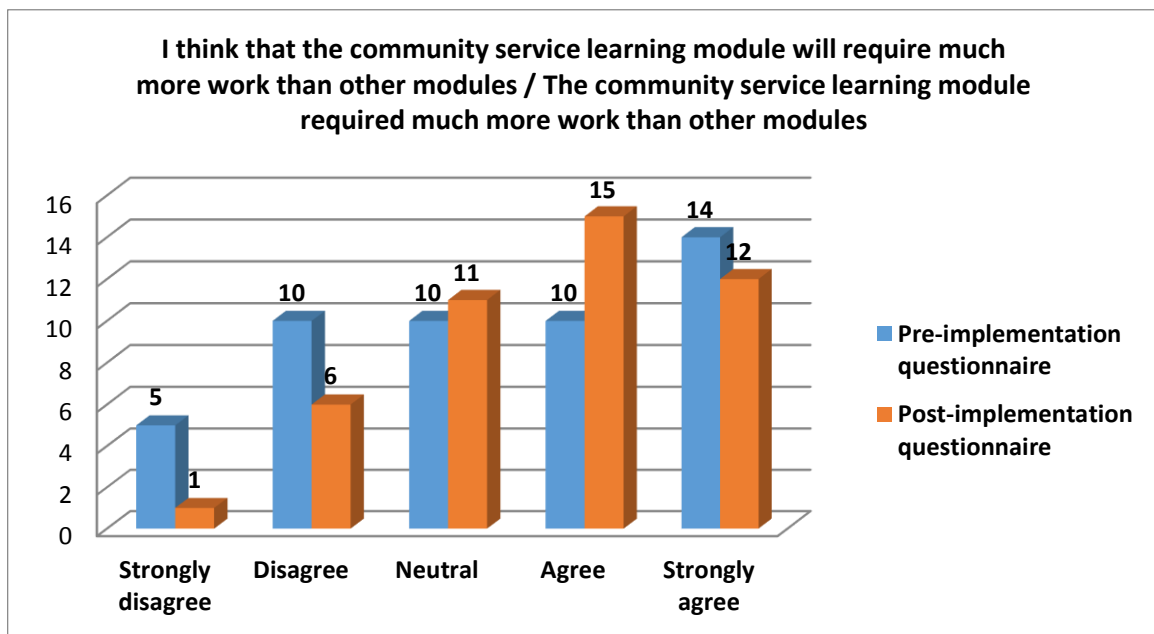
*A way for us to learn about the communities ... in order for us to develop personally.*  
*Service learning is concerned with building our morals and good ethics that we can implement in the future.*

However, it is noteworthy that while the majority of the students seemed to strongly agree (i.e. 18) that the module will help them to gain insight into their role as a responsible citizen in the pre-implementation questionnaire, marginal students (i.e. 10) strongly agreed in the post-implementation questionnaire.

**Statement 8:**

**I THINK THAT THE COMMUNITY SERVICE LEARNING MODULE WILL REQUIRE MUCH MORE WORK THAN OTHER MODULES / THE COMMUNITY SERVICE LEARNING MODULE REQUIRED MUCH MORE WORK THAN OTHER MODULES**

The pre- and post-rating of the GOVE3724 students regarding the above statement, is illustrated in Figure 5.8.



\*Number of participants for the post-implementation student questionnaire was 46 (N=46); however, one out of the 46 participants did not respond to this statement.

Source: Author's own (2015).

**Figure 5.8: I think that the community service learning module will require much more work than other modules / The community service learning module required much more work than other modules**

According to Figure 5.8, it appears that the majority of the participants (24) (i.e. 14 strongly agreed and 10 agreed) in the pre-implementation student questionnaire expected that the module will require much more work than other modules. A total of ten of the participants remained neutral, while fifteen (i.e. five strongly agreed and ten disagreed) of the participants responded negatively. In relation to the post-implementation student questionnaire, it shows that correspondingly, a greater representation of participants (27) (i.e. 12 strongly agreed and 15 agree) confirmed that the module required much more work than other modules. In this case, a total of 11 of the participants selected neutral, while seven (one strongly disagreed and six disagree) of the participants responded negatively.

The above profile means that 60% (i.e. 27 out of 45 of the respondents to this statement) confirmed in the post-implementation questionnaire that their expectations in terms of work required in this module than other modules, were met. This could be attributed to the fact that some of the students understand CSL as a credit-bearing academic process, as stated:

***Service learning is a process between the student, the community and the university whereby the student engages within the communities with the aim of contributing by volunteering his/her services within the community and also learning at the same time.***

***Service learning is ...an academic process of using one's knowledge.***

***[CSL] is a credit bearing educational experience in which students go out in the community to hear the challenges faced by the community and try to provide possible solutions.***

However, it is noteworthy that while the majority of the students seemed to strongly agree (i.e. 14) that the module will help them to gain insight into their role as a responsible citizen in the pre-implementation questionnaire, slightly less students (i.e. 12) strongly agreed in the post-implementation questionnaire.

In summary, this section focused on the students' general expectations (based on the pre-implementation questionnaire) in relation to their general experiences (based on the post-implementation questionnaire), regarding the GOVE3724 module. In this regard, eight general statements were measured before and after the implementation of the module, as indicated above. When comparing the results obtained from the pre- and post-implementation student questionnaires based on the preceding discussions, it appears that in majority (i.e. seven) of the measured statements, at least 60% of the participants that responded in the pre-implementation student questionnaire who had general expectations regarding the GOVE3724 module, confirmed in the post-implementation student questionnaire that their expectations were met.

However, throughout all eight statements, it seemed that the students' strong intrinsic needs and expectations to acquire knowledge and attributes through the GOVE3724 module, were

not met as initially envisaged through the pre-implementation questionnaire. This may suggest that while the value of the GOVE3724 module in contributing to the introduction and enhancement of specific graduate attributes is obvious, more still seems to be done in the module and the entire curriculum to ensure that the expectations of the students are fully met.

### **SECTION 3:**

#### **SPECIFIC EXPECTATIONS AND EXPERIENCES REGARDING GRADUATE ATTRIBUTES REQUIRED FOR IMPLEMENTATION OF THE BATHO PELE PRINCIPLES THROUGH THE GOVE3724 MODULE**

The pre- and post-implementation student questionnaires further elicited information on the students' specific expectations and experiences regarding the infusion of graduate attributes required for implementation of the *Batho Pele* principles through the GOVE3724 module. These graduate attributes related to the different types of the learning objectives, namely intellectual/theoretical objectives, interpersonal / life skill objectives, technical/practical objectives, as well as workplace skills and applied knowledge. This formed part of Section 5 of the students' questionnaires and yielded significant findings for this study. A summary of the main findings on set of graduate attributes related to the different types of leaning objectives, as indicated above, is presented subsequently as four distinct subsections (refer to Appendix T, Section 5 for detailed research results, as included in the accompanying disc).).

#### **SUBSECTION 1: GRADUATE ATTRIBUTES RELATED TO THE INTELLECTUAL/THEORETICAL OBJECTIVES**

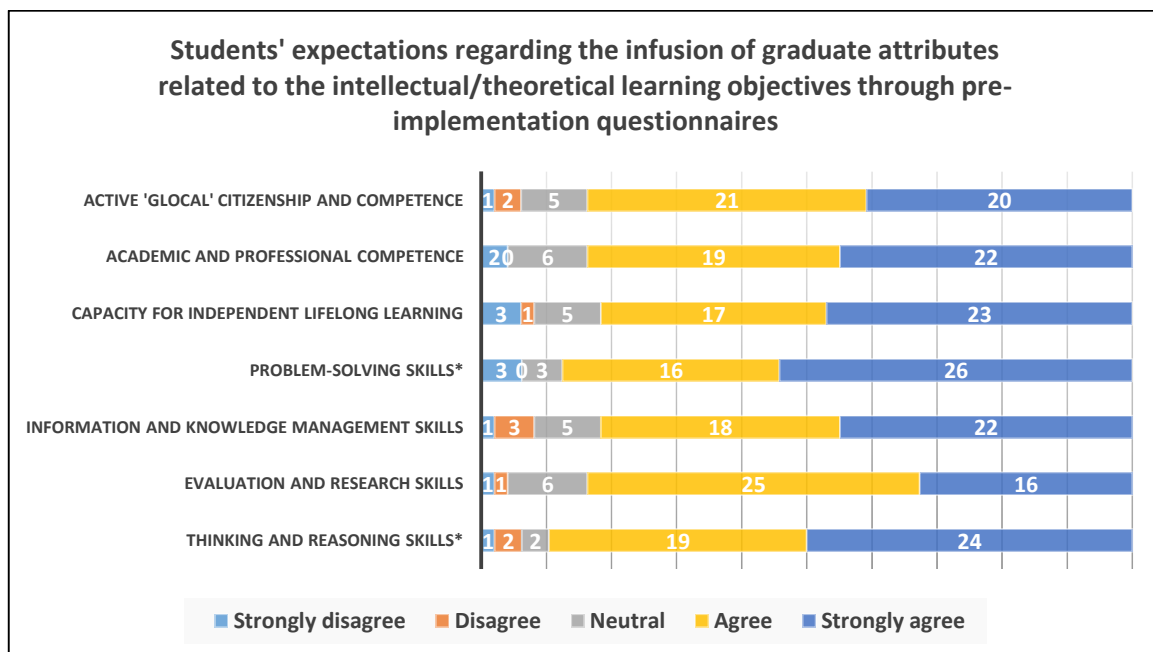
Subsection 1 focused on the students' expectations and experiences regarding the infusion of graduate attributes specifically related to the intellectual/theoretical objectives. For the purposes of this study, the graduate attributes that related to the intellectual/theoretical objectives, included thinking and reasoning skills, evaluation and research skills, information and knowledge management skills, problem-solving skills, capacity for independent lifelong learning, academic and professional competence and active glocal citizenship and competence. The expectations and experiences that the GOVE3724 students had regarding the infusion of the above-mentioned graduate attributes is illustrated in Figure 5.9 and Figure 5.10.

Figure 5.9 and Figure 5.10 indicate the students' expectations before the implementation of the module and their experiences after the implementation of the module respectively, regarding the infusion of the respective graduate attributes related to the intellectual/theoretical learning objectives, as presented below:

#### **► Thinking and reasoning skills**

A greater representation of the participants (43) (i.e. 24 strongly agreed and 19 agreed) in the pre-implementation student questionnaire expected that the CSL experience will contribute to

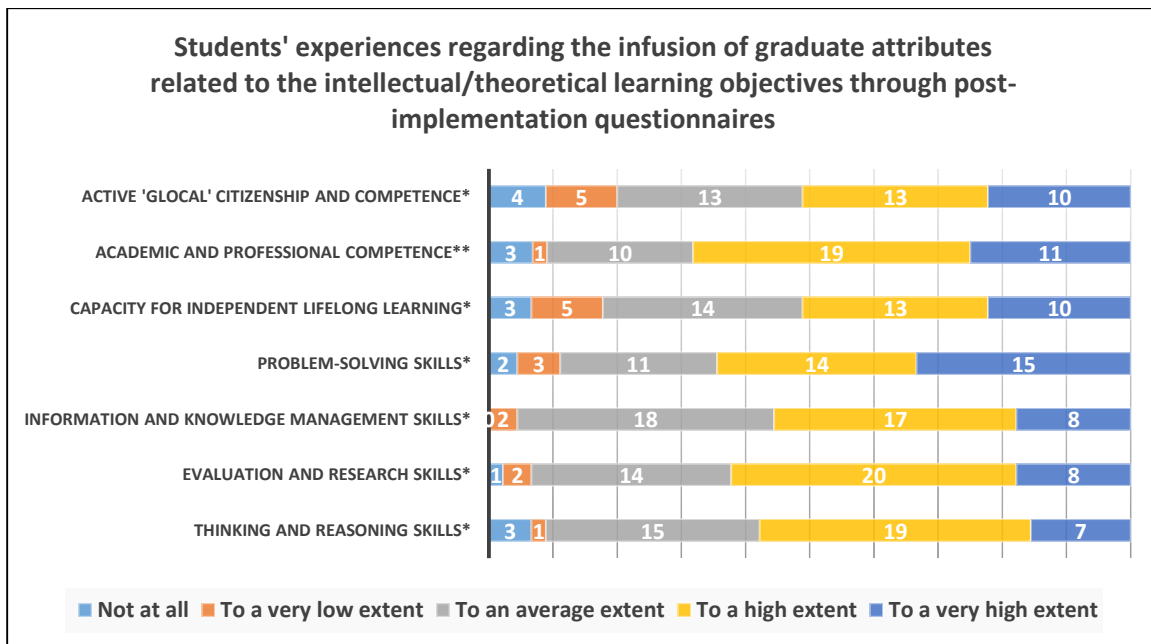
their thinking and reasoning skills, with most of the participants showing a strong level of agreement. A total of two of the participants remained neutral, while three of the participants (i.e. one strongly disagreed and two disagreed) responded negatively. In comparison to the post-implementation student questionnaire, it appears that the majority of the participants (41) agreed on varied levels (i.e. seven to a very high extent, 19 to a high extent and 15 to an average extent) that the GOVE3724 module has introduced or enhanced the thinking and reasoning skills, whereas four of the participants (three not at all and one to a very low extent) responded negatively.



\*Number of participants for the pre-implementation student questionnaire was 49 (N=49); however, one (1) out of the 49 participants did not respond on these attributes.

Source: Author's own (2015).

**Figure 5.9: Rating in the pre-implementation questionnaires on the infusion of graduate attributes related to the intellectual/theoretical learning objectives by GOVE3724 students**



\*Number of participants for the post-implementation student questionnaire was 46 (N=46); however, one out of the 46 participants did not respond on these attributes.  
 \*\*Number of participants for the post-implementation student questionnaire was 46 (N=46); however, two out of the 46 participants did not respond on this attribute.

Source: Author's own (2015).

**Figure 5.10: Rating in the post-implementation questionnaires on the infusion of graduate attributes related to the intellectual/theoretical learning objectives by GOVE3724 students**

This implies that the extent at which the students' expectations were met in terms of the introduction or enhancement of the thinking and reasoning skills through the CSL module was indicated as high by a greater representation of the participants (19). Given the strong level of expectations showed by the majority of the students' prior to the implementation of the module, these findings, though positive, seem to suggest that the students' expectations were not met as they envisaged. Through the post-implementation questionnaire, some of the respondents mentioned how the module contributed to their thinking and reasoning skills. As stated by two of the participants:

*As students the experience forced us to think out of the box and go a little further in terms of why certain things are happening and what possible solutions are available to the community.*

*Thinking and reasoning skills were stimulated because of the constant reflections and essays we did it allowed me to think critically about the experience I had experienced.*

### ► Evaluation and research skills

The majority of the participants (41) (i.e. 16 strongly agreed and 25 agreed) in the pre-implementation student questionnaire expected that the CSL experience will contribute to their evaluation and research skills. A total of six of the participants selected neutral, whereas two of the participants (i.e. one strongly disagreed and 1 disagreed) responded negatively. In terms of the post-implementation student questionnaire, it appears that most of the participants (42)

agreed on varied levels (i.e. 8 to a very high extent, 20 to a high extent and 14 to an average extent) that the GOVE3724 module has introduced or enhanced the evaluation and research skills. This highlights that the majority of the participants (20) indicated that the module has introduced or enhanced the evaluation and research skills at a high extent, while a total of three of the participants (i.e. one to a very low extent and two not at all) responded negatively.

### ► **Information and knowledge management skills**

Most of the participants (40) (i.e. 22 strongly agreed and 18 agreed) that responded in the pre-implementation student questionnaire, expected that the CSL experience will contribute to their information and knowledge management skills, with a greater representation of the participants indicating a strong level of agreement. A total of five of the participants remained neutral, while four of the participants (i.e. one strongly disagreed and three disagreed) responded negatively. In relation to the post-implementation student questionnaire, it is apparent that the majority of the participants (43) concurred on varied levels (i.e. 8 to a very high extent, 17 to a high extent and 18 to an average extent) that the GOVE3724 module has introduced or enhanced the information and knowledge management skills. In particular, it seems that a marginally greater representation of the participants (18) indicated that the information and knowledge management skills were introduced or enhanced at an average extent, while the remaining two of the participants specified that the module did not contribute at all in this regard. In view of the fact that the majority of the students showed strong levels of agreement prior the implementation of the module, the research results obtained from the post-implementation questionnaire indicate that the module did not meet students' expectations, as they predicted.

### ► **Problem-solving skills**

Most of the participants (42) (i.e. 26 strongly agreed and 16 agreed) in the pre-implementation student questionnaire expected that the CSL experience will contribute to their problem-solving skills, with a higher number of participants indicating strong levels of agreement. A total of three of the participants remained neutral, while the other three strongly disagreed. Relative to the post-implementation student questionnaire, the majority of the participants (40) confirmed on different levels (i.e. 15 to a very high extent, 14 to a high extent and 11 to an average extent) that the GOVE3724 module has contributed or enhanced their problem-solving skills. In this regard, a slightly greater representation of the participants (15) identified that the module has introduced or enhanced their problem-solving skills to a very high extent, while the remaining five participants responded negatively (i.e. two to a very low extent and three not at all). These findings highlight that the students' strong levels of expectations prior the implementation of the module in terms of acquiring problem-solving skills, seem to have been met through the CSL experience. The following are some of the explanations provided by the most of the



students in the post-implementation questionnaire, regarding how the module contributed to problem solving skills:

*In the community we were asked to identify problems and also interact with the general public about problems they face. After the identification of the problems we were expected to come up with different solutions on how the problem can be solved.*

*In that you need to relate to the problem and think critically and provide relevant solutions.*

### ► **Capacity for independent lifelong learning**

The majority of the participants (40) (i.e. 23 strongly agreed and 17 agreed) who responded to the pre-implementation student questionnaire, expected that the CSL experience will contribute to their capacity for independent lifelong learning, with most of the participants showing a strong level of agreement. A total of five of the participants remained neutral, while four of the participants (i.e. three strongly disagreed and one disagreed) responded negatively. In comparison to the post-implementation questionnaire, it appears that most of the participants (37) coincided on varied levels (i.e. 10 to a very high extent, 13 to a high extent and 14 to an average extent) that the GOVE3724 module has introduced or enhanced the capacity for independent lifelong learning. In view of the varied responses, it is apparent that a marginally greater representation of the participants (14) indicated that the module contributed or enhanced the capacity for independent lifelong learning at an average extent, although the remaining eight of the participants (i.e. three to a very low extent and five not at all) responded negatively. In view of the high levels of expectations showed by the majority of the students prior to the implementation of the module, it is evident that the module did not contribute to the students' capacity for independent lifelong learning, as they envisaged. Through the post-implement questionnaire, several participants mentioned ways in which the module has contributed to capacity for independent lifelong learning. This statement is supported by the following comments:

*Lifelong learning. Taking my acquired skills and using them in my everyday life.*

*Because since I have started doing service learning, I always identify problems at my own community and suggest the solutions to those problems.*

### ► **Academic and professional competence**

A greater representation of the participants (41) (i.e. 22 strongly agreed and 19 agree) that responded to the pre-implementation student questionnaire, expected that the CSL experience will contribute to their academic and professional competence, with the majority of the participants rating at a strong level of agreement. A total of six of the participants selected neutral, while the remaining two of the participants strongly disagreed in this regard. In response to the post-implementation student questionnaire, it reflects that the majority of the

participants (40) agreed on various levels (i.e. 11 to a very high extent, 19 to a high extent and 10 to an average extent) that the GOVE3724 module introduced or enhanced their academic and professional competence. This implies that most of the participants (19) that positively responded indicated that the academic and professional competence was introduced or enhanced at a high extent, while a total of four of the participants (three to a very low extent and one not at all) responded negatively. Given the strong level of expectations showed by the majority of the students' prior to the implementation of the module, these findings, though positive, seem to suggest that the students' expectations were not met as they envisaged. One of the participants commented the following in terms of how the module contributed towards academic and professional competence:

***Academic and professional competence was enhanced through the ability to demonstrate an understanding of governance as the subject matter in the community.***

The majority of the participants (41) (i.e. 20 strongly agreed and 21 agreed) that responded to the pre-implementation student questionnaire expected that the CSL experience will contribute to their active 'glocal' citizenship and competence. A total of five of the participants remained neutral, while three of the participants (i.e. one strongly disagreed and two disagree) responded negatively. In terms of the post-implementation student questionnaire, most of the participants (36) agreed on different levels (i.e. 10 to a very high extent, 13 to a high extent and 13 to an average extent) that the GOVE3724 module has introduced or enhanced the active 'global' citizenship and competence. In view of the latter statement, there seem to be varied responses where half of the participants (13) rated to an average extent and the other half of the participants (13) rated to a high extent. The remaining total of nine of the participants (i.e. four to a very low extent and five not at all) responded negatively. The findings in this regard also show that the students' expectations prior the implementation of the module, were not met as they envisaged.

The following represents some of the comments of the students regarding the infusion of an active glocal citizenship and competence through the module:

***More could be done to ensure that we are groomed to being "glocal" citizens and competent. We focused solely on [specific community] which does not necessarily have much challenges for this module to be effective we need to be sent to townships where real problems lie.***

***This module I don't think accommodated and represented everyone because we were only introduced to councillors of one political party, what about other parties and personally [the community we worked] is not a place to provide service learning because the place is well developed. I think there are far better places that need our services in the townships not suburbs.***

**5.3.2.1.2 Summary of the main findings regarding the infusion of the graduate attributes related to the intellectual/theoretical objectives from students' perspective**

In summary, the research results obtained through the pre- and post-implementation student questionnaires seem to indicate that the GOVE3724 module has introduced or enhanced the graduate attributes related to the intellectual/theoretical objectives on different levels of extent. In specific, the information and knowledge management skills (18), as well as the capacity for independent lifelong learning (14) was rated by the majority of the students at an average extent. The evaluation and research skills (20), thinking and reasoning skills (19), as well as academic and professional competence (19), were rated by the majority of the students at a high extent, while problem-solving skills (15) was rated at a very high extent. The only exception was with active glocal citizenship and competence, in which there seemed to be varied responses where half of the participants (13) rated to an average extent and the other half of the participants (13) rated to a high extent. The number of participants that indicated that the module has not at all infused any graduate attributes or has to a very low extent, ranged from two to nine respondents.

However, the findings of this study evidently indicated that the students' strong levels of expectations prior the implementation of the module, regarding the infusion of most of the graduate attributes related to the intellectual/theoretical objectives, were not met as they have predicted. Table 5.7 shows the extent to which the GOVE3724 module has introduced or enhanced the graduate attributes related to the intellectual/theoretical objectives from the students' point of view.

**Table 5.7: The extent to which the GOVE3724 module has infused the graduate attributes related to the intellectual/theoretical objectives from students' perspective**

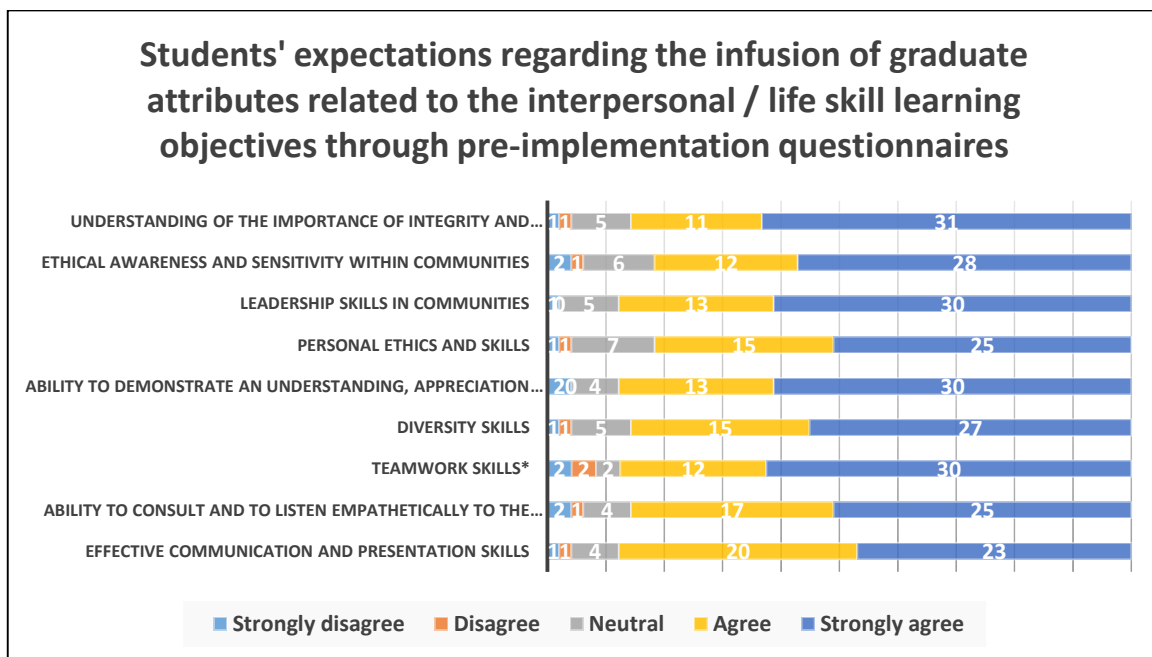
The extent to which the attribute was infused through GOVE3724	Type of learning objective for graduate attribute development
	Intellectual/theoretical objectives
To a very high extent	<ul style="list-style-type: none"> <li>• Problem-solving</li> </ul>
To a high extent	<ul style="list-style-type: none"> <li>• Evaluation and research skills</li> <li>• Thinking and reasoning skills</li> <li>• Academic and professional competence</li> <li>• Active glocal citizenship and competence*</li> </ul>
To an average extent	<ul style="list-style-type: none"> <li>• Information and knowledge management skills</li> <li>• Capacity for independent lifelong learning</li> <li>• Active glocal citizenship and competence*</li> </ul>

\*The same number of participants rated the graduate attribute both to an average extent and to a high extent.

**SUBSECTION 2: GRADUATE ATTRIBUTES RELATED TO THE INTERPERSONAL/LIFE SKILL OBJECTIVES**

Subsection 2 focused on the students' expectations and experiences regarding the infusion of graduate attributes specifically related to the interpersonal / life skill objectives. For purposes of this study, the graduate attributes that related to the interpersonal / life skill objectives included effective communication and presentation skills, ability to consult and to listen empathetically, teamwork skills, diversity skills, ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and practices, personal ethics and skills, leadership skills in communities and understanding of the importance of integrity and maintaining a good reputation and image.

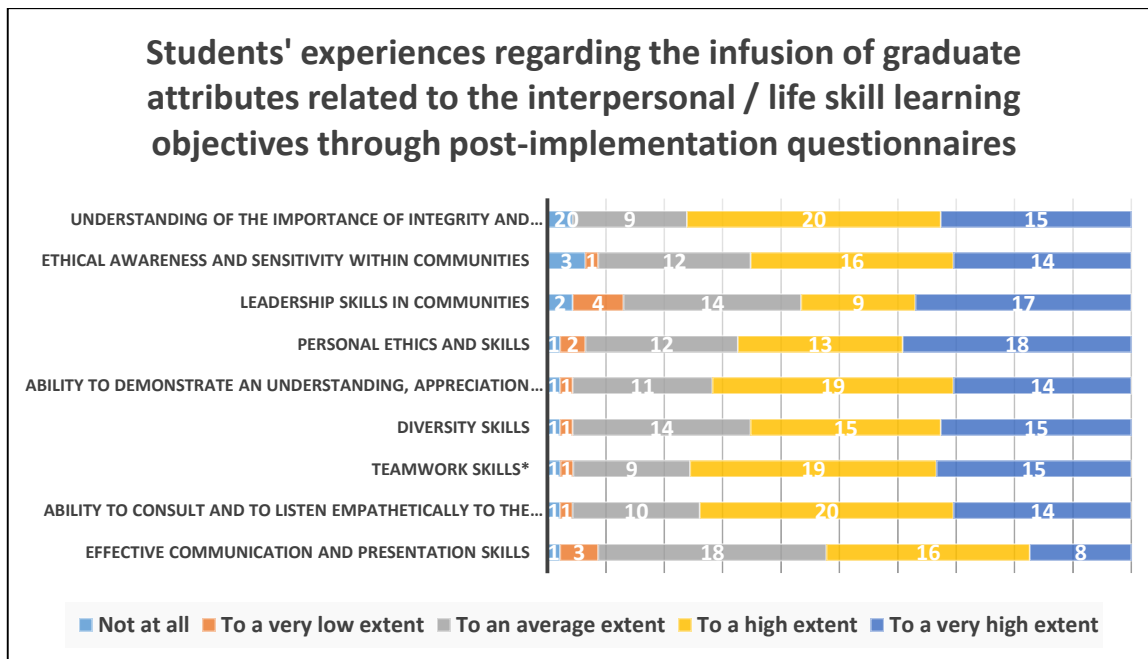
The expectations and experiences that the GOVE3724 students had regarding the infusion of the above-mentioned graduate attributes is illustrated in Figure 5.11 and Figure 5.12.



\*Number of participants for the pre-implementation student questionnaire was 49 (N = 49). However, one (1) out of the 49 participants did not respond on this attribute.

Source: Author's own (2015).

**Figure 5.11: Rating in the pre-implementation questionnaires on the infusion of graduate attributes related to the interpersonal / life skill learning objectives by GOVE3724 students**



\*Number of participants for the post-implementation student questionnaire was 46 (N = 46). However, one (1) out of the 46 participants did not respond on this attribute.

Source: Author's own (2015).

**Figure 5.12: Rating in the post-implementation questionnaires on the infusion of graduate attributes related to the interpersonal / life skill learning objectives by GOVE3724 students**

Figure 5.11 and Figure 5.12 indicate the students' expectations before the implementation of the module and their experiences after the implementation of the module, respectively, regarding the infusion of the respective graduate attributes related to the interpersonal / life skill learning objectives, as presented subsequently:

► **Effective communication and presentation skills**

The majority of the participants (43) (i.e. 23 strongly agreed and 20 agree) who responded to the pre-implementation student questionnaire expected that the CSL experience will contribute to their effective communication and presentation skills, with a greater representation of the participants indicating strongly agree. A total of four of the participants remained neutral, while two of the participants (i.e. one strongly disagreed and one disagreed) responded negatively. In comparison to the post-implementation student questionnaire, it shows that most of the participants (42) agreed on varied levels (i.e. 8 to a very high extent, 16 to a high extent and 18 to an average extent) that the module has introduced or enhanced an effective communication and presentation skills. In this regard, it appears that a marginally greater representation of the participants (18) indicated that effective communication and presentation skills were introduced or enhanced to an average extent, whereas the remaining four of the participant (i.e. one to a very low extent and three not at all) responded negatively. The following highlights the comments of some of the students in terms of the ways the module has contributed to effective communication and presentation skills:

*It has enabled us to... also write and present our experiences.*

*Effective communication skills – because I had to engage with members of the community.*

### ► **Ability to consult and to listen empathetically**

A greater representation of the participants (42) (i.e. 25 strongly agreed and 17 agree) who responded to the pre-implementation student questionnaire expected that the CSL experience will contribute to their ability to consult and to listen empathetically to the views and needs of others, with most of the participants showing a strong level of agreement. A total of four of the participants selected neutral, as the remaining three participants (i.e. two strongly disagreed and one disagreed) responded negatively. In terms of the post-implementation student questionnaire, it is apparent that the majority of the participants (44) concurred on different levels (i.e. 14 to a very high extent, 20 to a high extent and 10 to an average extent) that the module has introduced or enhanced the ability to consult and to listen empathetically to the views and needs of others. This implies that most of the participants (20) indicated that the module introduced or enhanced the ability to consult and to listen empathetically to the views and needs of others to a high extent, while the remaining two of the participants (i.e. one to a very low extent and one not at all) responded negatively.

### ► **Teamwork skills**

The majority of the students (42) (i.e. 30 strongly agreed and 12 agree) in the pre-implementation student questionnaire expected that the CSL experience will contribute to their teamwork skills, with a greater representation of the participants showing strongly agree. A total of two of the participants remained neutral, as four of the participants (i.e. two strongly disagreed and two disagreed) responded negatively. In comparison to the post-implementation student questionnaire, it is evident that most of the participants (43) agreed on different levels (i.e. 15 to a very high extent, 19 to a high extent and 9 to an average extent) that the GOVE3724 module has introduced or enhanced the teamwork skills, with a greater representation of the participants (19) indicating to a high extent. The remaining two participants (i.e. one not at all and one to a very low extent) responded negatively. Through the post-implementation questionnaire, the following were responses from some of the students regarding how the module contributed teamwork skills, as stated:

*The module has helped most of us get out of our comfort zones. It has enabled us to work effectively with different people in our groups.*

*Team work skills was enhanced by having group within the project to work on our presentation and field work.*

### ► **Diversity skills**

The majority of the participants (42) (i.e. 27 strongly agreed and 15 agreed) in the pre-implementation student questionnaire expected that the CSL experience will contribute to their diversity skills, with a greater representation of the participants indicating a strong level of agreement. A total of 5 of the participants remained neutral, while two of the participants (i.e. one strongly disagreed and one disagreed) responded negatively. In response to the post-implementation student questionnaire, it seems that there is a spread across all the categories (i.e. 15 to a very high extent, 15 to a high extent and 14 to an average extent), with marginally greater representation on levels of “to a very high extent” (15) and “to a high extent” (15). However, a total of the remaining two participants (one not at all and one to a very low extent) responded negatively.

### ► **Ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and practices**

The majority of the participants (43) (i.e. 30 strongly agreed and 13 agreed) who responded to the pre-implementation student questionnaire, expected that CSL experience will contribute to their ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and practices, with a greater representation of the participants marking strongly agree. A total of four of the participants remained neutral, while two of the participants strongly disagreed. With regard to the post-implementation student questionnaire, it appears that most of the participants (44) concurred on various levels (i.e. 14 to a very high extent, 19 to a high extent and 11 to an average extent) that the module has introduced or enhanced their ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and practices, with greater representation of the participants (19) indicating to a high extent. The remaining two participants (i.e. one not at all and one to a very low extent) responded negatively.

### ► **Personal ethics and skills**

The majority of the participants (40) (i.e. 25 strongly agreed and 15 agreed) in the pre-implementation student questionnaire expected that the CSL experience will contribute to their personal ethics and skills, with most of the participants indicating a strong level of agreement. A total of seven of the participants remained neutral, whereas two of the participants (i.e. one strongly disagreed and one disagreed) responded negatively. In comparison to the post-implementation student questionnaire, it is evident that most of the participants (43) agreed on varied level (i.e. 18 to a very high extent, 13 to a high extent and 12 to an average extent) that the module has introduced or enhanced their personal ethics and skills, with a greater representation of the participants (18) selecting to a very high extent. The remaining three

participants (i.e. one not at all and two to a very low extent) responded negatively in this regard. Through the post-implementation questionnaire, some students mentioned how the module contributed to their personal ethics and skills. Responses such as the following were indicated:

*My values were enhanced when we went to... an old age home. During that visit I had to lower myself and put myself in the position of those old citizens such as raising my voice when speaking to them.*

### ► Leadership skills in communities

Most of the participants (43) (i.e. 30 strongly agreed and 13 agreed) who responded to the pre-implementation student questionnaire expected that the CSL experience will contribute to their leadership skills in communities, with a greater representation of the participants selecting strongly agree. A total of five of the participants remained neutral, and one of the participants strongly disagreed. In relation to the post-implementation student questionnaire, it appears that the majority of the participants (40) coincided on different levels (i.e. 17 to a very high extent, 9 to a high extent and 14 to an average extent) that the module has introduced or enhanced the leadership skills in communities, with greater representation of the participants (17) selecting to a very high extent. The remaining six participants (i.e. two not at all and four to a very low extent) responded negatively. Several of the students indicated ways in which the module contributed to the leadership skills. This is supported by the following statement:

*Leadership skills through being able to lead my group even through situations that would have broken me.*

### ► Ethical awareness and sensitivity within communities

In relation to the pre-implementation student questionnaire, the majority of the participants (40) (i.e. 28 strongly agreed and 12 agreed) expected that the CSL experience will contribute to their ethical awareness and sensitivity within communities, with a greater representation of the participants indicating strongly agree. A total of six of the participants selected neutral, while three of the participants (i.e. two strongly disagreed and one disagreed) responded negatively. In response to the post-implementation student questionnaire, it is apparent that most of the participants (42) agreed on different levels (i.e. 14 to a very high extent, 16 to a high extent and 12 to an average extent) that the module has introduced or enhanced the ethical awareness and sensitivity within communities, with a slightly greater representation of the participants (16) indicating to a high extent. In this regard, a total of four of the participants (i.e. three not at all and one to a very low extent) responded negatively. Several students indicated the ways in which the module has contributed to their ethical awareness and sensitivity within communities. This is supported by the following statement:



*The module contributed ethical awareness and sensitivity within communities because we were taught how to behave when we were around the communities and so forth.*

► **Understanding of the importance of integrity and maintaining a good reputation and image**

In terms of the pre-implementation student questionnaire, the majority of the participants (42) (i.e. 31 strongly agreed and 11 agreed) expected that the CSL experience will contribute to their understanding of the importance of integrity and maintaining a good reputation, with a greater representation of the participants showing strongly agree. A total of five of the participants remained neutral, whereas two of the participants (i.e. one strongly disagreed and one disagreed) responded negatively. In relation to the post-implementation student questionnaire, it is evident that most of the participants (44) concurred on different levels (i.e. 15 to a very high extent, 20 to a high extent and 9 to an average extent) that the module has introduced or enhanced the understanding of the importance of integrity and maintaining a good reputation and image. The remaining two participants indicated that the module did not contribute at all in terms of this attribute. One of the participants mentioned that the module has contributed in this regard, as stated:

*The module shed light on the importance of integrity and on the significance of having integrity and putting the people first.*

**5.3.2.1.3 Summary of the main findings regarding the infusion of the graduate attributes related to the interpersonal / life skill objectives from students' perspective**

When comparing the results obtained from the pre- and post-implementation student questionnaires, with regard to Subsection 2 (i.e. graduate attributes related to the interpersonal / life skill objectives), it is evident that the module has introduced or enhanced the specific graduate attributes on varied levels of extent. A greater representation of graduate attributes was rated by the majority of the students on the levels of high extent specifically on the (a) ability to consult and to listen empathetically to the views and needs of others (20); (b) understanding the importance of integrity and maintaining a good reputation and image (20); (c) teamwork skills (19); (d) ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and practices; as well as (e) ethical awareness and sensitivity within communities (16), in a chronological order.

Additionally, the extent to which the module has introduced or enhanced an effective communication and presentation skills (18) was at an average extent. In particular, the infusion of personal ethics and skills (18), leadership skills in communities (17), as well diversity skills (15), seemed to be the only graduate attributes related to the interpersonal / life skill objectives that was introduced or enhanced at a very high extent. In the case of diversity skills, the same

number of participants (15) marked the infusion of the attribute both to a high extent and very high extent, respectively. The number of participants that indicated that the module has not at all infused any graduate attributes or has infused to a very low extent, ranged from two to six respondents.

However, generally the findings of this study evidently indicated that the students' strong levels of expectations prior the implementation of the module, regarding the infusion of most of the graduate attributes related to the interpersonal / life skill objectives were not met as they have predicted.

Table 5.8 indicates the extent to which the GOVE3724 module has introduced or enhanced the graduate attributes related to the interpersonal/life skill objectives from the students' point of view.

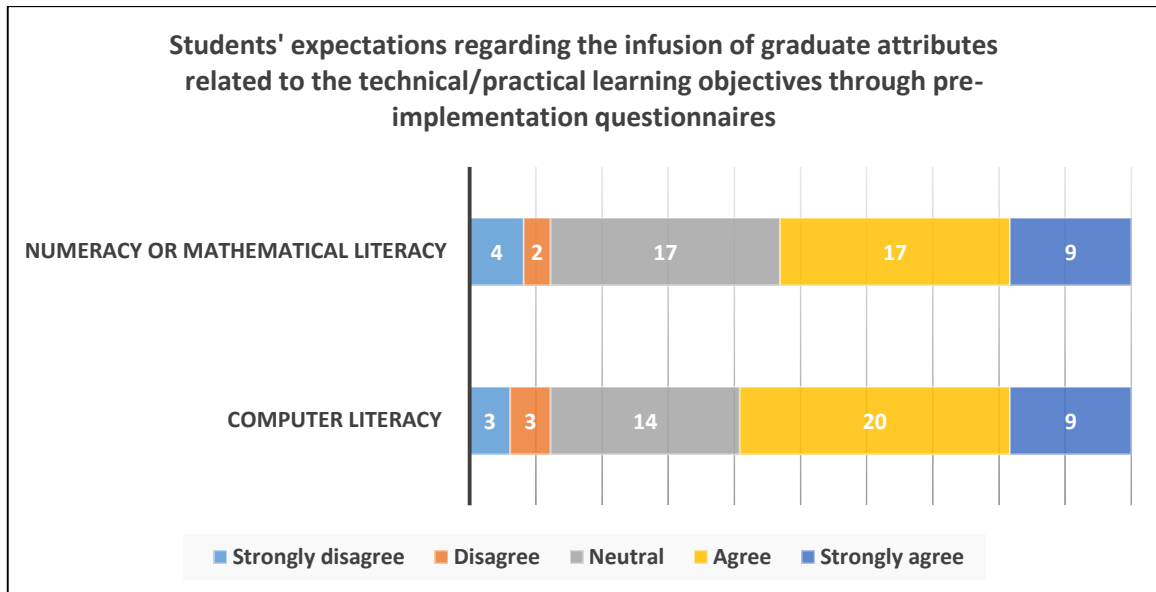
**Table 5.8: The extent to which the GOVE3724 module has infused the graduate attributes related to the interpersonal/life skill objectives from students' perspective**

The extent to which the attribute was infused through GOVE3724	Type of learning objective for graduate attribute development
	Interpersonal / life skill objectives
To a very high extent	<ul style="list-style-type: none"> <li>• Personal ethics and skills</li> <li>• Leadership in communities</li> <li>• *Diversity skills</li> </ul>
To a high extent	<ul style="list-style-type: none"> <li>• Ability to consult and listen empathetically to the views and needs of others</li> <li>• Understanding of the importance of integrity and maintaining a good reputation and image</li> <li>• Teamwork skills</li> <li>• Ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and practices</li> <li>• Ethical awareness and sensitivity within communities</li> <li>• *Diversity skills</li> </ul>
To an average extent	<ul style="list-style-type: none"> <li>• Effective communication and presentation skills</li> </ul>

\*The same number of participants rated the graduate attribute both to a high extent and to a very high extent

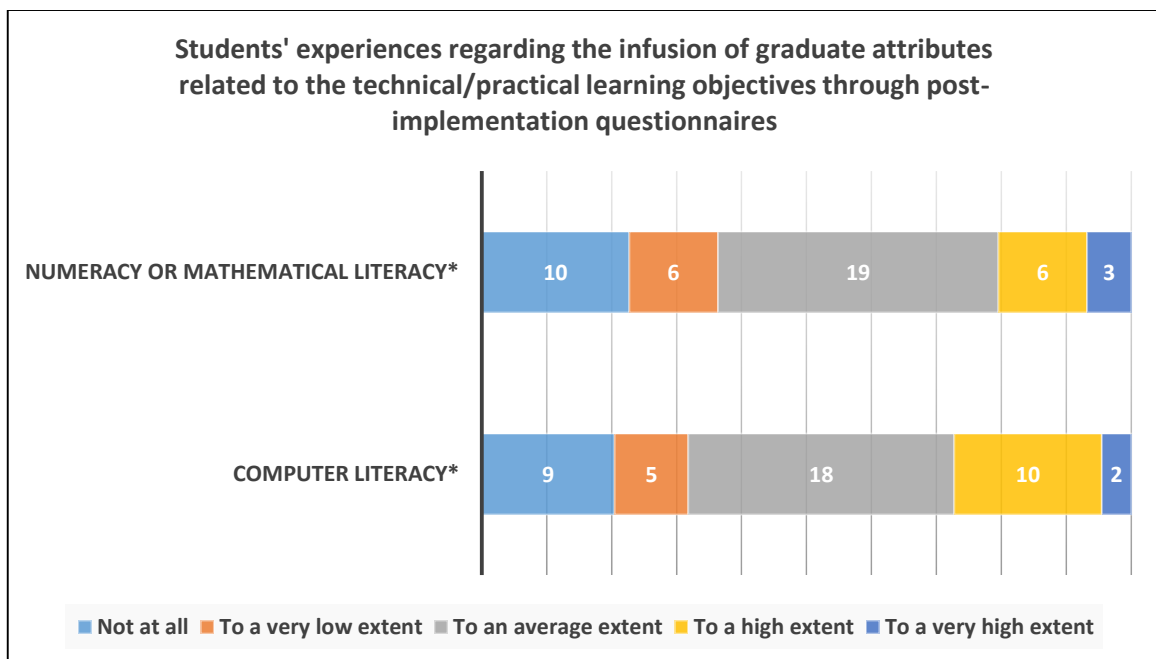
### **SUBSECTION 3: GRADUATE ATTRIBUTES RELATED TO THE TECHNICAL/PRACTICAL OBJECTIVES**

Subsection 3 focused on the expectations (through pre-implementation student questionnaires) and experiences (through post-implementation student questionnaires) regarding the infusion of graduate attributes specifically related to the technical/practical skill objectives. For purposes of this study, the graduate attributes that related to the technical/practical objectives included computer literacy, as well as numeracy or mathematical literacy. The expectations and experiences that the GOVE3724 students had regarding the infusion of the above-mentioned graduate attributes are illustrated in Figure 5.13 and Figure 5.14.



Source: Author's own (2015).

**Figure 5.13: Rating in the pre-implementation questionnaires on the infusion of graduate attributes related to the technical/practical learning objectives by GOVE3724 students**



\*Number of participants for the post-implementation student questionnaire was 46 (N=46); however, two out of the 46 participants did not respond on these attributes.

Source: Author's own (2015).

**Figure 5.14: Rating in the post-implementation questionnaires on the infusion of graduate attributes related to the technical/practical learning objectives by GOVE3724 students**

Figure 5.13 and Figure 5.14 indicates the students' expectations before the implementation of the module and their experiences after the implementation of the module respectively, regarding the infusion of the respective graduate attributes related to the technical/practical learning objectives, as presented subsequently.

### ► **Computer literacy**

The majority of the participants (29) (i.e. 9 strongly agreed and 20 agreed) in the pre-implementation student questionnaire expected that CSL experience will contribute to their computer literacy. A total of three participants remained neutral, while six of the participants (i.e. three strongly disagreed and three disagreed) responded negatively. As indicated in Figure 5.14, it is apparent that the majority of the participants (30) agreed on varied levels (i.e. 2 to a very high extent, 10 to a high extent and 18 to an average extent) that the module has introduced or enhanced the computer literacy, with a greater representation of participants indicating to an average extent. The remaining 14 of the participants (i.e. nine not at all and five to a very low extent) responded negatively. Some of the students indicated the following as ways in which the module contributed to computer literacy, as stated:

*The only computer related thing was the power point presentation.*

*We did not use any sort of technology except for using our phones to take photos.*

### ► **Numeracy or mathematical literacy**

The majority of the participants (26) (i.e. 9 strongly agreed and 17 agreed) who responded to the pre-implementation student questionnaire, expected that the CSL experience will contribute to the numeracy or mathematical literacy. A total of 17 of the participants selected neutral, and six of the remaining participants (i.e. four strongly disagreed and two disagreed) responded negatively. In relation to the post-implementation student questionnaire, Figure 5.14 indicates that most of the participants (28) concurred on various levels (i.e. three to a very high extent, six to a high extent and nineteen to an average extent) that the module has introduced or enhanced the numeracy or mathematical literacy, with a greater representation of the participants selecting to an average extent. A total of 16 of the participants (i.e. ten not at all and six to a very low extent) responded negatively in this regard. Several of the respondents indicated the following regarding the contribution of the module in terms of mathematical literacy:

*In the module there were no numeral skills that were learnt.*

*In order for us to demonstrate numerical skills it should be required of us to present through research that has statistic and numerical data.*

#### **5.3.2.1.4 Summary of the main findings regarding the infusion of the graduate attributes related to the technical/practical objectives from students' perspective**

In summary, through the research results obtained from the pre-implementation student questionnaires, it is evident that the majority of the participants expected that the CSL experience will infuse the graduate attributes related to the technical/practical objectives. In comparison to the research results obtained from the post-implementation student

questionnaire, it is apparent that the majority of the students indicated that the extent to which the module has introduced or enhanced their computer literacy (18), as well as their numeracy or mathematical literacy (19), was to an average extent, respectively. This implies that according to the students' experiences all the graduate attributes related to the technical/practical objectives were averagely infused through the GOVE3724 module.

An average rating on the infusion of computer literacy could be explained by the fact that it seemed that only few activities incorporated in the module required the use of information communication technology such as the computer, as pointed out by several of the students. Through the implementation of the GOVE3724 module, it was apparent that the use of Microsoft PowerPoint to make presentations on community experiences and action plans, and the use of cell phones to take photos during community visits were mentioned as the two main activities in the module that enhanced the students' computer literacy. Additionally, typed essays, students' reflection reports and compilation of individual student portfolios were further computer-based activities exposed to the students.

In the same vein, the majority of the students highlighted that the module did not contribute much towards infusing their numeracy or mathematical literacy. The fact that some of the students indicated that they did not deal with 'quantitative data' could partially explain why most of the participants also indicated that this attribute was introduced or enhanced in this module to an average extent. Incorporating research that includes statistical and numerical data, was one recommendation highlighted in this regard.

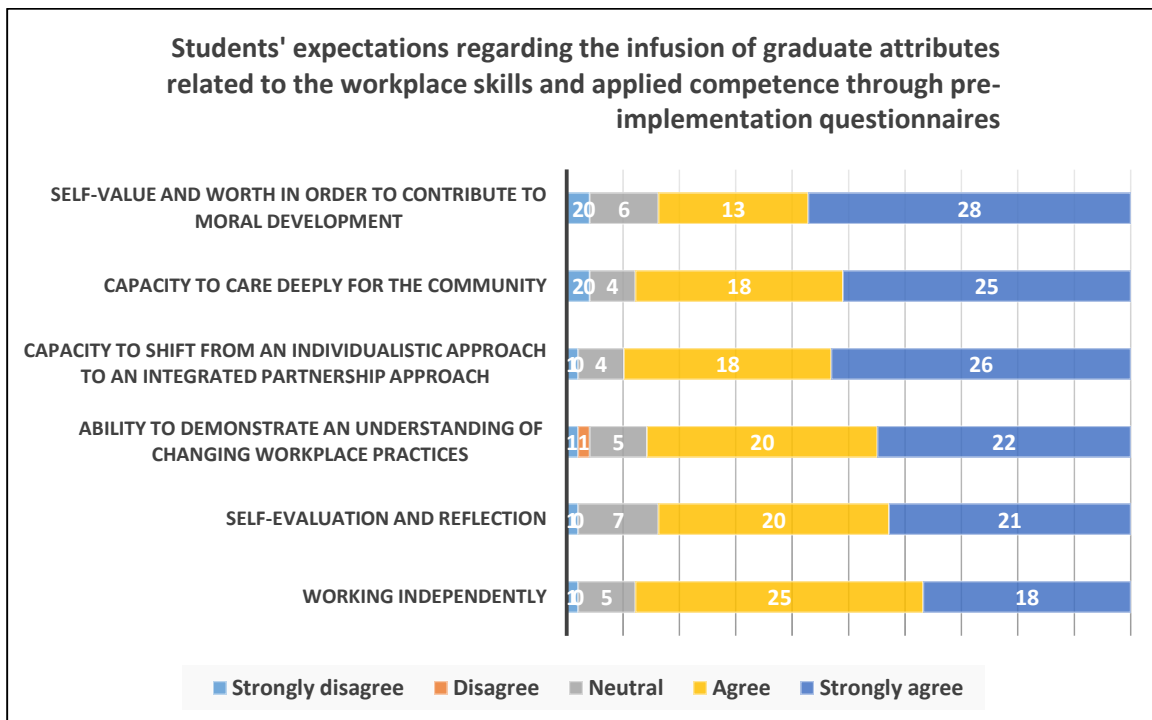
Table 5.9 illustrates, in a summative form, the extent to which the GOVE3724 module has introduced or enhanced the graduate attributes related to the technical/practical objectives from the students' perspective.

**Table 5.9: The extent to which the GOVE3724 module has infused the graduate attributes related to the technical/practical objectives from students' perspective**

The extent to which the attribute was infused through GOVE3724	Type of learning objective for graduate attribute development
	Technical/practical objectives
To a very high extent	None
To a high extent	None
To an average extent	<ul style="list-style-type: none"> <li>• Computer literacy</li> <li>• Numeracy or mathematical literacy</li> </ul>

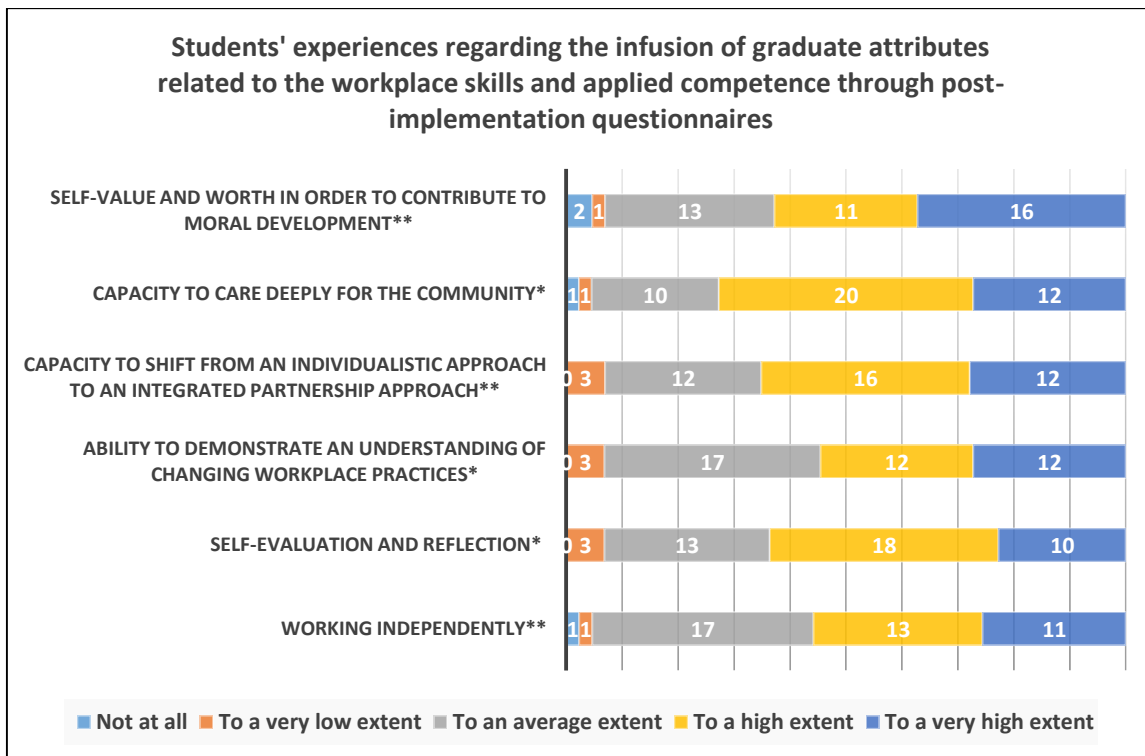
**SUBSECTION 4: GRADUATE ATTRIBUTES RELATED TO WORKPLACE SKILLS AND APPLIED KNOWLEDGE**

Subsection 4 focused on the students' expectations and experiences regarding the infusion of graduate attributes specifically related to workplace skills and applied knowledge. For purposes of this study, the graduate attributes that related to workplace skills and applied knowledge outcomes included working independently, self-evaluation and reflection, an ability to demonstrate an understanding of changing workplace practices through relating specific issues to, or an exposure to wider organisational context, capacity to shift from an individualistic approach to an integrated partnership approach, capacity to care deeply for the community, as well as self-value and worth in order to contribute to moral development. The expectations and experiences that the GOVE3724 students had regarding the infusion of the above-mentioned graduate attributes are illustrated in Figure 5.15 and Figure 5.16.



Source: Author's own (2015).

**Figure 5.15: Rating in the pre-implementation questionnaires on the infusion of graduate attributes related to the workplace skills and applied competence by GOVE3724 students**



\*Number of participants for the post-implementation student questionnaire was 46 (N=46); however, one out of the 46 participants did not respond on these attributes.

\*\*Number of participants for the post-implementation student questionnaire was 46 (N=46); however, two out of the 46 participants did not respond on these attributes.

Source: Author's own (2015).

**Figure 5.16: Rating in the post-implementation questionnaires on the infusion of graduate attributes related to the workplace skills and applied competence by GOVE3724 students**

Figure 5.15 and Figure 5.16 indicate the students' expectations before the implementation of the module and their experiences after the implementation of the module, respectively, regarding the infusion of the respective graduate attributes related to the workplace skills and applied competence, as presented subsequently:

► **Working independently**

Most of the participants (43) (i.e. 18 strongly agreed and 25 agreed) who responded in the pre-implementation student questionnaire expected that the CSL experience will contribute to their ability to work independently. A total of five of the participants remained neutral, while one of the participants indicated strongly disagree. In relation to the post-implementation student questionnaire, it shows that the majority of the participants (41) agreed on varied levels (i.e. 11 to a very high extent, 13 to high extent and 17 to an average extent) that the module has introduced or enhance the ability to work independently. The remaining two participants (i.e. one not at all and one to a very low extent) responded negatively. Several students indicated that the module has enhanced their ability to work independently in some way. As stated by one of the respondents:

*I am able to plan for things that are important to me on time and deal with them effectively.*

► **Self-evaluation and reflection**

In terms of the pre-implementation student questionnaire, the majority of the participants (41) (i.e. 21 strongly agreed and 20 agreed) expected that the CSL experience will contribute to their self-evaluation and reflection. A total of seven participants selected neutral, whereas one of the participants strongly disagreed that the module will contribute in this regard. In comparison to the post-implementation student questionnaire, the profile indicates that the majority of the participants (41) confirmed on different levels (i.e. 10 to a very high extent, 18 to a high extent and 13 to an average extent) that the module has introduced or enhanced self-evaluation and reflection. The remaining three participants indicated that the module will contribute to a very low extent in this regard.

► **An ability to demonstrate an understanding of changing workplace practices through relating specific issues to, or an exposure to wider organisational context**

The majority of the participants (42) (i.e. 22 strongly agreed and 20 agreed) in the pre-implementation student questionnaire expected that the CSL experience will contribute to their ability to demonstrate an understanding of changing workplace practices through relating specific issues to, or an exposure to wider organisational context. A total of five of the participants remained neutral, while two of the participants (one strongly disagreed and one disagreed) responded negatively. In terms of the post-implementation student questionnaire, it appears that most of the participants (41) concurred at various levels (i.e. 12 to a very high extent, 12 to a high extent and 17 to an average extent) that the module has introduced or enhanced the ability to demonstrate an understanding of changing workplace practices through relating specific issues to, or an exposure to wider organisational context. The remaining three participants indicated that the module contributed to a very low extent in this instance.

► **Capacity to shift from an individualistic approach to an integrated partnership approach**

A greater representation of the participants (44) (i.e. 26 strongly agreed and 18 agreed) in the pre-implementation student questionnaire expected that the CSL experience will contribute to their capacity to shift from an individualistic approach to an integrated partnership approach. A total of four of the participants remained neutral, while one of the participants strongly disagreed. In terms of the post-implementation student questionnaire, the profile indicates that the majority of the participants (40) agreed on different levels (i.e. 12 to a very high extent, and 16 to a high extent and 12 to an average extent) that the module has introduced or enhanced



the capacity to shift from an individualistic approach to an integrated partnership approach. The remaining three participants indicated that the module contributed to a very low extent in this regard.

► **Capacity to care deeply for the community**

With regard to the pre-implementation student questionnaire, the majority of the participants (43) (i.e. 25 strongly agreed and 18 agreed) expected that the CSL experience will contribute to their capacity to care deeply for the community. A total of four of the participants remained neutral, as two of the participants strongly disagreed. In relation to the post-implementation student questionnaire, it is apparent that the greater representation of the participants (42) concurred on varied levels (i.e. 12 to a very extent, 20 to a high extent and 10 to an average extent) that the module has introduced or enhanced the capacity to care deeply for the community. The remaining two participants (i.e. one not at all and another one to a very low extent) responded negatively. In the open-ended questions of the post-implementation questionnaire, several students indicated the following as ways in which the module contributed to their capacity to care deeply for the community:

*Capacity to care deeply for the community. This was evident because we as students had to sit down with community members especially from the old age home. We had to listen to their problems and so forth.*

*This has opened our eyes to the bigger picture. It has awakened passion for other people.*

► **Self-value and worth in order to contribute to moral development**

In terms of the pre-implementation student questionnaire, a greater representation of the participants (41) (i.e. 28 strongly agreed and 13 agreed) expected that the CSL experience will contribute to their self-value and worth in order to contribute to moral development. A total of six of the participants remained neutral, while two of the participants strongly disagreed in this regard. In response to the post-implementation questionnaire, it is evident that the majority of the participants (40) agreed on different levels (i.e. 16 to a very high extent, 11 to a high extent and 13 to an average extent) that the module has introduced or enhanced their self-value and worth in order to contribute to moral development. The remaining three participants (i.e. two not at all and one to a very low extent) responded negatively.

As commented by one of the participants:

*Self-value and worth was stimulated because I learned and practices the principle of Ubuntu.”*

**5.3.2.1.5 Summary of the main findings regarding the infusion of the graduate attributes related to workplace skills and applied competence from students' perspective**

When comparing the research results obtained from the pre- and post-implementation student questionnaires in terms of the graduate attributes associated to workplace skills and applied competence, it is evident that the module has introduced or enhanced the specific graduate attributes on varied levels of extent. This implies that most of the graduate attributes related to this learning objective was rated on the levels of high extent specifically on (a) capacity to care deeply for the community (20); (b) self-evaluation and reflection (18); as well as (c) capacity to shift from an individualistic approach to an integrated partnership approach (16), in a chronological order. In contrast, the infusion of self-value and worth in order to contribute to moral development (16), seemed to be the only graduate attribute related to workplace skills and applied knowledge that was rated at a very high extent. Additionally, the extent to which the module has introduced or enhanced the attribute of (a) working independently (17) and (b) an ability to demonstrate an understanding of changing workplace practices through relating specific issues to, or an exposure to wider organisational context (17), was rated at an average extent. The number of participants that responded negatively in this regard, ranged from two to three respondents.

As reflected throughout the preceding discussions, Figure 5.15 and Figure 5.16 further confirms that the students' expectations regarding the infusion of the graduate attributes related to workplace skills and applied competence were not met as predicted based on data from the post-implementation questionnaire. Table 5.10 portrays the extent to which the GOVE3714 module has introduced or enhanced the graduate attributes related to the workplace skills and applied knowledge.

**Table 5.10: The extent to which the GOVE3724 module has infused the graduate attributes related to the workplace skills and applied knowledge**

The extent to which the attribute was infused through GOVE3724	Type of learning objective for graduate attribute development
	Workplace skills and applied knowledge
To a very high extent	<ul style="list-style-type: none"> <li>• Self-value and worth in order to contribute to moral development</li> </ul>
To a high extent	<ul style="list-style-type: none"> <li>• Capacity to care deeply for the community</li> <li>• Self-evaluation and reflection</li> <li>• Capacity to shift from an individualistic approach to an integrated partnership approach</li> </ul>
To an average extent	<ul style="list-style-type: none"> <li>• Working independently</li> <li>• Ability to demonstrate an understanding of changing workplace practices through relating specific issues to, or an exposure to wider organisational context.</li> </ul>

## **SECTION 4:**

### **CONCERNS AND RECOMMENDATIONS REGARDING GOVE3724 MODULE FROM STUDENTS' PERSPECTIVE**

In both the pre- and the post-implementation student questionnaires the students' views elicited information on the concerns and recommendations about the CSL module. This section was classified as 'Section 6' in the pre-implementation student questionnaire and 'Section 7' in the post-implementation questionnaire (see Appendix T (Refer to appendix included in the accompanying disc) for detailed research results).

In the main, the majority of the students pointed to the following as aspects of GOVE3724 module that still need to be improved:

- Identification and involvement of diverse communities, characterised by major service delivery related challenges, especially those located in the townships to be able to equip the students with the necessary skills and knowledge.
- Provision of more responsibility to students in terms of being practically involved in addressing the identified community needs and challenges. However, it is notable that based on the two councillors it seemed that the students' action plans aimed at solving the identified community needs, was not effectively implemented in reality mainly due to insufficient funds within the municipality, as stated by one of the participants: "there is not always enough money".
- Process of escalating the identified community issues to relevant stakeholders within government for resolution purposes.
- Extension of period of involvement in the GOVE3724 module to avoid the clustering of activities.

#### **5.3.2.2 Research results obtained from semi-structured interviews with GOVE3724 academic staff/facilitators**

The data obtained from the semi-structured interviews with the GOVE3724 academic staff and facilitators marks the first data collection techniques employed with these group of participants and will be presented in the next section. In the main, the focus was on the general perspectives of the academic staff members regarding the extent to which graduate attributes are instilled through the GOVE3724 module. The survey questionnaires represent the second data collection technique employed to collect data from the academic staff and facilitators which elicited information regarding the infusion of graduate attributes (specifically required for implementation of the *Batho Pele* principles). For purposes of logical coherence in the analysis and interpretation of research results, this section focuses, firstly, on data collected through

the semi-structured interviews and then concludes on data collected through survey questionnaires.

In total there were four GOVE3724 academic staff members who took part in the study and were appointed on the following positions: one of the participants was a permanent senior lecturer and three were academic facilitators (refer to Table 5.3).

**5.3.2.2.1 Themes from the data collected through the semi-structured interviews with the GOVE3724 academic staff/facilitators**

Upon data collection, content analysis was used to analyse the data obtained from the semi-structured interviews. During the basic level analysis, the emerging themes were identified and these will be presented in the subsequent section. Some of the participants’ responses are included. Verbatim quotes are used where applicable and only significant remarks, as recorded, are presented.

Table 5.11 below sets out the themes and subthemes, as well as the coding of the themes that were developed based on the data collected from the semi-structured interviews with the four academic staff/facilitators:

**Table 5.11: Summary of themes and subthemes developed from the semi-structured interviews with GOVE3724 academic staff/facilitators**

Themes	Code	Subthemes	Code
Theme 1: General perspectives on the extent to which graduate attributes are instilled through the GOVE3724 module	GA	Subtheme 1.1: Diversity skills	DS
		Subtheme 1.2: Community or people oriented	CO
		Subtheme 1.3: Change in pre-perspectives and conceptions	T
		Subtheme 1.4: Communication and listening skills	CS
		Subtheme 1.5 Increased self-confidence	SC
		Subtheme 1.6: Teamwork skills	TWS
		Subtheme 1.7: Understanding of social responsibility	SR
		Subtheme 1.8: Respect and sensitivity to cultural differences	CD
		Subtheme 1.9: Preparation for the world of work	PWW
Theme 2: Different ways the module contributed to the infusion of graduate attributes	MC	Subtheme 2.1: Identification of community needs and challenges as activity	INC
		Subtheme 2.2: Development of action plans as activity	AP
		Subtheme 2.3: Theoretical lectures	L
		Subtheme 2.4: Open, positive, supportive and mentoring environment	E
		Subtheme 2.5: Reflection	R
		Subtheme 2.6: Practical exposure	P
		Subtheme 2.7: Reciprocal and mutually beneficial nature of CSL	RM

Theme 3: Challenges encountered by GOVE3724 students during community engagements from the perspective of academic staff/facilitators	C
Theme 4: Recommendations to improve the GOVE3724 module	RM

### **5.3.2.2.2 Presentation of the analysed data obtained through the semi-structured interviews with GOVE3724 academic staff/facilitators**

#### **THEME 1:**

#### **GENERAL PERSPECTIVES ON THE EXTENT TO WHICH GRADUATE ATTRIBUTES ARE INSTILLED THROUGH THE GOVE3724 MODULE**

The first theme that was identified in this study focused on the general perspectives of the participants on the extent to which the module has infused graduate attributes. When the academic staff members were asked to share their views in this regard, all the participants seemed to firmly agree that the CSL experience has changed and impacted on the students, with one of the participants highlighting skills development, as stated subsequently:

*I can greatly say from the beginning of the semester until now I can see the change in the students (TC).*

*There is [sic] definitely skills developed when student is part of this curriculum (GS).*

*As a facilitator if it had an impact on me I can just imagine what impact it had on the student (GS).*

In what seemed evident through the participants' responses, was the trend towards specific attributes that they highlighted as infused through the CSL experience. These attributes, as obtained from the analysed data, will be presented and discussed according to the respective subthemes that were identified. The first subtheme identified was diversity skills.

#### **SUBTHEME 1.1: DIVERSITY SKILLS**

All the participants were of the view that the practical exposure that the students had through community interviews enabled them to address different people from different backgrounds, as stated by one of the participants:

*Specific skill is that ... [students] work with people from diverse backgrounds (GS).*

#### **SUBTHEME 1.2: COMMUNITY OR PEOPLE ORIENTED**

All the participants were of the view that the module has contributed in some way towards producing community or people oriented students. This was associated with the following responses:

*They have committed themselves to support of the community (TC).*

*That [people focus] was the key ... the students engaged ... with their fellow students and they got the whole spectrum of elderly or middle class people or middle age people and then the older people (TC).*

### **SUBTHEME 1.3: CHANGE IN PRE-PERSPECTIVES AND CONCEPTIONS**

Change in students' pre-perspectives regarding communities and people's values also became apparent, as stated:

*They have committed themselves to thinking and allowing themselves to change their own perspectives on communities and on people's values... to change their own pre-conceptions in terms of what it is to be a civil society member (TC).*

*[Module experience] has sensitised them a lot in terms of ... seeing things from different perspective, seeing people from a different viewpoint (TC).*

### **SUBTHEME 1.4: COMMUNICATION AND LISTENING SKILLS**

Through their involvement in the community, the students were reported by the academic staff members, as exposed to interacting and listening to members of the community. Responses such as the following were provided:

*They have changed and see the value of interaction with community members to listen to them... they understand people better to interact with people better in a certain way (TC).*

*Other students ... are kind of quiet and like to be reserved and a bit back laid. But with this module I have seen that those students have also moved forward they are able to engage with members of the community, their classmates (TM).*

### **SUBTHEME 1.5: INCREASED SELF-CONFIDENCE**

Increased self-confidence to relate to people was identified as one of the benefits gained by the students. Some of the participants commented as follows:

*They can see the benefits ... to have more confidence in relating to people to understand their viewpoint ... because some of the students said to me I am very shy, I don't talk to people and this module forced me to be interactive with people and to get over that sacredness of people (TC).*

*With students I have seen a whole lot of confidence boost ... it [the module] boosted their self-esteem and confidence (TM).*

### **SUBTHEME 1.6: TEAMWORK SKILLS**

The participants indicated that the students gained skills in terms of working together in groups which allowed them to change one another's viewpoints, as stated by one of the respondents:

*They [students] have also gained skills in terms of working together as groups and changing one another's viewpoint in that sense (TC).*

### **SUBTHEME 1.7: UNDERSTANDING OF SOCIAL RESPONSIBILITY**

When the participants were asked how the module contributed to a sense of social responsibility in the students, if at all, different responses were provided. In the main it

seemed that the students have also gained a better understanding of realising that they also have a responsibility in their own communities. This is supported by the following statements:

*They better understanding ... what it is to be responsible as a civil servant (TC).*

*I think the students realised that they have a big responsibility ... that comes as a result of an engagement with the community (GS).*

#### **SUBTHEME 1.8: RESPECT AND SENSITIVITY TO CULTURAL DIFFERENCES**

Given that the students were also exposed to different cultures and races was said to have increased respect and sensitivity to cultural differences. Some participants reported as follows:

*So some of the students said ... they gained some ... experience to see different cultural settings ... and that they have to respect different cultures (TC).*

*[Community engagement] made them [students] aware of people and working with people and working with different groups of people ... to respect their cultures, their values, their norms (TC).*

#### **SUBTHEME 1.9: PREPARATION FOR THE WORLD OF WORK**

Several participants emphasised that the module has also prepared the students for the world of work in various ways as highlighted in the following comments:

*When you work you going to engage with people ... you move out of your comfort zone. You gonna be faced with challenges and they are already faced with challenges ... they at least have some sort of practical knowledge ... by meeting with [government] representatives the networking has already been made ... to get more tips ... to gain experience (GS).*

*Otherwise if you just do a theoretical study ... then the day comes when you start working after your degree they have to start working ... with people, you don't have confidence ... communication skills... they [students] literally in this practical through this subject they've got these experience (GS).*

### **THEME 2:**

#### **DIFFERENT WAYS THE MODULE CONTRIBUTED TO THE INFUSION OF GRADUATE ATTRIBUTES**

The participants were further asked to explain the way the module contributed to the infusion of graduate attributes. This information shared some light on some of the key components and activities that constitute CSL modules, which seemed to be crucial in facilitating learning and the infusion of specific attributes. The analysed data will be presented and discussed according to the different subthemes that were identified within this theme. The first subtheme identified was the identification of community needs and challenges as an activity.

#### **SUBTHEME 2.1: IDENTIFICATION OF COMMUNITY NEEDS AND CHALLENGES AS ACTIVITY**

Three of the participants indicated community engagement as one of the activities incorporated in the module where the purpose was for students to identify issues during their visits through communicating with the residents. This activity seemed to have enabled the students to

engage between themselves, the community, as well as the two ward councillors that were involved in the module. Also, it was reported that through the community visits the students' minds, hearts and perspectives were opened, even if they showed reluctance prior the implementation of the module. This is highlighted in the comments below:

*We had a community visit... and I was part of it... I also had an opportunity to observe the students... would engage with themselves and how they would engage with the community as well (TM).*

*So the first activity was only just to view certain things and to identify all the problems ... the two ward councillors that were part of the whole exercise bombarded the students to ask them what is wrong in the vicinity (TC).*

*Each and every year when I start ... with this module the students are a bit reluctant they do not understand or do not know exactly what is the intention of the module, no matter how I explain it. The minute they go for their first visit to the community then it opens up their minds, their hearts, and their thoughts (TC).*

### **SUBTHEME 2.2: DEVELOPMENT OF ACTION PLANS AS ACTIVITY**

As indicated by all the participants, following the identification of community challenges, the students were expected to engage in an activity of developing action plans aimed at suggesting solutions in line with the knowledge they have already acquired from the module. The aim was that the students assist the ward councillors on how to deal with the issues. This is supported by the following statement:

*So the students are confronted with community issues and then they must come up with solutions and say ... if they were in a position to do something what will be the action taken ... also important to link it back to the theories of public administration and political science (TC).*

### **SUBTHEME 2.3: LECTURES AND TUTORIALS**

Some participants mentioned that lectures or tutorials were offered to the students to inform them on guidelines with respect to assignments and specific skills such as effective communication and presentation skills, as the following comments indicate:

*Basically I gave them some guidelines with regard to... some presentation skills, what I would suggest they do when giving presentations, just everything from speaking clearly, body language, communicate to the people (GS).*

*I did give one lecture... where I just covered the assignments that they had to do as well as the presentations (GS).*

### **SUBTHEME 2.4: OPEN, POSITIVE, SUPPORTIVE AND MENTORING ENVIRONMENT**

Through the responses of the respective academic staff/facilitators, the aspect of an open, positive, supportive and mentoring environment created through the module was also highlighted as contributing to the infusion of graduate attributes in some way. This was associated with the following statements:



*We [academic staff members] are creating like an open environment. I would tell them [students] that you know I am not here to give marks or shout at you (TM).*

*I am the lecturer, the facilitator, the motivator ... in the process as well (TC).*

*They [students] lack confidence. Students are being put down by a lot of lecturers by saying you are lazy, you don't work, you cannot write, you cannot type, you cannot formulate sentences, they hear only always the negatives, they don't hear the positives, they don't think that they can actually do this. If I motivate the student even if that student got 40% and I tell them this is not your best work, here is the way you can improve and I can see the improvement the following assignment being say 58% that is an improvement, I can boost that student and tell him listen see what you have done. We have to create that environment of being positive, being investing in the students' believing in themselves that they can do this ... They don't hear you can do this, I believe in you (TC).*

*My responsibilities were to go with the students into ... the community ... I was there to assist so if they have questions I can help (GS).*

Moreover, the commitment and passion that the academic staff had for the module was apparent, as stated:

*I have never thought of changing it or taking it to somebody else. It's my baby, it's my passion. I live for this module... I enjoy it too much (TC).*

*I have put in a lot of effort and development on the module and I could see how it has changed over the couple of years and how the students have improved to get to a better product at the end of the day (TC).*

Also, through the responses provided by the service sector partners involved in the module, it was apparent that in a way they also provided a mentorship role to students in terms of preparing them for the world of work, specifically the public service, as stated:

*The second situation was in the class. It took place where one of the Councillors ... showed slides of all the problems and issues within their vicinity and within their environment (TC).*

*I like to take the students out into the field and go walk with them in the streets and show them what's happening on local level and then we also go out where they need to interview members of the community and ask them how they experience problems and what do they think should be done ... I like them to think a bit on problem solving ... not just a straight forward book answer (DL).*

*We [public servants] are ... struggling to come to the point that we understand what is service delivery, what we must do and we only try to forward that message to the students so that they are in the better position when they enter the world of work to give a better service delivery (RB).*

## **SUBTHEME 2.5: REFLECTION**

Reflection was also pointed out as one of the activities the students were involved in, as stated by one of the participants:

*They [students] have to reflect, to write down (GS).*

### **SUBTHEME 2.6: PRACTICAL EXPOSURE**

The value of practical exposure of students through the CSL experience was highlighted by several of the participants. They were of the view that CSL is an important pedagogical tool, since its value is found in exposing the students to practical experience which facilitates change in the students' mind and own value system. The responses of some of the participants highlighted how the GOVE3724 module exposed the students to practical experience, as following comments indicate:

*I can describe service learning as one of the important modules in terms of that students are exposed in depth so instead of just being engaged in theoretical they are also involved practically, what they are being taught in class they are able to face it when they go out so is like they are being ... imparted with something extra rather just in a traditional module (CN).*

*The value of the module lies in the actual practice ... until they have ... experienced it and they come up with the changes in their own mind and their own value system is until then that there is actually only a change in the students (TC).*

### **SUBTHEME 2.6: RECIPROCAL AND MUTUALLY BENEFICIAL NATURE OF CSL**

The responses on some of the academic staff members also highlighted the space created through the CSL experience, which is characterised by reciprocal and mutual sharing of information, as beneficial and contributing to the learning process of all the different partners involved, as stated by one of the participants:

*The community gained information and knowledge from the students (TC) ... the students gained ... knowledge and experience and a softer kind of approach to people ... the councillors explained also the situation on the budget (TC).*

## **THEME 3:**

### **CHALLENGES ENCOUNTERED BY GOVE3724 STUDENTS DURING COMMUNITY ENGAGEMENTS FROM THE PERSPECTIVE OF ACADEMIC STAFF MEMBER AND FACILITATORS**

The challenges experienced by the students during community engagement was identified as the third theme, as identified by the academic staff and facilitators. Through the responses of the participants it was apparent that while there were benefits gained between the different partners involved in CSL, as indicated above, specific challenges were also experienced by the students through their involvement in the community. Different challenges were indicated. Some of the participants indicated language barrier as one of the challenges:

*The fourth visit they [students] talked to the older people ... and what came out there was ... the fact that the students realised their language barrier in the first place. They could not ... easily communicate with older people because of language and because of generation gap in terms of age (TC).*

*Somebody [student] was talking about language barriers but still they had to do it because they have to submit a report about all the activities (CN).*

The hostility and reluctance of some of the community members was highlighted by two of the participants:

*The student said ... some one or two [members of the community] were hostile (TC).  
With the last visit ... the students ... didn't understand why the people in the community were so reluctant on talking to them (TM).*

Additionally, one of the participants highlighted challenges experienced by the students from the side of the ward councillors involved in the module, with emphasis on lack of commitment, effectiveness and skills, as commented:

*What happened in the previous occasion ... the ward councillor was not very effective ... he did not turn up for the sessions that was scheduled ... he did not want the students to talk to the community to hear the voice from the community ... he was not doing his job and he did not have any qualifications at all so they could see also the negative side on ward councillors ... the fact that he was not effective I could not **actually go back because it won't help the students to only learn the negative things (TC).***

#### **THEME 4: RECOMMENDATIONS TO IMPROVE THE GOVE3724 MODULE**

The fourth theme identified focused on the recommendations from the perspective of the GOVE3724 academic staff and facilitators. The participants pointed to a number of recommendations. Some of the recommendations related to the expansion of the scope of the CSL module in terms of incorporating more communities within the module. This was associated with the following comment:

*I would not maybe stop at four [community engagements] though, I would maybe do a little bit more ... there are more groups, there is such a broad variety (GS).*

One participant also added that inputs from an international viewpoint could also add value into the module, as stated:

*Involvement from people especially institutions, universities, professors is definitely gonna give you a broader view of things ... you are gonna function so much better when you have input from international which is a different perspective (GS).*

Recommendations with regard to condensing the student group sizes, as well as improving diversification, especially in terms of forming groups characterised by different home languages were also mentioned:

*In your group ... you should have someone who understands Sotho ... Zulu ... Afrikaans so that the other can be able to interpret (CN).  
Smaller groups so that there is intimate communication. When the group is big ... you don't have heart to heart conversations, it is superficial you don't break through (GS).*

Holding briefing sessions with the students on the profile of the communities involved in the module was recommended as one of ensuring that they are sensitised and prepared before community engagement, as stated:

*The department will just have to tell the students like you will meet various people who speaks different languages just be prepared (CN).*

Some participants indicated that the university should strengthen its role in terms of promoting the importance of CSL for more students, integrating departments within the different faculties to work together, as well as involving government during career open days to educate and sensitise students on work environment expectations, as stated:

*More of what we are doing because the students said to me ... this is the first time, the first module in their whole three years that has exposed them to this kind of ... learning experience and they need more ... So I think the university must emphasise more on this issue specifically and make it more for students possible in different modules even if it is a smaller part ... to bring them to a point of actually saying now this is what reality is all about (TC).*

*I think that if possible the university can have like days where different departments can come together [to] go to these communities and probably have a fun day for them (TM).*

*Another important thing that the university can do in terms of career days we need to get the public and the civil servants to be part of the open days that they can see and talk to the students and say but this is what you are going to do [students] don't know the world of work (TC).*

One participant also recommended the dissemination of information regarding the identified community challenges by the students to relevant government departments as crucial:

*With that information [community challenges] the university can probably give it out to governmental departments (TM).*

### **5.3.2.3 Research results obtained from survey questionnaires for academic staff/facilitators**

The data obtained from the survey questionnaires completed by GOVE3724 academic staff and facilitators in the undergraduate programme Governance and Political Transformation will be presented in this section. The survey questionnaires signify an additional data collection technique that was employed to collect data from the GOVE3724 academic staff and facilitators. As the survey questionnaires incorporated both open-ended and closed-ended questions, the data will be summarised and presented accordingly. The survey questionnaire comprised of four main sections which focused on graduate attributes related to the different types of the learning objectives, namely intellectual/theoretical objectives, interpersonal / life skill objectives, technical/practical objectives, as well as workplace skills and applied knowledge. Each section is related to several graduate attributes that are regarded as those specifically required for the implementation of the *Batho Pele* principles, as a central

component of public service delivery transformation. As indicated above, the focus was to determine the extent to which the graduate attributes were instilled in students by means of an exit-level GOVE3724 module, from the perspective of the GOVE3724 academic staff/facilitators. As such, a five-point scale was used for every graduate attribute with progression from level 1 (not at all) to level 5 (to a very high extent).

The distribution of the positions of the academic staff members (refer to Table 5.3) highlighted that the GOVE3724 module is composed of one senior lecturer and three academic facilitators.

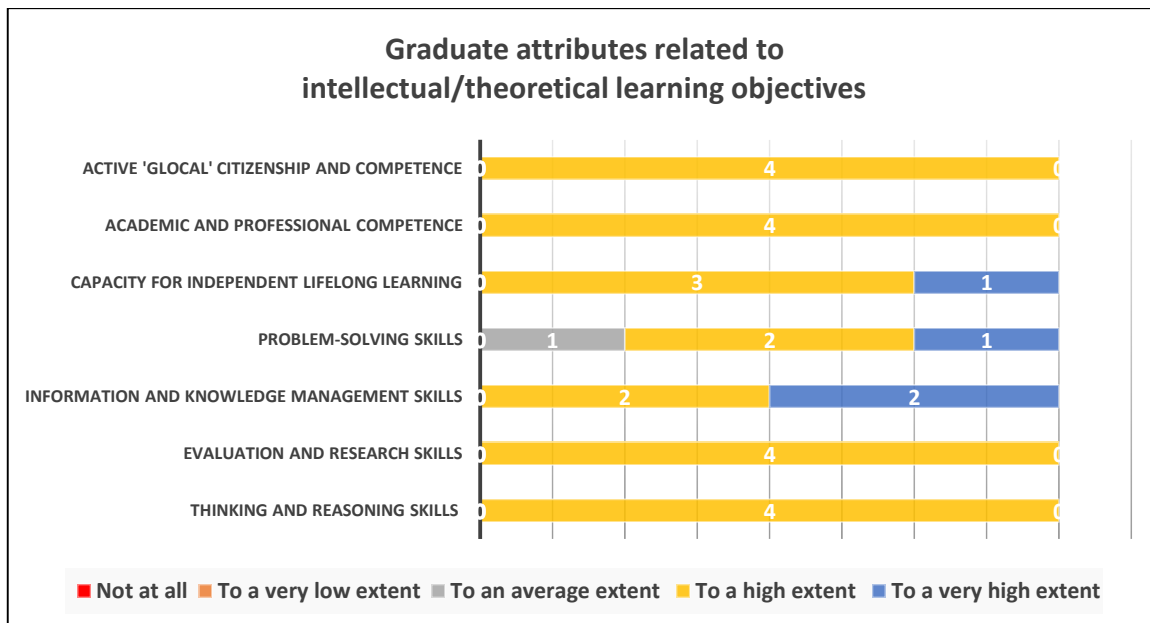
#### **5.3.2.3.1 Presentation of data obtained through the survey questionnaires with GOVE3724 academic staff/facilitators**

The data obtained from the survey questionnaires elicits data regarding specific ratings on the extent to which graduate attributes specifically required for implementation of the *Batho Pele* principles are instilled through the GOVE3724 module and will be presented and explained in terms of the four identified sections.

#### **SECTION 1:**

#### **GRADUATE ATTRIBUTES RELATED TO THE INTELLECTUAL/THEORETICAL OBJECTIVES**

Section 1 focused on the experiences of the GOVE3724 academic staff and facilitators regarding the infusion of graduate attributes specifically related to the intellectual/theoretical objectives. For purposes of this study, the graduate attributes that related to the intellectual/theoretical objectives included thinking and reasoning skills, evaluation and research skills, information and knowledge management skills, problem-solving skills, capacity for independent lifelong learning, academic and professional competence and active glocal citizenship and competence. Figure 5.17 below illustrates the rating of the academic staff and facilitators regarding the extent to which graduate attributes related to the intellectual/theoretical learning objectives were infused through the GOVE3724 module.



Source: Author's own (2015).

**Figure 5.17: Rating on graduate attributes related to the intellectual/theoretical learning objectives by GOVE3724 academic staff/facilitators**

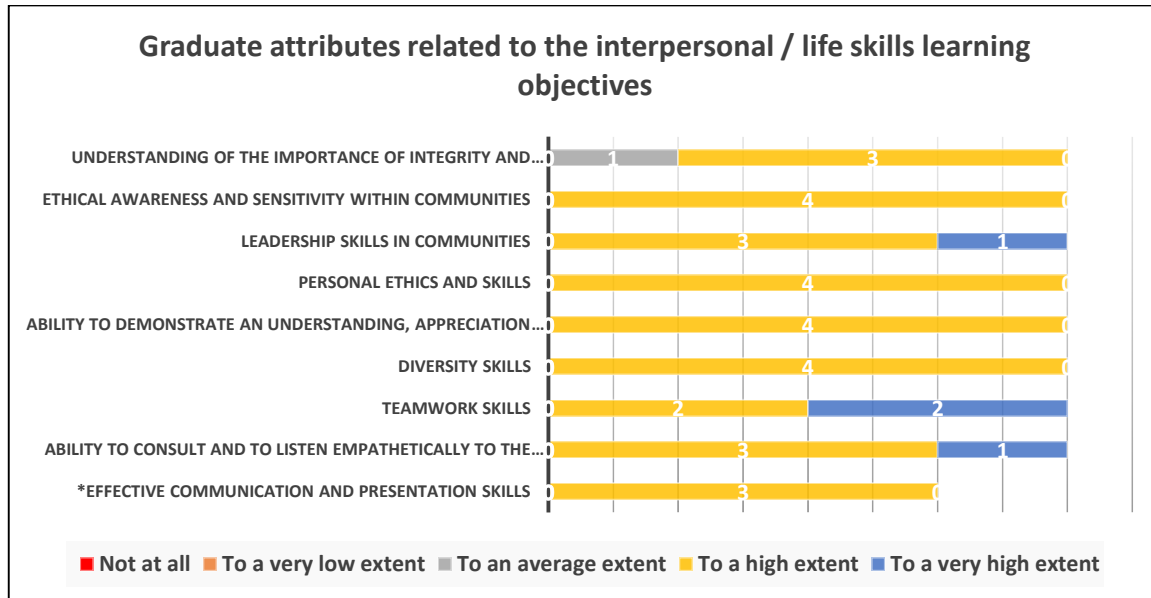
The ratings as displayed in Figure 5.17 indicate that all four GOVE3724 academic staff/facilitators (100%) were of the opinion that the module has introduced or enhanced all graduate attributes related to the intellectual/theoretical learning objectives to some extent. Most graduate attributes (i.e. four out of the seven graduate attributes) were rated at a high extent by all the participants. These graduate attributes included thinking and reasoning skills, evaluation and research skills, academic and professional competence, as well as active glocal citizenship and competence. Although the graduate attributes related to information and knowledge management skills, problem-solving skills and capacity for independent lifelong learning were rated at varied levels, a greater representation of the academic staff/facilitators (i.e. 50% or more) still rated the identified attributes to a high extent. Generally, this implies that the GOVE3724 academic staff members were of the opinion that the module had infused all the graduate attributes related to intellectual/theoretical objectives to a high extent.

## SECTION 2:

### GRADUATE ATTRIBUTES RELATED TO THE INTERPERSONAL/LIFE SKILL OBJECTIVES

Section 2 focused on the experiences of the GOVE3724 academic staff and facilitators regarding the infusion of graduate attributes specifically related to the interpersonal / life skill objectives. For purposes of this study, the graduate attributes that related to the interpersonal / life skill objectives included effective communication and presentation skills, ability to consult and to listen empathetically, teamwork skills, diversity skills, ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and

practices, personal ethics and skills, leadership skills in communities and understanding of the importance of integrity and maintaining a good reputation and image. Figure 5.18 demonstrates the rating of the academic staff and facilitators regarding the extent to which the above-mentioned graduate attributes were instilled through the GOVE3724 module.



\*Number of participants for survey questionnaire was 4 (N=4); however, one out of the four participants did not indicate a rating on effective communication and presentation skills.

Source: Author's own (2015).

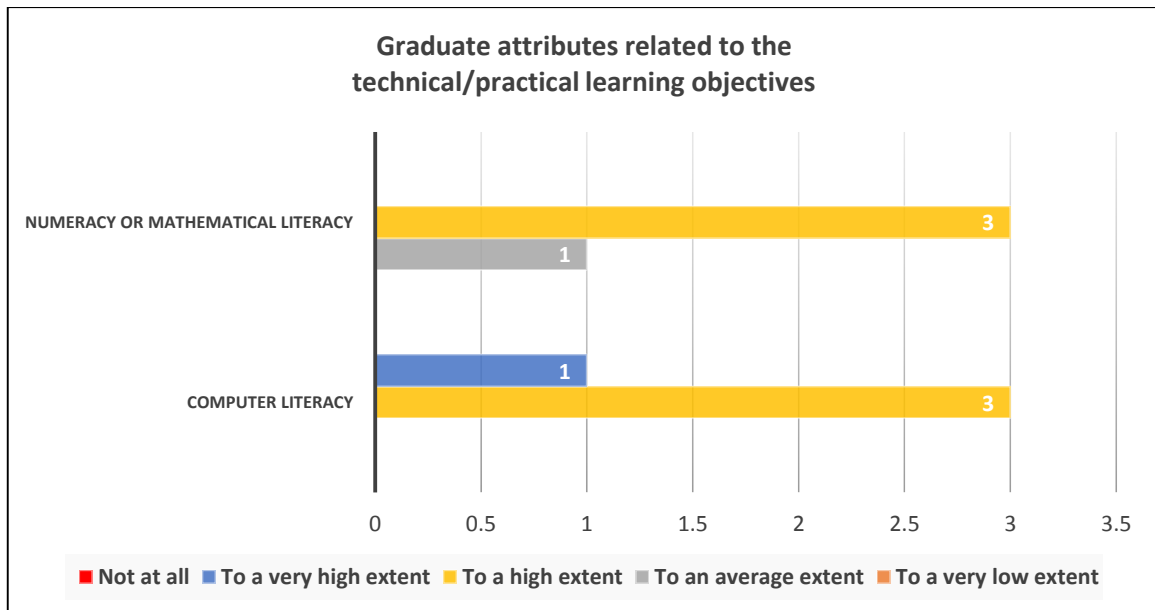
**Figure 5.18: Rating on graduate attributes related to the interpersonal/life skill learning objectives by GOVE3724 academic staff/facilitators**

Figure 5.18 depicts that four (100%) of the academic staff/facilitators were of the view that GOVE3724 module has introduced or enhanced all graduate attributes related to interpersonal / life skill learning objectives to some extent. All the participants rated diversity skills, ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and practices, personal ethics and skills, as well as ethical awareness and sensitivity within communities, to a high extent.

Despite the fact that the participants rated the ability to consult and listen empathetically to the views and needs of others, teamwork skills, leadership skills in communities and understanding of the importance of integrity, and maintaining a good reputation and image on varied levels of extent, two (50%) or more of the respondents still rated the specified attributes to a high extent. Therefore, this implies that the two (50%) or more of the GOVE3724 academic staff and facilitators indicated that the module has instilled all graduate attributes related to the interpersonal / life skill learning objectives to a high extent.

### SECTION 3: GRADUATE ATTRIBUTES RELATED TO THE TECHNICAL/PRACTICAL OBJECTIVES

Section 3 focused on the experiences of the GOVE3724 academic staff and facilitators regarding the infusion of graduate attributes specifically related to the technical/practical skill objectives. For purposes of this study, the graduate attributes that related to the technical/practical objectives included computer literacy, as well as numeracy or mathematical literacy. Figure 5.19 illustrates the rating of the academic staff and facilitators regarding the extent to which the above-mentioned graduate attributes were infused through the GOVE3724 module.



Source: Author's own (2015).

**Figure 5.19: Rating on graduate attributes related to the technical/practical learning objectives by GOVE3724 academic staff/facilitators**

With reference to Figure 5.19, it is evident that all the GOVE3724 academic staff/facilitators concurred that the module has introduced or enhanced the graduate attributes related to the technical/practical learning objective to some extent. On one hand, computer literacy was rated at a high extent by three of the participants, while one of the participants rated to a very high extent. On the other hand, numeracy or mathematical literacy was rated at high extent by three of the respondents, whereas one of the respondents rated to an average extent. Generally, this implies that three (75%) of the participants were of the opinion that the GOVE3724 module has infused both the computer literacy and numeracy or mathematical literacy to a high extent.

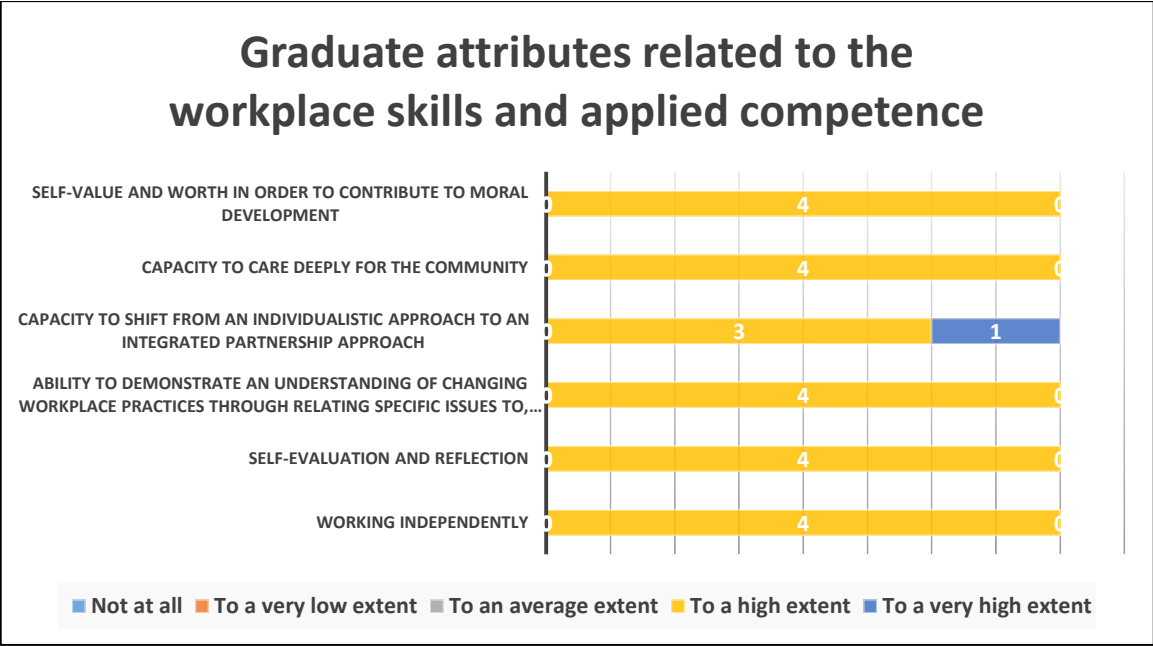
#### **SECTION 4:**

##### **GRADUATE ATTRIBUTES RELATED TO THE WORKPLACE SKILLS AND APPLIED COMPETENCE**

Section 4 focused on the experiences of the GOVE3724 academic staff member and facilitators regarding the infusion of graduate attributes specifically related to the workplace skills and applied competence. For purposes of this study, the graduate attributes that related



to the workplace skills and applied knowledge objectives included working independently, self-evaluation and reflection, an ability to demonstrate an understanding of changing workplace practices through relating specific issues to, or an exposure to wider organisational context, capacity to shift from an individualistic approach to an integrated partnership approach, capacity to care deeply for the community, as well as self-value and worth in order to contribute to moral development. Figure 5.20 illustrates the extent to which the above-mentioned graduate attributes were infused from the perspective of the academic staff members.



Source: Author's own (2015).

**Figure 5.20: Rating on graduate attributes related to the workplace skills and applied knowledge by GOVE3724 academic staff/facilitators**

Figure 5.20 indicates that all four of the participants (100%) coincided that the GOVE3724 module has introduced or enhanced the graduate attributes related to the workplace skills and applied knowledge to some extent. The majority of the graduate attributes (i.e. five out of the six graduate attributes) were rated at a high extent by all four participants, namely working independently, self-evaluation and reflection, ability to demonstrate an understanding of changing workplace practices, capacity to care deeply for the community, as well as self-value and worth in order to contribute to moral development. The only exception is related to the capacity to shift from an individualistic approach to an integrated partnership approach, which one of the participants rated to a very high extent. These findings suggest that three (75%) or more of GOVE3724 academic staff/facilitators indicated that the module has infused all the graduate attributes related to the workplace skills and applied knowledge to a high extent.

#### **5.3.2.4 Higher order analysis of data and identification of emerging patterns from the participants in higher education context**

The recurring patterns and themes that were identified during the analysis of data from the student questionnaires, semi-structured interviews, as well as survey questionnaires with the academic staff and facilitators will be interpreted and presented. The main objective of the data collected during Stage 2 of the study was to determine the extent to which the graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) are instilled in students by means of an exit-level CSL module. From the data collected from both the students' perspective and academic staff members' perspective, the following patterns were discovered.

##### **PATTERN 1:**

##### **THE EXTENT TO WHICH GRADUATE ATTRIBUTES (SPECIFICALLY REQUIRED FOR IMPLEMENTATION OF THE BATHO PELE PRINCIPLES) ARE INFUSED IN STUDENTS THROUGH THE CSL EXPERIENCE**

It is noteworthy that through the data obtained from the general experiences and viewpoints of both the students, as well as academic staff and facilitators, there seemed to be an inclination regarding the acquisition of specific knowledge and infusion of attributes through the GOVE3724 module. In the main, these included communication and listening skills; community-oriented/people skills; diversity skills; change in pre-perspectives and conceptions; knowledge of community affairs; knowledge and application of good governance in the community; knowledge of the functionality of local sphere of government; importance of moving from individualistic to partnership approach; technology; personal skills; enhanced integrity and character; leadership skills; reflection; information sharing; problem-solving skills; preparation for world of work; ability to sympathise and care deeply for the community; increased sense of social responsibility; increased consciousness of own actions and its impact on the community and working independently; basic research skills; thinking and reasoning skills, as well as teamwork skills.

These preceding graduate attributes infused through the GOVE3724 module seem to resonate with those attributes identified as embedded within the respective *Batho Pele* principles (refer to Chapter 3, par. 3.3.2 and Table 3.8). It is therefore noteworthy that the graduate attributes specifically required for the implementation of the *Batho Pele* principles, as a central component to the transformation of public service delivery, became more apparent through the implementation of the GOVE3724 module.

Moreover, the data obtained from the pre- and post-implementation student questionnaires, as well as from the survey questionnaires with the academic staff and facilitators, specifically highlighted the extent to which graduate attributes (specifically required for implementation of

the *Batho Pele* principles) is instilled through the GOVE3724 module and this is illustrated in Table 5.12. While the perspectives of the academic staff and facilitators added value to the findings of this study, I as the researcher, regard the students as central in the implementation of this module and therefore, their voice and ratings in terms of the extent to which the CSL experience has contributed to the infusion of graduate attributes was in most cases given preference.

Generally, the preceding profile indicates that the majority of the graduate attributes related to the different types of learning objectives were infused to a high extent, with some of the graduate attributes rated to a very high extent. In particular, the number of the participants that indicated that the GOVE3724 module has not at all, or has at a very low extent, contributed to graduate attributes related to the intellectual/theoretical objectives, interpersonal / life skill objectives, technical/practical objectives, as well as workplace skills and applied competence, was at a very minimal level; therefore, further confirming the role of CSL in infusing graduate attributes specifically required for implementation of the *Batho Pele* principles.

While this profile shows the capacity of the module towards the infusion and facilitation of graduate attributes specifically required for implementation of the *Batho Pele* principles, it should also be noted that the students' high levels of expectations reflected prior to the implementation of the module regarding the infusion of these graduate attributes do not seem to have been met as they have envisaged. The latter statement is supported by the fact that the majority of the GOVE3724 students that participated in this study, proved to have strong levels of expectations that the module will contribute, specifically with regard to the graduate attributes associated to the intellectual/theoretical objectives, interpersonal / life skill objectives, as well as workplace skills and applied knowledge. In terms of the graduate attributes related to the technical/practical objectives, there was no indication of strong level of expectations. Despite the high levels of expectations displayed by the students prior to the implementation of the module, throughout their ratings there was a discrepancy between their expectations and what the module actually offered was apparent.

The following are conclusions drawn on some of graduate attributes related to the different types of learning objectives:

- ***Graduate attributes related to the intellectual/theoretical objectives:*** Both the students, the academic staff member and facilitators firmly expressed that the module provided them with the opportunity to participate and contribute to the local community and not necessarily to the life of national and global communities. As stated by one of the participants, this implies that only a part of active 'glocal' citizenship and competence was introduced through

the GOVE3724 module. Hence, Figure 5.12 only highlights that the module has contributed to active 'local' citizenship and competence.

- **Graduate attributes related to the interpersonal / life skill objectives:** In terms of the core attracters based on the four different components identified in this study for classification of graduate attributes (refer to Table 3.8 in Chapter 3), diversity skills as one of the graduate attributes associated with the interpersonal objectives, was rated by the same group of students at both high extent and at an average extent, respectively. An ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and practices forms part of a sub-statement or element under diversity skills and was rated to a high extent by both the students and the academic staff members. Through the students' reflection reports it seemed that the majority of the students further confirmed the contribution of the module in terms of infusing diversity skills. It is against this background that diversity skills is regarded as instilled at a high extent through the CSL experience.

Furthermore, in view of Table 5.12 ethical awareness and sensitivity within communities, as well as an understanding of the importance of integrity and maintaining a good reputation and image, which is a sub-statement or element in this regard (refer to Table 3.8 in Chapter 3), is rated to a high extent by both the majority of the students, as well as the academic staff and facilitators. It is, therefore, deduced that ethical awareness and sensitivity which is one of the graduate attributes related to the interpersonal / life skill objectives in terms of the core attracters identified in this study, was generally rated at a high extent.

In view of the responses through the pre- and post-implementation student questionnaires and the survey questionnaires with the academic staff and facilitators, an ability to consult and listen empathetically to the views and needs of others, which is a sub-statement or element under effective communication and presentation skills, is rated at a high extent by the majority of participants in Stage 2 of the empirical study. Also, effective communication and presentation skills are rated high by the academic staff and facilitators. Although the latter graduate attribute was rated to an average extent by the students, their responses through open-ended questions and self-reflection reports seemed to evidently indicate that the CSL experience has contributed greatly to the communication skills. It is against this background that effective communication and presentation skills which is one of the graduate attributes related to the interpersonal / life skills objectives in terms of the core attracters identified in this study, is generally rated at a high extent.

- **Graduate attributes related to the technical/practical objectives:** The findings of this study indicated a glaring discrepancy in terms of the infusion of graduate attributes related to the technical/practical objectives. On the one hand, there seemed to be a glaring lower

representation of the participants that expected that the module will contribute to the graduate attributes related to the technical/practical objectives (i.e. computer literacy and numeracy or mathematical literacy). Moreover, the majority of the students rated the extent to which computer literacy and numeracy or mathematical literacy has been infused through the module to an average extent. On the other hand, the majority of the academic staff and facilitators seem to have rated these graduate attributes to a high extent. This discrepancy between the ratings of the students, as well as the academic staff and facilitators, could be attributed to the fact that the module did not expose the students to activities that could sufficiently facilitate the infusion of computer and numeracy or mathematical literacy, as expressed by some participants. Hence, it is deduced that the graduate attributes related to the technical/practical objectives were averagely infused through the GOVE3724 module.

- ***Graduate attributes related to the workplace skills and applied competence:*** In terms of Table 5.12, self-value and worth in order to contribute to moral development rated at a very high extent, the capacity to care deeply for the community, as well as the capacity to shift from an individualistic approach to an integrated partnership approach both rated at a high extent form part of the sub-statements or elements assessed under civic-mindedness and orientation as identified through the core attracters in this study (refer to Table 3.8 in Chapter 3). The latter statement highlights the ratings of the students in particular. To the contrary, the majority of the academic staff and facilitators rated all the three sub-statements in this regard to a high extent. It is against this background that it is concluded that civic mindedness and orientation as one of graduate attributes related to workplace skills and applied competence was infused to a high extent through the CSL experience.

**Table 5.12: The extent to which the GOVE3724 module has infused the graduate attributes related to the different types of learning objectives identified in this study**

The extent to which the attribute was infused through GOVE3724	Type of learning objective for graduate attribute development			
	Intellectual/theoretical objectives	Interpersonal / life skill objectives	Technical/practical objectives	Workplace skills and applied knowledge
<b>To a very high extent</b>	<ul style="list-style-type: none"> <li>• Problem-solving skills</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership skills in communities</li> <li>• Personal ethics and skills</li> <li>• Diversity skills</li> </ul>	None	<ul style="list-style-type: none"> <li>• Self-value and worth in order to contribute to moral development</li> </ul>
<b>To a high extent</b>	<ul style="list-style-type: none"> <li>• Evaluation and research skills</li> <li>• Thinking and reasoning skills</li> <li>• Academic and professional competence</li> <li>• Active local citizenship and competence</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to consult and listen empathetically to the views and needs of others</li> <li>• Leadership in communities</li> <li>• Understanding of the importance of integrity and maintaining a good reputation and image</li> <li>• Ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and practices</li> <li>• Ethical awareness and sensitivity within communities</li> <li>• Teamwork skills</li> <li>• Diversity skills</li> </ul>	None	<ul style="list-style-type: none"> <li>• Capacity to care deeply for the community</li> <li>• Self-evaluation and reflection</li> <li>• Capacity to shift from an individualistic approach to an integrated partnership approach</li> </ul>
<b>To an average extent</b>	<ul style="list-style-type: none"> <li>• Information and knowledge management skills</li> <li>• Capacity for independent lifelong learning</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication and presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Computer literacy</li> <li>• Numeracy or mathematical literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Working independently</li> <li>• Ability to demonstrate an understanding of changing workplace practices through relating specific issues to, or an exposure to wider organisational context.</li> </ul>

## **PATTERN 2:**

### **TEACHING ACTIVITIES AND ASSESSMENTS USED THROUGH GOVE3724 MODULE FOR THE INFUSION OF GRADUATE ATTRIBUTES**

The students, as well as the academic staff/facilitators, were asked to share information regarding ways in which the module contributed to the infusion of graduate attributes related to the different types of learning objectives. It is noteworthy that the responses from both the students and the academic staff members indicated various teaching and learning activities employed, as well as learning environments and opportunities created through the GOVE3724 module to infuse specific graduate attributes. The teacher/facilitator controlled activities, peer activities, independent activities, as well as specific learning environments and opportunities, were identified as the key teaching and learning methods that contributed to the infusion of the graduate attributes through the GOVE3724 module. Both the data collected in Stage 2 of the empirical portion of the study, as well as the students' reflection reports, highlighted the assessments linked to the identified teaching and learning activities and are presented below. In the subsequent section each teaching and learning activity is described in terms of the related sub-activities.

#### **► Teacher/facilitator oriented activities**

Teacher/facilitator oriented activities are those that centred on the lecturer, academic facilitators or service sector partners in terms of provision of information. In the GOVE3724 module this encompassed formal lectures and tutorials that were provided to the students. As forms of assessment, written tests and assignments on the theoretical work presented in class were submitted by the students. Explicitly, the students' reflection reports indicated that the written test and essay assessed the students' knowledge on the theoretical work taught in class, as they were expected to apply the knowledge they have acquired in their responses. As one student commented: "My knowledge of political transformation was used in my test that I had to write."

#### ***Formal lectures and tutorials***

Based on the data collected in Stage 2, it was apparent that the GOVE3724 students were offered formal lectures and tutorials on various aspects, as a preparation before assignments or their engagement with the communities. Guidelines on assignments, effective communication and presentation skills and how the students should behave when they enter the community were highlighted as some of the aspects dealt with in the class. Also, provision of information on the importance and significance of integrity, as well as of putting the community first, was also indicated.

### ► **Independent activities**

This section includes those activities that the students had to execute on their individual capacity. In this regard portfolio of evidence incorporating, among others, written assignments, self-reflection reports, as well as submission of individual portfolios were activities and assessments that were carried out by the GOVE3724 students.

#### ***Writing essay, self-reflection reports and portfolio of evidence***

The module required of the students to write an essay in which they were required to explain the purpose of their community visits, summary of the discussions, identify theory of governance and political transformation and provide practical examples, make an analysis of governance, provide their perceptions as to whether the ward councillor was able to present good governance strategies and good governance practices and conclude by providing recommendations. With reference to the self-reflection reports, the students were expected to reflect on their learning and experiences they have acquired throughout the module. Additionally, portfolio of evidence which incorporated all the activities and assessments conducted in the module, were submitted by the individual students.

### ► **Peer activities**

Peer activities refer to those activities that the students had to carry out through group projects. In this regard, this covered the community visits to identify challenges, group discussions on community solutions, as well as group presentations on the identified community challenges and developed action plans. Submission of group reflections and end-of-year group project presentations in class were used as the two forms of assessment in this regard. With reference to group reflections, students were expected to reflect on their expectations walking from the campus to the specific communities, observations when they entered the communities, as well as their feelings and thoughts after their encounter with the communities.

#### ***Community visits***

The first peer activity that became apparent was the four community visits where a platform was created for the students to identify and collect information on community needs and challenges through community interviews. As such, the students interacted and listened to diverse group of people across different cultures and race, from old to young, as well as from different socio-economic classes. This exposure increased the respect and sensitivity of students to the cultural differences, values and norms. The participants highlighted that working in smaller groups made the students to feel comfortable and, thus, enhanced their levels of self-confidence and self-esteem in engaging with the community and among themselves.



Furthermore, the students were exposed to vast information on community issues ranging from small-scale to larger scale issues through people with divergence of perspectives. Also, they were required to organise and contextualise the acquired information to come up with solutions.

Moreover, several students indicated that being enlightened on community issues opened their eyes, minds (perspectives) and hearts (“awakened passion to care for the people”). It sensitised the students to perceive the community differently. Hence, change in students’ pre-perspectives regarding communities and people’s values was also highlighted. As expressed by some of the students, the module forced them to come out of their comfort zone.

The students also realised that they have a responsibility in their communities to make a change by using similar processes learned through the CSL experience. In some instances, increased motivation of students to be involved with the communities and to work in government post-degree qualification was indicated.

Also, some students highlighted that prior the community interviews, they had to timeously prepare and plan the questions for the community and effectively achieve their planned tasks.

Through the community visits, the students were also engaged with the service sector partners (i.e. ward councillors) who formed part of activities during the community engagement. The ward councillors provided the students with information relating to the community issues, and moreover on the functioning of government, especially the role of the local sphere of government. This exposure seemed to have played a role in raising the awareness of students on what is expected from the workplace in terms of the processes involved and sensitivity in how public services are delivered to the people.

### ***Group discussions on action plans (community solutions)***

Following the identification of community challenges, the students engaged in a process of finding the root causes to the problems and coming up with relevant solutions through critical thinking and application of the acquired knowledge on good governance through the GOVE3724 module. In fact, it was indicated that “the core of the module dealt with students finding solutions with the community” in a form of action plans. In this regard, the demonstration of the link in terms of the solutions and the theoretical knowledge of the students was strongly emphasised. The purpose of this activity was that students assist the service sector partners on how to deal with the identified community challenges, therefore, participating and contributing in local communities. It was indicated that working together in groups enabled the students to change and influence one another’s viewpoints.

### ***Group presentations on community challenges and action plans***

Responses from the participants indicated that the students were divided into groups to conduct the fieldwork in the communities and to prepare their final presentations on their community engagement, as a collective. This also enabled the students to lead within the groups, as highlighted by some participants. Moreover, as indicated by some participants, working in groups allowed mutual and reciprocal sharing of experiences between the students, resulting in comprehensive perspectives on students' community engagement.

Responses from the participants indicated that the use of computers to prepare required tasks such as assignments, reports, as well as presentations on community experiences and action plans, as well as the use of cell phones to take photos during community visits exposed students to information communication technologies in some way.

Although the peer activities employed in this module seemed to have facilitated the infusion of graduate attributes, there was also a suggestion to use smaller groups to allow heart-to-heart conversations between the students and avoid superficial communication, as expressed by one of the participants.

### **► Learning environments and opportunities created through the GOVE3724 module**

It was further apparent that the learning environments and opportunities created through the GOVE3724 module contributed immensely in instilling specific graduate attributes.

### ***Mutual and reciprocal nature of CSL through partnerships***

It is noteworthy that the partnership characterised by mutual and reciprocal enablement between the key stakeholders in the CSL module seem to have also facilitated infusion of graduate attributes, as the data from the student questionnaire and semi-structured interviews with the academic staff members corresponded. The participants concurred that through the students' involvement with the service sector partner and community, specific knowledge and attributes were gained. Among others, increased knowledge on community issues and the municipality, as well as practical exposure to diverse groups of people were highlighted. In turn, participants also highlighted that the service sector and community have gained from the students, as they collected and provided information and knowledge on the identified community challenges and solutions from their own perspective. This was reported as contributing to the better understanding of the service sector partners regarding the communities that they serve. Also, the students shared information with the community regarding the contact persons in the municipality in cases where there is a need to lodge a complaint. This information was reported as not known to the members of the community.

Furthermore, in terms of the community, the students contributed through raising awareness on the importance of the voice and responsibility of community in improving service delivery, as well as creating a platform for community participation through community interviews. As such, the students perceived themselves as agents of hope and light in the community, thus contributing to the strengthening of the relationship between the service providers and the community.

### ***Practical exposure of students***

The data collected from both the GOVE3724 students and academic staff members highlighted the value of the module to be in exposing the students to practical experience which facilitated change in the students' mind and own value system, even to those students who showed reluctance prior the implementation of the module. The participants indicated that the actual practice happens through students going to the physical environment of the communities where there are exposed to the practical service delivery challenges. Delayed collection of garbage bags, open and broken power points, water shortages and limited electricity supply were some of the practical issues that the students were confronted with.

### ***Open, positive, supportive and mentoring environment***

It was noteworthy that an open, positive and supportive environment, in which the students are encouraged and motivated to take initiative and bring solutions seemed to have also contributed in infusing specific attributes. In this regard, the GOVE3724 academic staff members expressed that the students were given a space to openly express their viewpoints and suggestions. One of the academic staff members shared strong sentiments on the current environment within higher learning institutions in which students are constantly demotivated and discouraged, as such lack the confidence to perform optimally. It was therefore, recommended that academic staff members "have to create that environment of being positive ... investing in ... students' believing in themselves that they can do this ... [where] they ... hear you can do this, I believe in you".

Also, the support that the students received during community engagement from the academic facilitators, through their facilitation and observation became apparent.

Additionally, the data collected through the student questionnaires and the semi-structured interviews with the academic staff members pointed out that during community visits the service sector partners educated the students on the role and issues relating to the municipality, such as budgeting. It seemed that the ward councillors also provided formal presentations in class on the problems and issues relating to the communities they are responsible. Hence, increased knowledge on the role of and challenges within the municipality

was reported by both the students and the academic staff members. This seem to highlight the role played the service sector partners in mentoring and guiding the students to be better future practitioners.

The above-mentioned teaching and learning activities, as well as learning environments and opportunities created through the GOVE3724 module, highlight some of the key components incorporated in the GOVE3724 module that played a crucial role in facilitating the acquisition of specific knowledge and graduate attributes in students.

### **PATTERN 3:**

#### **CHALLENGES AND RECOMMENDATIONS IN RELATION TO THE GOVE3724 MODULE**

Through the responses of both the students and academic staff and facilitators, several concerns and proposals for improvement were identified, as presented subsequently.

Despite the data collected from the participants that highlighted mutual benefits gained by all the key stakeholders (students, service sector partners and communities) involved in GOVE3724 module, it seemed that not all the students gained from their CSL experience. Different motivations for this were provided. On the one hand, some students indicated that the communities they engaged in did not experience major service delivery challenges to provide them with a broader spectrum of local issues. Hence, strong sentiments in terms of involving a balanced representation of diverse communities characterised by major service delivery challenges and political parties were highlighted by several of the participants to ensure that the students are sufficiently exposed. To be precise, some of the students even recommended that the module should focus on communities located in the townships where there are a divergence of service delivery related challenges.

Although, the students seemed to want to be exposed to different communities and service sector partners belonging to various political parties, the findings of this study also highlighted that in some instances service sector partners are not effective, committed and skilled in terms of contributing and adding value to the students learning process, and consequently the involvement of such in the practical course work of the module is sceptically considered. This highlights the fact that there are dynamics and challenges experienced in terms of the communities and service sector partners involved in the GOVE3724 module.

Moreover, language barriers between the students and some of the communities involved in the module seemed to be a concern for several of the students, as confirmed by both the GOVE3724 students themselves and academic staff members. Hence, the students reported a lack of cooperation, reluctance and hostility from the community, as a result of language barrier. This could be partially attributed to the fact that the students' demographic profile

relating to the distribution of home languages reflected that the majority of the GOVE3724 students that participated in this module were Sesotho-speaking and Setswana-speaking students. As a recommendation, it was indicated that a preliminary briefing of the students by the academic staff members on the profile of the communities (e.g. race, language) involved in the module could play an essential role in sensitising and preparing the students prior to their community engagement. Additionally, improving the variations of the student groups through forming groups characterised by students with different home languages was also proposed, as it could enable them to interpret on behalf of each other, as demanded by different occasions with the communities. Reduction of the group sizes was highlighted as an additional recommendation to ensure effective communication between students.

The fact that the module does not provide an opportunity for students to be part of the practical redress of the identified community challenges, post-development of the action plans, was highlighted as a concern by some of the students. On the one hand, this could be attributed to the limited duration of students' involvement in the module, which results in the clustering of activities. Hence, an extension of the period of involvement in the GOVE3724 module was also highlighted as a recommendation. On the other hand, it is essential to note that the service sector partners involved in the module, highlighted a lack of financial constraints, as one of the key impeding factors to the implementation of the action plans developed by the students.

Some participants recommended an expansion of the scope of the GOVE3724 module through involving more communities. Also, inputs and perspectives from international universities and academic staff members were regarded as aspects that could add value in the improvement of the module.

The participants further pointed out a need for the university to strengthen its role in terms of promoting the importance of CSL for more students, integrating departments from various faculties to work together, as well as involving government during career open days to raise awareness and educate the students regarding the expectations in the work environment. Some participants recommended that the community issues, as identified by the students, need to be shared and escalated to the relevant departments within government for resolution purposes.

## 5.4 SUMMARISED RESEARCH RESULTS



Source: Author's own (2015).

Figure 5.21: A visual representation of all the themes and subthemes

## 5.5 CONCLUSION

The study was implemented in three stages. During the first stage, the current state of public service delivery in terms of the implementation of the *Batho Pele* principles was determined. This was preceded by a literature review in order to develop the data collection instruments utilised at this stage (i.e. the focus group script and semi-structured guide). To ensure the correctness and relevance of the questions, the data collection instruments, as identified above were discussed and verified by supervisors. Subsequently, data was collected through the focus group discussion with the selected NPO managers (as representatives of the clients of government) and semi-structured interviews with selected public servants (who engage with the selected NPOs for the study). This implies that the first stage of the empirical portion of the study focused on the participants in the public service context which included the primary beneficiaries of public services, as well as the implementers or providers of public services, located in the Mangaung Metropolitan Municipal area in the FSP.

During the second stage, the pre- and post-implementation student questionnaires with GOVE3724 students from the UFS were conducted. Subsequently, data was collected through semi-structured interviews and survey questionnaires with GOVE3724 academic staff and facilitators. In this stage the focus was on the participants in the HE context, with the aim to determine the extent to which the graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) are instilled in students by means of an exit-level CSL module from the GOVE3724 students' perspectives and GOVE3724 academic staff/facilitators, respectively.

This chapter also analysed, described, displayed, and discussed the results of the empirical portion of the research as it relates to the main aim of the research, namely to design a framework for the infusion of graduate attributes (specifically required for the implementation of the *Batho Pele* principles) in CSL modules towards improved service delivery. The results of the study were structured into the results from the focus group and semi-structured interviews conducted in Stage 1, as well as pre- and post-implementation student questions, semi-structured interviews and survey questionnaire administered in Stage 2.

The design of a framework for the infusion of graduate attributes (specifically required for the implementation of the *Batho Pele* principles) in CSL modules towards improved service delivery signifies the third stage and will be presented in the following and final chapter. This was achieved based on the synthesis of the insights and information gained from the preceding stages (Stage 1 and Stage 2). This will encompass the limitations of the study, together with recommendations for future research.

## Chapter 6

# INTERPRETATION, SYNTHESIS AND LIMITATIONS OF THE FINDINGS, PRESENTATION OF THE FRAMEWORK, CONCLUSIONS AND RECOMMENDATIONS

---

### 6.1 INTRODUCTION

The aim of the study was to design a framework for the infusion of graduate attributes (specifically required for implementation of the *Batho Pele* principles) in community service learning (CSL) modules towards improved service delivery. The non-interactive data collection techniques that were utilised in this study included a literature review, pre- and post-implementation student questionnaires for GOVE3724 students, survey questionnaires for GOVE3724 academic staff/facilitators, as well as a document review of the GOVE3724 module. The interactive data collection techniques encompassed focus group discussion with the selected non-profit organisation (NPO) managers and semi-structured interviews with the selected public servants and GOVE3724 academic staff/facilitators respectively.

The use of multiple data collection techniques enabled me, as the researcher, to corroborate, triangulate and elaborate on the findings in order to investigate and understand the social phenomenon of CSL as a transformative HE pedagogical tool for infusing the university curriculum with graduate attributes for improved service delivery from diverse perspectives.

Chapter 1 provided an orientation to the study, introducing the relevant background information relating to the identified research problem. Chapter 2, as the first chapter of the literature review, focused on the alignment between the *Batho Pele* principles and the current state of public service delivery, while Chapter 3, the second chapter of the literature review, dealt with the notion of CSL as a transformative pedagogical tool for infusing the university curriculum with graduate attributes for improved public service delivery. The research paradigm, research design and research methodology, as well as the data analysis, were outlined in Chapter 4 and Chapter 5, with a discussion of the implementation of the empirical study, as well as the presentation and analysis of the data gathered through the research.

The interpretation and synthesis of the findings, as well as the limitations of the study, together with recommendations for future research, are presented in this chapter (Chapter 6). The recommendations are concluded by proposing a framework for the infusion of graduate attributes (specifically required for the implementation of the *Batho Pele* principles) in CSL modules towards improved service delivery.



## 6.2 SYNTHESIS OF THE STUDY

The following section provides a summary of the study.

### 6.2.1 The research question

The study attempted to answer the questions below, signifying the main focus of the study, with the main research question stated as follows:

**How can CSL be utilised as a transformative tool to instil graduate attributes (specifically those required for the implementation of the *Batho Pele* principles) in university students for improved public service delivery?**

Five subsidiary research questions guided the study, aimed at answering the main research question (refer to par. 1.3 of Chapter 1):

1. What, according to literature, is the alignment between the current state of service delivery in terms of implementation of the *Batho Pele* principles and the notion of CSL as a transformative pedagogy at HEIs for infusing core attributes for improved public service delivery?
2. What are the needs of the clients of public service in terms of service delivery and the challenges they face in this regard?
3. What are the challenges that public servants in South Africa face in terms of being trained for service delivery in general and the standards expected by the *Batho Pele* principles?
4. To what extent are the graduate attributes (specifically those required for implementation of the *Batho Pele* principles) instilled in students by means of an exit-level CSL module?
5. How can a framework be designed for the infusion of graduate attributes (specifically those required for implementation of the *Batho Pele* principles) in CSL modules towards improved public service delivery?

### 6.2.2 The aim of the study

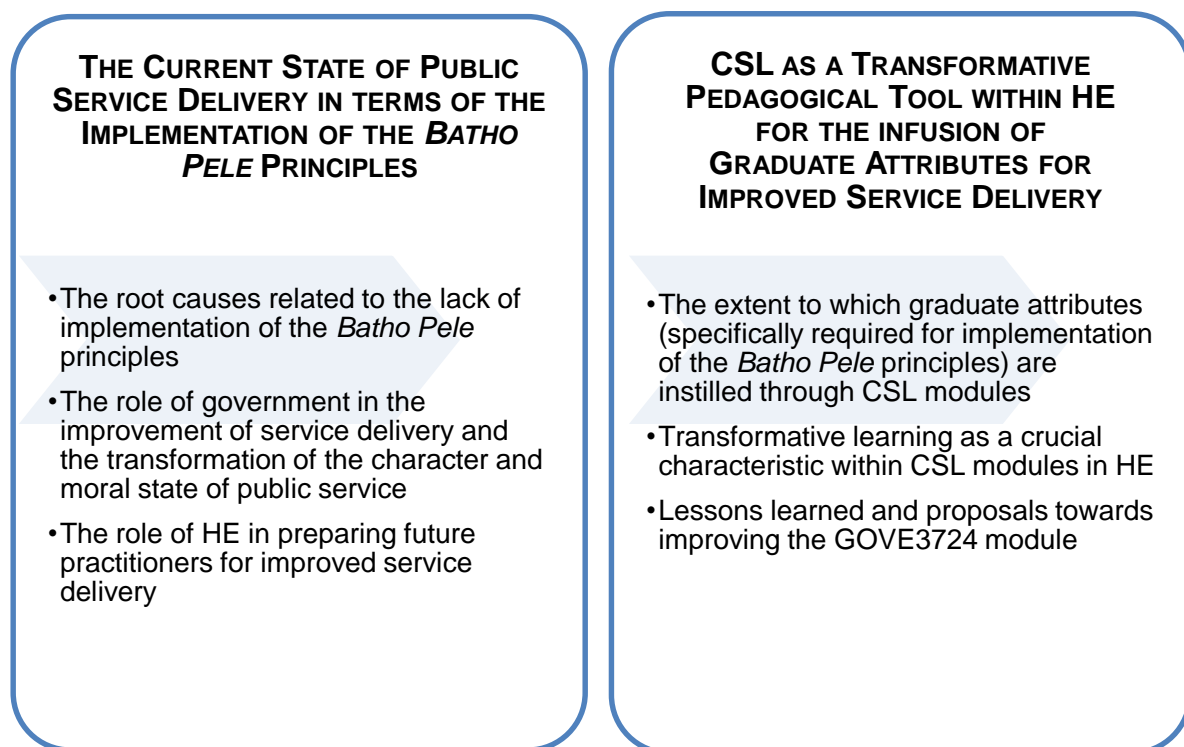
The main aim of the study was to design a framework for the infusion of graduate attributes (specifically required for implementation of the *Batho Pele* principles) in CSL modules towards improved service delivery. The first stage was to determine the current state of public service in terms of implementation of the *Batho Pele* principles. This was done through a focus group discussion with the selected NPO managers and semi-structured interviews with selected public servants. In the next stage, the focus was to determine the extent to which the graduate attributes (specifically those required for implementation of the *Batho Pele* principles) are instilled in students by means of an exit-level CSL module. This was achieved through pre-

and post-implementation student questionnaires completed by GOVE3724 students in the Governance and Political Transformation undergraduate programme, as well as semi-structured interviews and self-administered survey questionnaires conducted with GOVE3724 academic staff/facilitators. A document review of the self-reflection reports of GOVE3724 students was also conducted as a form of data triangulation.

Based on the empirical data obtained, and linked to the literature perspectives, a framework was designed for the infusion of graduate attributes (specifically required for implementation of the *Batho Pele* principles) in CSL modules towards improved service delivery. The framework was established through the conceptual interpretation of theoretical data, as well as the synthesis of the empirical data generated through the focus group discussions with the selected NPO managers and semi-structured interviews with the selected public servants (i.e. Stage 1 of the empirical portion of the study), as well as through the pre- and post-implementation questionnaire administered to the GOVE3724 students, and the semi-structured interviews and survey questionnaires amongst GOVE3724 academic staff/facilitators (i.e. Stage 2 of the empirical portion of the study). The study was contextualised within the South African HE environment, as well as within the UFS as HEI.

### **6.3 DISCUSSION OF DOMINANT THEMES IDENTIFIED FROM THE EMPIRICAL STUDY**

In this section, the focus will be on the discussion and interpretation of the findings of the study and the main themes that emerged from the data gathered from the focus group discussions, semi-structured interviews, pre- and post-implementation questionnaires, as well as survey questionnaires. Figure 6.1 below is a summarised representation of the dominant themes identified from the data obtained from the empirical study, subsequently presented and discussed in conjunction with literature review.



Source: Author's own (2015).

*Figure 6.1: Dominant themes identified from this study*

### **6.3.1 The current state of public service delivery in terms of the implementation of the *Batho Pele* principles**

In order to achieve the aim of the study, it was essential to first determine the current state of the service delivery needs and challenges in terms of the implementation of the *Batho Pele* principles, as a central component in the transformation of public service delivery, advocated in the *Batho Pele* White Paper (RSA DPSA, 1997).

In an attempt to determine the current state of public service delivery, in terms of implementation of the *Batho Pele* principles, the service delivery needs and challenges of the clients of government were highlighted through the voice of the NPO managers, as the representatives of people at grassroots level. According to the definition of citizen participation given by Pearce (in Madumo, 2014:132), the participation of the NPO managers in this study implies that an indirect form of citizen participation was utilised, in which the views and needs of the citizens were expressed through representative participation. However, it is essential to mention that this indirect form of citizen participation does not imply the replacement of the voice of the citizens with that of the NPOs, but rather it is regarded as an alternative intervention towards strengthening and amplifying the voice of the citizens, especially those at grassroots level (Ghaus-Pasha, 2004:30; World Bank, 2004:8), based on the potential and virtue of the NPOs' position and role in both civil society and government.

Secondly, the responses of the public servants who participated in this study also pointed to specific service delivery needs and challenges facing both the clients of government and government themselves, as the implementers of public services.

Generally, the research findings indicate the welfare of the citizens as being central to the understanding of what the *Batho Pele* initiative entails within public service. While the conceptualisation of the *Batho Pele* principles within government promotes that the clients of government are at the centre of public service delivery, the implementation thereof in practice reflects the opposite. This is evident in this study, as a misalignment between the current state of public service delivery and implementation of *Batho Pele* principles is apparent. Similar to these findings, a lack of implementation of the *Batho Pele* principles was also found to be one of the main issues at the heart of poor public service delivery in the South African context (RSA DPSA, 2008:3). Moreover, the findings of this study are similar to the research results of several studies (Coetzee, 2010:84; Dorasamy, 2010:59; Hemson & Roberts, 2007:12-14; Idasa, 2010:3-4; Napier, 2008:172; Ngidi & Dorasamy, 2013b:30; Nzimakwe & Mpehle, 2012:283; RSA DoE, 1997a:12; Vyas-Doorgapersad & Ababio, 2006:392).

In particular, the findings of this study point to a lack of provision of information and engagement with the clients on service standards, government services, citizens' rights, as well as complaints system and procedures, as challenges related to the service delivery principle of consultation. Additionally, a lack of access, inconsiderate attitudes and impolite behaviour of public servants, as well as a lack of value for money, were also highlighted as challenges related to the *Batho Pele* principles. Similar findings were recorded by several sources (Coetzee, 2010:84; Idasa, 2010:3-4; Napier, 2008:172; RSA DPSA, 1997:12; Vyas-Doorgapersad & Ababio, 2006:392), as they also indicated a lack of access to services, a lack of transparency and openness, lack of information on services and the standard at which they are rendered, lack of responsiveness, insensitivity towards citizens' views, and discourteousness as among the neglected *Batho Pele* principles.

The *Batho Pele* principles were adopted as a framework to establish a new service delivery ethic in the public service, in line with the human rights principles entrenched in Chapter 10 (Section 195) of the *Constitution of the Republic of South Africa* (RSA, 1996:111), as well as Chapter 2 (Section 4) of the *Public Administration Management Act (Act 11 of 2014)* (RSA, 2014:10). The citizens themselves, among others, regard the majority of the *Batho Pele* principles as essential drivers of their satisfaction with public services (RSA PSC, 2010:45-46). Therefore, non-implementation of these principles impedes essential drivers of clients' satisfaction with public services and translates into non-compliance with those human rights and therefore the *Constitution* itself. More specifically, this implies that the citizens' rights to

decent public services, which is a rightful and legitimate expectation, as stipulated in the *Constitution of the Republic of South Africa* (RSA, 1996:6), enforced through the Bill of Rights, is being infringed upon, thus putting the moral character and reputation of public service in question.

Similarly, the findings in this study point to poor service delivery in terms of the essential services such as water, electricity and sanitation to which clients of government are entitled to. One of the activities of the students involved in CSL modules within the university curriculum is also to engage with the community to gain knowledge of local needs and challenges. Despite the limited scope in terms of the number of communities involved in the GOVE3724 module, it is noteworthy that data collected from the GOVE3724 students and academic staff members that participated in this study also confirmed that there are service delivery challenges, especially with regard to the rendering of essential services within communities. Also, the students' reflection reports pointed to service delivery challenges in terms of essential services. These findings corroborate those of Marais *et al.* (2007:52), who found that there is a set of complex factors or reasons behind public service delivery protests, such as poor living conditions, pressures on basic infrastructure or even basic services. As also claimed by Botes *et al.* (2007:2) and Alexander (2010:25), generally the protests are largely due to poor public service delivery.

While it is evident that the implementation of the *Batho Pele* principles is crucial for the transformation of public service delivery, the *Batho Pele Handbook* (RSA DPSA, 2007b:43) also correctly states that the *Batho Pele* initiative is "not a quick fix or miracle cure for poor service delivery". It is, however, noteworthy that the provision and improvement of public service is not an absolute mechanical process, but a dynamic process, out of which a completely new relationship between the public service and its clients is developed (RSA DPSA, 1997b:4), primarily by means of promoting human development, thereby restoring human dignity (Ngidi & Dorasamy, 2013a:206). As such, the quality of public service delivery will always be compromised when there is no holistic awareness and implementation of the organisation's priorities (Dorasamy, 2010:59). It is against this background that the findings of this study point to the fact that the transformation and improvement of public service delivery requires sufficient and balanced attention to both 'hard' and 'soft' service delivery enablers.

#### **6.3.1.1 The root causes related to the lack of implementation of the *Batho Pele* principles**

The research findings in this study show that a lack of implementation of the *Batho Pele* principles, as well as the rendering of essential services, is just a symptom or indicator of many other factors fundamentally influencing the delivery of quality service delivery. Similarly, Luthuli (2009:462) claimed that this persistent poor public service delivery may reflect various

contributing factors, such as the level of readiness of government in delivering the services, which involves the availability and readiness for use of all resources, including systems, people's attitudes and abilities, and finances.

In this study, the findings revealed that the lack of implementation of the *Batho Pele* principles can be linked to two main factors, namely the internal factors (referring to inefficiencies within the administrative machinery) and external factors (referring to inefficiencies from different sectors and institutions within the civil society, including the clients of government).

It is noteworthy that all data collected through Stage 1 of the empirical portion of this study indicated a glaring link between the internal inefficiencies within public service and how this impacts negatively on the implementation of the *Batho Pele* principles, as a central component of the transformation of public service delivery. This confirms that the misalignment between the current state of public service delivery and the implementation of the *Batho Pele* principles, as well as the rendering of essential services, is mainly related to the internal inefficiencies within government. These findings are consistent with the studies conducted by Crous (2004:587), Mafunisa (2008:89-90), as well as Ngidi and Dorasamy (2013:48-49), who found that the improvement of public service delivery seems to be internally driven. Consequently, the internal inefficiencies regarded as the key root causes related to the lack of implementation of the *Batho Pele* principles and the rendering of essential services of government are revealed through the findings of this study, as presented below. Other aspects that relate to the external inefficiencies are also presented. It is essential to note that the identified root causes in this study seem to overlap across all eight *Batho Pele* principles, since they cannot be achieved in isolation from one another, being interlinked (RSA PSC, 2007a:9; 2007b:3; 2008:20; 2010:4).

#### ► **Non-compliance with government policies and legislative frameworks**

Non-compliance with government policies and legislative frameworks appears to be an overarching contributing factor hindering the implementation of the *Batho Pele* principles. Consistently, Nzimakwe and Mpehle (2012:280) confirm that there is a major gap between policy and the implementation thereof, which according to Crous (2004:575) often results in a barrier to the establishment of good governance. In more expressive terms, Luthuli (2009:460-461) argued that the inability of both administrative and political leaders to comply with the requirements and implementation of policies is one of the factors contributing to the lack of implementation of public policies. Furthermore, these findings are consistent with that of Kroukamp (2011:20-21), who found that despite the development of the *Batho Pele* White Paper, as one of the crucial policy frameworks for the provision of public services, South African public service is unfortunately rapidly gaining a reputation of inefficiency and ineffectiveness. Similarly, several sources (Masango & Mfene, 2012:80; Ngidi & Dorasamy,

2013a:205; RSA DPSA, 1997:17) claim that despite the fact that the *Batho Pele* policy and legislative framework clearly stipulate how and what the public servants should do when providing services to the clients, it seems contradictory that a review of reports by the Public Service Commission (PSC) and the media suggests that quality public service delivery has been negatively affected by the lack of an ethical culture (Dorasamy, 2010:56; RSA DPSA, 2008:3).

► **Poor linking of the *Batho Pele* initiative as an integral part of the public administrative system**

The public servants that participated in this study stated that a lack of implementation of the *Batho Pele* principles points to the fact that this initiative is just an add-on and does not form an integral part of the public administrative system. These findings correspond with the PSC findings (RSA DPSA, 2012:28), which highlighted the fact that the *Batho Pele* initiative is not viewed as an organisation-wide initiative, but as the sole responsibility of the *Batho Pele* units and frontline staff that interact with the clients of government on an everyday basis.

Mubangizi (2005:642) and Coetzee (2010:85) argue that the challenge with regard to the implementation of the *Batho Pele* principles does not lie within the structures and processes or related policy frameworks as such, but rather in the lack of law enforcement in public service. Again, Mubangizi and Theron (2011:39) contend that while the *Batho Pele* White Paper introduced a practical implementation strategy aimed at particularly transforming the effectiveness and efficiency of public service delivery, in practice, what has been fundamental is the notion of efficiency (i.e. “how to do things right”) with the focus on religiously following the prescripts, processes and procedures. Conversely, they claim that less focus has been put on effectiveness (i.e. “what the right thing is”), which is related to the real needs of the citizens and the ways in which they can best be served.

► **In-service training challenges for service delivery and standards expected by the *Batho Pele* principles**

The post-1994 dispensation, as organisational capacity-building for the public servants to attain appropriate skills and attributes, was one of the service delivery strategies identified to tackle “an inherited public service by a democratic South Africa, that was not people-friendly and lacked skills and attitudes to meet the developmental challenges confronting the country” (Ngidi & Dorasamy, 2013b:30; RSA DPSA, 1997:3). On the contrary, the findings in this study highlight backlogs and inadequate in-service training for service delivery and standards expected by the *Batho Pele* principles, as among the root causes resulting in poor public service delivery. Poor internal planning and coordination in terms of induction training courses, lack of management support in terms of enforcing training in the *Batho Pele* principles, as well

as mismanagement and utilisation of training funds, with specific reference to the use of external service providers, seem to be central factors related to in-service training challenges within the public service.

Similar findings were recorded by Luthuli (2009:461), Dorasamy (2010:58), Idasa (2010:6), RSA NPC (2011:364) and PSC (RSA PSC, 2012:28), where a lack of skills amongst public servants was found to be one of the factors contributing towards the failure to improve service delivery standards. Also, a recent publication by Kroukamp (2014:108) highlighted an increasing number of alternative service-providing structures, as well as inadequate and irrelevant training of government managers, as among the challenges in public service, especially within the local sphere. As asserted by Ngidi and Dorasamy (2013b:48), as well as Nzimakwe and Mpehle (2012:286), the persistent challenge in terms of a lack of skills, as stipulated above, is indicative of the gap that exists in the training and development of public servants, not only for career development, but also in respect of service delivery initiatives such as the *Batho Pele* initiative. Additionally, the *White Paper for Post-School Education and Training* (RSA DHET, 2013:57) is in concurrence, further stipulating that this lack of skills has consistently been identified as a serious impediment to economic and social development.

#### ► **Lack of consultation by government**

Consultation as a constitutional imperative (RSA, 1996:111) and one of the cornerstones of good governance (Mutahaba, 2006:282; Napier, 2008:166) has a twofold purpose: Firstly, it allows government to inform the citizens, and secondly, it allows government to listen to the voice of the citizens (Masango & Mfene, 2012:82; RSA DPSA, 1997:18). In contrast, the NPO managers (as representatives of the clients of government) generally described consultation as currently being a one-way communication channel from government, underpinned by a lack of provision of information in terms of service standards, government services, citizens' rights and feedback on elicited information from the clients.

Additionally, a lack of consultation is also related to a lack of provision of information on government systems, processes and procedures (e.g. decision-making processes and complaints management procedures and systems). The findings in this study further revealed that even organised civil society organisations such as NPOs are not informed of the changes that have a direct impact on them; hence they become less solution-oriented and not enabled towards proper planning. It is noteworthy that the lack of provision of information within government was further confirmed by the GOVE3724 students through their responses in the questionnaires and reflection reports, indicating that the residents of the community in which they participated did not have knowledge regarding the contact persons in the municipality for



the lodging of complaints about service delivery challenges. Hence, they played a role in providing such information during their engagement with the community.

The above findings are consistent with several studies in which the inability to create open communication channels where all parties have a voice, a lack of transparency regarding processes and information, as well as limited use of citizens' input, were among the main systemic factors found to trigger public service protests (Botes *et al.*, 2007:4; Coetzee, 2010:84; Hemson & Roberts, 2008:12-13; Idasa, 2010:3-4; Kroukamp, 2011:22; Marais *et al.*, 2008:63; RSA DPME, 2013:v; RSA PSC, 2005:11-12; Vyas-Doorgapersad & Ababio, 2006:392).

The PSC (RSA PSC, 2007a:32) argued that in practice it seems that government departments tend to embark on communication instruments or methodologies such as dissemination of reports, advertisement and websites, which do not allow for a two-way consultative process where the public can actively engage and raise their views, concerns and recommendations regarding service delivery. Moreover, while the usage of appropriate language is highlighted as imperative in order to meet the varying needs of citizens (RSA DPMSA, 1997:21-22), government information tends to be predominantly in English, rather than local languages that are appropriate and comprehensible to specific community groups. Additionally, few government departments were reported as implementing information programmes such as media talks and road shows to accommodate people who are illiterate (RSA PSC, 2008a:25; 2009b:29-30), which negatively impacts openness and transparency in terms of government information.

### ► **Lack of authentic and functional citizen forums**

For government to enhance the efficiency and effectiveness of public service delivery, it does not solely depend on the perspective or availability of skilled public servants and financial resources, but also requires the perspective or active role played by the citizens as the recipients of public services (Idasa, 2010:6; Masango & Mfene, 2012:73-75; Mubangizi & Theron, 2011:39; RSA NPC, 2011:429). As such, various authors (Masango & Mfene, 2012:74; Mubangizi, in Mubangizi & Theron, 2011:39; RSA DPME, 2013:3,8; RSA PSC, 2008b:20-21; Ssekibuule & Okafor, 2014:5-6) show that there has been a dissemination of various legislation and establishment of structures and methodologies to facilitate citizen consultation and participation. However, in this study, a lack of authentic and functional citizen forums, where the voice of all the stakeholders involved is heard, for effective and efficient citizen participation, was highlighted as a root cause of the lack of implementation of the *Batho Pele* principles. It is against this background that the findings of this study also show that in other instances, citizens use alternative communication avenues such as radio stations and

newspapers as a means of drawing the attention of government. In particular, the NPOs, as both the partners and clients of government themselves, also highlighted their participation as weak.

In view of the above findings of this study, similarly, Kroukamp (1999:330-333), Napier (2008:176), RSA PSC (2008:24), as well as Masango and Mfene (2012:76), contended that there seem to be challenges in the practical implementation of citizen participation. In some instances (Madumo, 2014:134), tokenism is practised, where government creates public platforms for engagement with citizens only for compliance purposes, but dominates and possesses the power of agenda setting. On the same note, RSA PSC (2008:24) highlighted political dynamics where political parties always fight for influence, as among those challenges experienced in the application of citizen participation. In other instances, citizen participation is regarded as an *ad hoc* intervention, and in many government sectors not present (RSA DPME, 2013:3).

#### ► **Lack of supervision and management**

Through the findings of this study, a lack of supervision and management within government is identified as an internal inefficiency that also hinders implementation of the *Batho Pele* principles and rendering of essential services, as it leads to lack of accountability of public servants. These findings concur with the PSC (RSA OSC, 2012:28), finding a lack of commitment from management as one of the internal factors hampering the implementation of the *Batho Pele* initiative. Similarly, Kroukamp (2005:72), Botes *et al.* (2007:5) and Marais *et al.* (2008:58) highlighted, among other factors, that managerial factors contributed extensively to the public protests that were experienced and the challenges of governance in contemporary public administration and management.

With specific reference to some *Batho Pele* principles, a lack of appropriate measurement and regular monitoring was pointed out as one of the severe barriers to consultation (Ngidi & Dorasamy, 2013b:39; RSA PSC, 2007a:24) and implementation of the set service standards (RSA PSC, 2005:11-12). As contended by Mubangizi and Theron (2011:40), public managers as facilitators and enablers of service delivery in all spheres of government need to understand the socio-economic context in which they function and the implication of their actions on the needs of the citizens.

#### ► **Capacity constraints**

In this study, capacity constraints related to human and material resources, finances, skills and infrastructure development are indicated as part of the root causes of the lack of implementation of the *Batho Pele* principles. In terms of a lack of human resources, it seems

that there is limited staff dedicated to the management and monitoring of the *Batho Pele* principles, again implying a lack of accountability and prioritisation of these initiatives within the public service's organisational structure. Concurrently, the studies conducted by RSA PSC (2007a:24) and Ngidi and Dorasamy (2013b:39), among others, reflected budgetary constraints and shortage of staff as some of the barriers to consultation, as well as value for money (RSA PSC, 2007b:57), and the service delivery principle of openness and transparency (RSA PSC, 2008a:25). Additionally, the *Batho Pele* White Paper accentuated a lack of infrastructure as among the key factors that make it difficult for all citizens to have equal access to public services. The PSC (RSA PSC, 2006a:70-72) highlighted an insufficient budget to make modifications to buildings to cater for physically disabled citizens and those in remote areas as one of the key factors impeding accessibility to public services. According to the *Batho Pele* White Paper (RSA DPSA, 1997:24) and the *Constitution of the Republic of South Africa*, Section 195(1)(b), value for money revolves around promoting the effective, efficient and economic use of public administration resources through reducing public expenditure and creating more cost-effective public services.

► **Non-compliance with government procedures and processes**

The findings of this study revealed that the compliance levels in terms of government processes and procedures remain a concern, with more emphasis on the manipulation of recruitment processes during appointments and slow supply chain processes for training. These findings concur with RSA DPSA (1997:11), in that the majority of public servants, particularly in the front-line service delivery offices, are characterised as being frustrated by systems, processes and procedures that are often internal barriers to good service rather than forms of support. Also, Nengwekhulu (2009:344) argued that the public service should ensure that the 'right' people are employed without compromising internal processes and policies, as seems to be the trend across public services. In support of the latter statement, Bridgstock (in Archer & Chetty, 2013:139) expressly states that recruitment practices are uneven and strongly influenced by factors such as race, gender, social class and politics.

► **Political interferences and infighting within political parties**

Since the public service is not a depoliticised or a politically neutral institution (Nengwekhulu, 2009:344), the discourse on service delivery challenges and transformation cannot be separated from the political dynamics. Consequently, in this study, political interferences and infighting within political parties were also highlighted as among the root causes related to government's internal inefficiencies. From the responses of the participants in this study, political interferences are regarded as having a dual role to play in service delivery. In some instances, it was reported as having a negative impact on service delivery, as a top-down

approach is employed, especially in recruitment processes or when public servants are not allowed to execute their function according to their skills and competencies. In relation to the latter statement, it also seems that essential services such as water supply are politicised, whereas it is a constitutional right of the citizenry. In other instances, political dynamics were reported, in that public servants are expected by the political principals to forsake the central values and principles of public service delivery, therefore resulting in a lack of involvement of public servants in decision-making processes and a lack of liberty in implementing their innovative ideas and plans for better delivery of the services. Similarly, these findings were supported by Mubangizi (2005:641), who claimed that there is a need for a strong political will to ensure that policies are drafted and implemented to effect the delivery of quality services. Crous (2004:576-577) highlighted that there is limited consultation with the majority of the public servants in terms of public service delivery improvement.

On the contrary, the findings in this study indicate that political parties do indeed have the potential to promote quality service delivery, especially where there is competition between the political parties in terms of delivering quality service delivery. Hence, a strong political will and emphasis on good leadership lies at the heart of the governance agenda (Nzimakwe, 2011:52).

► **Lack of interdepartmental and intergovernmental relations**

Another concern that was raised in this study is related to the lack of interdepartmental and intergovernmental relations within the public service, highlighting disintegrated ways of working and 'silo mentality' as still prevailing within government. As indicated by some of the participants in Stage 1 of the study, this seems to highlight the lack of understanding of the impact of individual performance of government departments on service delivery. These findings are found to be contrary to a democratic model of cooperative governance promoted through Chapter 3, Section 40 of the *Constitution of the Republic of South Africa* (RSA, 1996:25), which is explained by Luthuli (2009:463) as the cluster of systems through which different departments or spheres of government cooperate for the purposes of delivering a common service.

► **Lack of intrinsic motivation and commitment of public servants**

In this study, factors such as lack of intrinsic motivation and commitment of public servants to serve the public, and a discriminatory or judgemental approach employed in the rendering of services, are highlighted as part of the root causes of poor service delivery. Slow-turn-around time, lack of adherence to working hours, as well as inconsiderate attitudes and impolite behaviour were some of the evidence associated with public servants, as implementers of public services. Similarly, Mafunisa (2008:81) highlighted that there is widespread concern about the service ethos of public servants. Explicitly, Botes *et al.* (2007:3,5), Marais *et al.*

(2008:63), Alexander (2010:25), as well as Nzimakwe and Mpehle (2012:285), expressed that in various government departments, the distant and arrogant attitude of public servants (e.g. the inability of public servants to communicate effectively) is a barrier to efficient public service delivery. Thus the PSC indicated the speed at which public services are rendered as an aspect not rated as satisfactory by the clients of government (RSA PSC, 2011:10), along with a lack of commitment, poor attitude to government work and lack of accountability (RSA PSC, 2007b:57).

The above findings seem to be alarming, as the successful implementation of the *Batho Pele* initiative rests on the shoulders of the public servants, as key in the process of rendering public services at the point of client interface (Botes *et al.*, 2007:4; Masango & Mfene, 2012:73; RSA DPSA, 2007b:43). Additionally, public servants are considered to be the face and voice of the public servants, thus the face of public service (RSA DPSA, 2007b:1). These findings call for the behaviour of public servants to change towards treating the clients of government as people who are entitled to receive the highest standards of public services (RSA DPSA, 1997:20-21), maintaining a high standard of professional ethics (RSA, 1996:111).

#### ► **Lack of responsibility and ownership from clients of government**

Contrary to the preceding discussion, external factors (referring to inefficiencies from different sectors and institutions within the civil society, including the clients of government) are also identified in this study. Issues relating to public ignorance and a lack of public confidence appeared to be key externally linked factors leading to lack of responsibility and ownership from clients of government, thus, negatively implicating on the overall delivery of the services. Specifically, the findings in this study also reveal non-compliance in terms of the utilisation of funds from the NPOs (as both the clients and partners of government) as also a challenge, thus highlighting lack of responsibility and ownership from clients of government.

The above findings concur with Kroukamp (1999:33), RSA PSC (2007a:24), as well as Ngidi and Dorasamy (2013b:39), who indicated citizen ignorance, poor public participation or unwillingness to participate as some of the challenges related to citizen participation and consultation. Additionally, low literacy levels (Masango & Mfene, 2012:76; RSA PSC, 2008a:25; 2009b:29-30), lack of specialist skills in dealing with complex issues within government, as well as vague goals of citizen participation (Napier, 2008:176), were highlighted as other aspects related to citizen participation challenges.

In summary, the fact that the identified root causes resulting in a lack of implementation of the *Batho Pele* principles and rendering of essential services seem to be mainly internally focused, the findings in this study indicate that as having an ultimate negative impact on the

implementers (public servants) and primary beneficiaries (clients) of public services. The findings highlight that in most cases, the public servants are confronted with alarming service delivery needs and challenges, which ultimately lead to burnout and demotivation affecting their efficiency and effectiveness in the delivery of services. These findings concur with those of Nzimakwe and Mpehle (2012:286) who found that the discourteous behaviour from public servants may also be a sign that they are overloaded and stressed, and therefore express their stress in their interactions with the clients.

In turn, an inefficient and ineffective performance from the public servants translates into poor service delivery for those at grassroots levels, as the primary beneficiaries of government services. As reported in this study, the clients of government feel that they are neglected and denied their right to quality public services, thus causing them to end up revolting or retaliating against government. Moreover, the findings of this study also highlighted these internal inefficiencies within government, especially in terms of unreliability and limited funding to NPOs, as negatively implicating on its overall functioning. The closing down of NPOs, retrenchments, a sense of insecurity, less autonomy and weak trust levels between the NPOs and government were some of the resultant effects that came to the fore in this study. According to Nzimakwe and Mpehle (2012:284), when the public servants work hard to satisfy their clients and they realise they come first, a good rapport and in turn trust, which is crucial in maintaining and strengthening the citizen-government relationship, will be developed.

Given the internal inefficiencies within government, as painted above, it is evident that the implementation of and compliance with *Batho Pele* principles within government remains challenging. It is therefore contended that the *Batho Pele* initiative will remain a challenge unless the identified root causes, that is the internal inefficiencies, are addressed within public service. In support of the latter statement is the *Batho Pele* White Paper (RSA DPSSA, 1997:4), which stipulates that public service delivery transformation and improvement cannot be achieved in isolation from other fundamental management changes and advocacy within public service. Therefore, the research findings through this study point to the need for government to strengthen its role in terms of improving service delivery, especially the rendering of quality essential services, as well as realising a transformed character and moral state of public service.

#### **6.3.1.2 The role of government in the improvement of service delivery and transformation of the character and moral state of public service**

As indicated in the preceding discussion, given that the majority of factors related to a lack of implementation of the *Batho Pele* principles are mainly internally focused, point to a dire need to government to enhance its improvement initiatives, as the primary service delivery arm. This

finding is consistent with that of Kroukamp (2011:20), who asserted that government has an important role, among others, in demonstrating to citizens that their society is capable of organising itself in an efficient and effective way towards improved service delivery.

While pockets of good practices and efforts of individual public servants in the delivery of public services are acknowledged through the participants in this study, a number of key aspects crucial to be considered for realisation of improved service delivery and transformed character of public service, are also identified and presented below. Correspondingly, Kroukamp (2011:21) also found that there are positive pockets of excellence achieved in some quarters of public service since the democratic dispensation in South Africa, but there is a disturbing evidence of poor service delivery in many parts of government, although more could have been achieved in terms of public service delivery improvement, as argued by Luthuli (2009:460).

### ► **Functional citizen forums characterised by authentic dialogues**

In essence, all the principles constituted in the *Batho Pele* initiative promote and encourage authentic, as well as active participation and consultation between government and citizens (Masango & Mfene, 2012:80). As such, all evidence acquired in Stage 1 point to a need for functional citizen forums characterised by authentic citizen consultation and participation where there is a balanced voice from all the stakeholders, as well as respect for human dignity. Correspondingly, the PSC (RSA PSC, 2007a:32), also highlighted the need for government to reflect, monitor and strengthen the effectiveness of existing consultation and participation mechanisms.

The findings of this study further highlight that this platform for the clients of government to engage and participate in service delivery dialogues is crucial, as it provides a sense of power and belonging to the citizens, since they consider themselves 'part of the system' when they are constantly engaged, thus, restoring public confidence. Similarly, the PSC (RSA PSC, 2007a:9) asserted that the service delivery principles of consultation "is critical in the deepening of good governance and democracy because it incites active participation of the public not as service recipients but also as players in decision-making on service delivery". As indicated by Masango and Mfene (2012:81), such participation could lead to increased access to public services and ultimately the quality of rendering public services. Additionally, RSA PSC (2008:33), Masango and Mfene (2012:74) and RSA DPME (2013:3) emphasised that citizen engagement, empowerment and capacitation (e.g. providing information on citizens' rights) is critical in contributing towards improved public service delivery, as citizens would have been informed and kept in the loop and the expected results, among others, would be greater trust and confidence to demand their rights and hold public servants accountable. Moreover, Napier (2008:177) asserts that an indication of some results emanating from the citizens' input is also

crucial and should be visible to create a feeling of power and effectiveness in clients of government, which will in turn enhance their participation.

In particular, the participation of NPOs (as representatives of people at grassroots levels) in citizen forums is also highlighted as crucial through the findings of this study. The latter statement is based on the fact that it could enhance the objectivity levels in decision-making processes within government and, moreover, promote mutual and reciprocal sharing of information across diverse sectors (e.g. third sector and government). It is noteworthy that other findings pointed to the fact that the voice of the NPOs in citizen participation becomes more effective when information is shared, when participation outcomes affect decision-making processes (Napier, 2008:166; Osborne, 2010:3; World Bank, 2004:8), when there is willingness from government to consider all views expressed by the citizens (Matebesi & Botes, 2011:18), and all sectors are prepared to be objective and learn from one another (Clark, 1993).

#### ► **Strengthened and continuous supervision, monitoring and management of poor performance**

Accountability echoes one of the principles of good governance (Napier, 2007:376) and also forms part of the transformative priorities embedded in the *Batho Pele* initiative (Hemson & Roberts, 2008:12; Nzimakwe & Mpehle, 2012:281). This study highlights the strengthening of the role of government in terms of supervision, monitoring and management of poor performance as fundamental, as it seem to result in lack of accountability of public servants and the principals themselves. This finding corresponds with Botes *et al.* (2007:5), who also recommended the development of effective monitoring and evaluation systems to assess the performance and roles of public servants. Correspondingly, Kroukamp (2014:110) in a recent publication emphasised that institutional service delivery needs to be proactively monitored and evaluated on regular basis.

#### ► **Conducive and supporting working environment**

The negative resultant effect of these internal inefficiencies, as indicated above, on the morale of the public servants cannot be ignored. This points to the need for a conducive and supporting environment for public servants to enable them to deliver government services efficiently and effectively. Concurrently, Kirkpatrick (in Qwabe, 2009:23) emphasised the right climate in the workplace as among key requirements needed to be met before change or transformation in behaviour can occur. Similarly, Masango and Mfene (2012:78) asserted that since public servants are one of the crucial stakeholders in the provision of public services, institutional mechanisms to enable them to delivery better service should also be taken into account.



Explicitly, integrated training and development (Pillay *et al.*, in Qwabe, 2009:24), role empowerment (i.e. giving public servants more discretion over their own work), as well as reward empowerment (i.e. allowing public servants more discretion in assessing the quality of their own performance and allocating corresponding benefits) were highlighted as some mechanisms that can be implemented to create an enabling and supporting working environment for public servants (Gandz & Bird, in Masango & Mfene, 2012:78). Moreover, Nzimakwe and Mpehle (2012:279) point out to the importance of an organisational culture which is able to create an enabling environment essential for the realisation of efficient and effective public services. They maintain that such an environment is evident when public servants have a sense of belonging, feel appreciated, supported and important in an organisation. Furthermore, Osborne (2010:3) argues that the key role of successful people-oriented service delivery and management lies both in governing and responding to the clients, as well as in training and motivating the service workforce to interact positively with the clients. Again, a recent publication by Kroukamp (2014:110) stipulated mentorship as among mechanisms that can be used in interventions aimed at improving institutional capacity and service delivery.

► **Institutionalisation of the *Batho Pele* initiative**

From the data it seems apparent that an inculcation and entrenchment of the *Batho Pele* principles in the organisational culture of government is crucial. Hence, several of the participants in this study point to the need to review the *Batho Pele* initiative and strengthen the implementation thereof, with emphasis on public servants as ‘foot soldiers’ and representatives of government, as well as leaders in government to enforce this citizen-centred approach.

The above findings correspond with Mafunisa (2008:84-85), who claimed that it is essential, among other things, for top management, as well as political principals, to embody and personify the *Batho Pele* principles and uphold high ethical standards. In concurrence, Dorasamy (2010:63), as well as Ngidi and Dorasamy (2013b:49), advocated that public managers have an important part to play by serving as role models of commitment and consistency in portraying ethical behaviour in the workplace, as it is likely to infiltrate the entire public service. Also, Mafunisa (2008:85) affirms “modelling [especially from top management] as a powerful form of social influence”. Nzimakwe (2011:60) maintains that the way public leadership is exercised is likely to create a good organisational culture and result in improved service delivery. Moreover, Dorasamy (2010:56, 63) asserts that “an effective and efficient public service has to be driven by leadership which priorities the needs of the public” and is

committed in maintaining public service standards and principles to enhance responsiveness towards the needs of the citizens.

### ► **Synergy of in-service training**

While the current efforts in terms of training initiatives are acknowledged, it is evident that there is still a need for the public service to locate itself on the learning edge (Qwabe, 2009:24), as well as strengthen their internal training initiatives tailored to service delivery needs for better results. In particular, the findings of this study point to a need for **synergy of training** provided within government to the central component of the transformation of public service delivery. Similar findings were recorded by Mafunisa (2008:84), who suggested that guidance and internal consultation mechanisms (e.g. regular institutional workshops on ethical values and principles) should be made available to ensure that public servants apply basic ethical standards for putting people first in the workplace. Ngidi and Dorasamy (2013b:49) argued that when such training around the adherence to *Batho Pele* principles is conducted to all the stakeholders, challenges on the application of these principles will be minimised. Additionally, Hendricks (in Qwabe, 2009:22) maintains that constant monitoring and evaluation of the impact of training within public service is one of the essential processes that will support and improve the relevance, quality and credibility of the training function.

### ► **Mindset-shift and prioritisation of crucial stakeholders in service delivery**

The findings in this study highlighted a need for a mindset shift within government in terms of how it perceives the role and value of their clients, as primary beneficiaries of public services. In particular, the findings reveal the role of the NPOs in service delivery as not acknowledged, valued and supported by government. Similarly, Choudhury and Ahmed (2002:581) also indicated that the third sector of which the NPOs form part has played an increasingly influential role in public service delivery, but its role, particularly in developing countries, is seen as being restrained, undermined and given little attention.

Moreover, the findings in this study point to a need to embrace and strengthen the support towards public servants not only as implementers of public services, but also as 'assets' in service delivery. These findings are consistent with the *Batho Pele* Handbook (RSA DPSA, 2007b:1), which stipulated that it is imperative for government to prioritise both the citizens and public servants in addressing their challenges and needs, which is the ultimate dynamic requirement for the transformation process on how the public services are delivered to be fully effective.

### ► **Cadre of intrinsically transformed public servants**

Fundamentally, the *Batho Pele* initiative requires of public servants to be citizen-oriented, service-oriented, accountable, and have a sense of duty and commitment to continuous public service delivery improvement (Nzimakwe & Mpehle, 2012:279). Therefore, the role of public servants in service delivery is crucial, since addressing public service delivery challenges will be nullified if they are not dedicated, committed and supportive to government, regardless of the systems put in place or actions undertaken to rectify the state of service delivery (Sexwale, in Kroukamp, 2011:23).

In the same way, the findings of this study point to a cadre of intrinsically transformed public servants, as crucial to ensure implementation of and compliance to the *Batho Pele* initiative. This finding concurs with Masango and Mfene (2012:83), who pointed out that public servants at the operational level are at the point of direct contact with the citizenry and, therefore, as indicated by Dorasamy (2010:62), their personal value system of public servants has a greater influence on performance in public life, as well as improving public service delivery. The World Development Report (World Bank, 2004:3-4), stipulated that, among other resources that could be made available, the availability, efficiency and effectiveness of public servants in the delivery of the services remain crucial. Mafunisa (2008:85) also claimed that it is crucial for public servants to personify the *Batho Pele* principles, as they go beyond theory and require internalisation to accelerate the effectiveness of the implementation thereof. In the same vein, Ngidi and Dorasamy (2013:33) emphasised the need for transformed public servants who will play a key role in creating a public service delivery environment in which the needs and interests of the citizens are prioritised and realised.

### ► **Strengthened intergovernmental and interdepartmental good relations**

Collaborative and integrated ways of working within government through intergovernmental and interdepartmental good relations are highlighted as crucial through the findings of this study. This was also supported by Nzimakwe and Mpehle (2012:280) and Madumo (2014:131), who asserted that all three spheres of government are constitutionally bound to contribute towards good governance through the provision of effective and efficient service delivery for the wellbeing of the South African citizens.

### ► **Enhanced government support to the third sector**

According to Wilkins (2001), Nyamukachi (2004) and Ngowi (2009) there are a number of enablers on how to deliver improved public services, such as basic reorganisation, partnerships, outsourcing and service contracts. This study points to the social and partnership role of the third sector in the civil society, particularly the NPOs, as assisting some government

departments to achieve the legislative mandates, thus playing a crucial role in service delivery. However, in this study, long-term and sufficient financial support to the NPOs from government is emphasised as a need and indicated as crucial in fostering autonomy, confidence and eliminating feelings of vulnerability and insecurity within the third sector. Also, strengthening the role of government in capacitating the NPOs as partners and clients of government in their own right was reported as fundamental, since well-capacitated NPOs could add a greater value in enhancing public accountability and amplifying the voice of those at grassroots levels.

Furthermore, the participants in this study identified several factors that play a role in enhancing government support to their clients, thus promoting the voice of NPOs. These include that by creating an open channel of communication, redefining the work partnership and ensuring the provision of information, government can make a major contribution to promoting the voice of NPOs. For their part, NPOs can stand together to serve as the collective voice of the third sector, and be a positive participant in tripartite relationships. Finally, if sufficient provision is made for NPOs in the legislation, and there is a shift from NPOs to social enterprises, the voice of the third sector could indeed be made audible – especially, since NPOs are central to the effort to raise the living standards of those at grassroots level and promote the principles of good governance in partnership with government.

Similar to the above findings, Ghaus-Pasha (2004:18,33) pointed to, among other things, financial and capacity constraints as some of the challenges encountered by the third sector in developing countries. On the same note, HM Treasury (2007:17-19) reported an enhanced consultation process in line with greater government transparency and responsiveness, investment in capacity-building support, the review of the nature of funding arrangements that may limit the third sector's independence, and the enforcement of policies, acts and regulations advocating the voice of the third sector as some of the interventions that could promote the voice of the third sector.

### ► **Inculcation of citizens' ownership and responsibility**

While the research findings of this study evidently reveal the role of government in improving service delivery as crucial, responses from the public servants also highlighted that the role and responsibility of the clients of government in service delivery cannot be ignored. This implies that communities need to also know that they have a role in service delivery. Similarly, Masango and Mfene (2012:81-82) assert that, among other things, the initiative from the citizens in the rendering of services is a crucial factor which could have an impact on their access to public services. Equally, RSA NCP (2011:413) stipulates that the South African people must not forget their roles as responsible and active citizens that shape society. In fact, the founding provisions of the *Constitution of the Republic of South Africa* (RSA, 1996:3) clearly

stipulates that, as much as citizens are entitled to the rights, privileges and benefits of citizenship, in the same way, they are subject to the duties and responsibilities of citizenship.

### **6.3.1.3 The role of higher education in preparing future practitioners for improved service delivery**

According to Pollit (in RSA PSC, 2010:2), the societal challenges facing government have multiple causes and as such, the ineffectiveness, inefficiency and incompetence in government departments cannot be solely blamed on the public service *per se* (Kroukamp, 2011:21). In particular, Mubangizi and Theron (2011:38) contend that the nature and quality of public service largely depends on the nature and quality of the system of education, implying that fundamentally the HE system (e.g. universities) have a responsibility to assist government (RSA DHET, 2013:6) in dealing with its societal challenges. Therefore, the role of HE cannot be treated in isolation and must take its rightful place in training and producing thinking, intellectually well-grounded, as well as socially and economically responsive graduates who are flexible and can readily adapt to new demands and challenges (Griesel & Parker, 2009:20; Kroukamp, 2011:24).

It was therefore essential in this study to determine the current state of training of public servants (as implementers of public services) through both government and the HE system, as a way of preparing them for a citizen-centred service delivery and, therefore, curbing the magnification and extension of poor service delivery, especially those related to implementation of the *Batho Pele* principles. To the contrary, as indicated above, the findings of this study highlighted in-service training for service delivery and standards expected by the *Batho Pele* principles as one of the internal inefficiencies negatively impacting the delivery of services.

As such, the findings in this study point to the importance of inclusive partnerships where all the sectors and institutions within the civil society need to contribute towards instilling values and principles, with specific reference to schools and family institutions. This finding is consistent with government sources (RSA DHET, 2013:6; RSA NPC, 2011:423; RSA PSC, 2010:2), which highlighted the role of family, communities, schools and the media is deemed crucial, specifically in instilling the democratic values and principles embedded in the *Constitution of the Republic of South Africa*, which are almost a replica of the *Batho Pele* principles as expressed by the DPSA (RSA DPSA, 2007:6). According to Kroukamp (2005:71-74) and Dorasamy (2010:56), while the public service may have the ultimate legislative authority to make policies and be the primary service delivery arm of a democratic state, it cannot be the only instrument for achieving social change in society. On the same note, RSA DPSA (1997:3), Kroukamp (2005:71-73) and Zarenda (2013:7) asserted that the ability of

government to achieve its social objectives needs to be strengthened through the development of civic engagement characterised by cooperative and collaborative arrangements between the different sectors. Moreover, other authors (Choudhury & Ahmed, 2002:562; Ghaus-Pasha, 2004:33; Mubangizi, 2005:633; Nengwekhulu, 2009:341; RSA PSC, 2010:2), in support of the latter statements, referred to the notions of a multifaceted approach and inclusive partnership-building strategy.

Also, the findings in this study indicate the social role of the HE sector as critical in training future practitioners and instilling citizen-oriented attributes, thus contributing to the improvement of public service delivery. This finding concurs with that of Bridgstock (2009:35), who found that governments at all levels are also beginning to recognise the importance of the HE sector in preparing students for a constantly changing world. Furthermore, the findings correspond with sources such as Forbes (2006:1), Kroukamp (2011:21) and RSA DHET (2013:2), which referred to universities as custodians of new knowledge provision through teaching and training, as having a role and responsibility in contributing towards the growth and development of human capital by producing students who will be responsive to both social and economic development.

However, according to Reardon (in Levkoe *et al.*, 2014:69), it seems that equipping future practitioners to be socially responsible and engaged citizens is one of the challenges still facing the education and training system; as such, it is among those factors contributing to the demand for students better prepared for the world of work. Similar to the above findings, several sources such as the Ministry of Education (2001:10), Nengwekhulu (2009:341) and RSA DHET (2013:64), found the shortage of skills in terms of the overall quantity and quality of graduate outputs to be among the systemic challenges in the South African HE system. Consequently, these skills deficiencies in HE curricula have been blamed for the poor quality of public service delivery (Dorasamy, 2010:58; Nengwekhulu, 2009:34).

Although I as the researcher concur with the findings of this study, advocating an inclusive partnership approach to improving public service delivery, the internal inefficiencies within government, as revealed in this study, remain the primary concern and a threat to the efforts and contributions from other sectors, especially since other sectors do not have control over the way in which internal processes unfold within government. In support of the latter statement, Griesel and Parker (2009:20) argue that there needs to be a degree of realism sustained on both sides, regarding how far other sectors, especially HE, can be expected to contribute towards preparing students for the world of work, and the role that only the employers (e.g. public service) can play in providing on-the-job and in-service training, as well as continuous development.

Additionally, the research findings point to a number of core elements that are identified from all data collected through Stage 1 of the study, as crucial for consideration and integration in the university curriculum to better prepare students for the world of work, in particular for public service delivery.

All evidence point to a need for pedagogies within the HEIs that are aligned to the needs of the public service through mutual and collaborative partnerships and discourses between government and HEIs to ensure relevancy and synergy in training. Similarly, Kroukamp (2005:75) asserts that developing countries such as South Africa need to find solutions aligned to the current societal needs and challenges. These findings further concur with the notion of cooperative education, which is expressed by HEQC (in Forbes, 2006:2), as a philosophy of learning that promotes the concept of enhanced learning based on the cooperation between different sectors. However, the several authors such as Mbanga (2004:104-106), Cummings (in Smith & Bath, 2006:259), Griesel and Parker (2009:1), Badat (2010:14), as well as Archer and Chetty (2013:135), highlighted that there is a pressing concern and need to address gaps and disconnected relationships between employers' expectations of graduates and HE outcomes. The lack of cooperation between the employers and HEIs is indicated as one of the factors contributing to quality challenges in the post-school system (RSA DHET, 2013:1).

In particular, the infusion of the *Batho Pele* principles into the university curriculum, as a central component of the transformation of public service delivery, was also emphasised by the participants in this study, as it would raise awareness to the students and therefore prepare them for public service delivery. Similar findings were recorded by Kroukamp (2011:21), as well as Mubangizi and Theron (2011:38) who indicated that while the importance of providing for technical, especially top, scarce skills still remains crucial in preparing future practitioners to be efficient (i.e. "doing things right") for public service, at the same time, there needs to be a move towards a compelling moral requirement for them to be effective (i.e. "doing the right thing").

Additional to the *Batho Pele* principles, the public servants that participated in this study also highlighted specific graduate attributes that they regard as crucial to be infused in the university curriculum to better prepare future practitioners for improved public service delivery. In the main, the public servants voiced the need for students to be exposed to real local challenges and problem-solving. Also, the majority of the participants strongly emphasised the need for students to have an intrinsic motivation to serve the people. This was associated with concepts such as self-determination, self-actualisation, self-confidence, as well as caring, passion, willingness and commitment.

Given that the communities, those people at grassroots level, are the primary beneficiaries of public services, the importance of infusing ethical awareness and sensitivity in students was also emphasised. Moreover, the majority of the public servants pointed to the need for the university curriculum to produce future practitioners with customer care skills. Respect, regardless of the socio-economic class of a person, addressing the people at their level, friendliness and approachability and empathy (“understanding the person behind the complaint or service”, as stated by one of the participants), were concepts related to the notion of customer care skills. Several of the public servants indicated a further need for government to have public servants who have negotiation and communication skills.

It is noteworthy that the GOVE3724 students and academic staff members that participated in this study reported similar graduate attributes, as indicated above, as infused through the students’ involvement in the CSL experience. In more expressive terms, several students highlighted CSL as an academic process that facilitates and equips students with skills and personal development in terms of morals and ethics to deal with communities. The findings in this study confirm the role of HE in infusing graduate attributes for public service delivery, in particular through CSL modules.

These desired graduate attributes in public service context, as highlighted above, correspond with Chapman (2004:2) and Du Preez and Fossey (2012:346), who indicated communication skills, writing ability, teamwork and problem-solving skills as some of the important skills ranked by employers for graduates to possess. Harvey *et al.* (as quoted by Crebert *et al.*, 2004:5) and Precision Consulting (in De la Harpe & David, 2012:501) report that employers are seeking graduates capable of independent learning and ethical practice, with the ability to function in the workplace, who can display critical thinking, with the ability to be adaptive, adaptable and transformative, and able to initiate and respond to change. In fact, a number of researchers (Barrie, 2006:216; Bournier, 2004:39-49; Chapman, 2004:7; Griesel & Parker, 2009:3; Hager & Holland, 2006:3) concur that in principal, the employers’ expectations have contributed to an increased focus on graduate attributes.

Furthermore, all evidence from the public servants who participated in this study points to the importance of integrating theory and practice as an aspect to be considered in the university curriculum so as to better prepare students for the world of work. Similarly, Archer and Chetty (2013:134), as well as Dowling and Ruming (2013:206-207), highlighted that there is an increasing demand for students to have practical learning opportunities to better prepare them for the demands of potential employers.



Also, the findings of this study highlighted the medium of instruction utilised at the universities, as well as robust selection criteria and assessment in university programmes, as crucial factors in preparing future practitioners.

It is noteworthy that based on the data obtained from GOVE3724 student questionnaires, different understandings and notions were associated with the concept of CSL as a pedagogical tool. Among others, the students regarded CSL as a teaching pedagogy that creates space for the application of theory into practice, since it allows them to apply the theoretical knowledge they have acquired during their university years in the community by providing solutions. Similarly, the GOVE3724 academic staff members that participated in this study pointed to the integration of theory and practice as marking a crucial value of CSL modules, in which students are practically exposed to communities' challenges and encouraged to come up with relevant solutions. This characteristic further reflects CSL within HE as a possible pedagogical approach with the capacity to provide students with practical learning opportunities or exposure in preparation for the world of work.

In view of the above, it is evident that cooperative education, exposure of students to practical learning opportunities, as well as teaching strategies that are aligned to public needs and can facilitate the infusion of graduate attributes are the core elements identified as crucial to be incorporated in the university curriculum for improved service delivery from a public service context. It is noteworthy that these elements seem to be aligned to some of the crucial characteristics or components of CSL modules within the HE sector, as confirmed by the GOVE3724 students and academic staff members that participated in this study. The findings of this study, therefore, point to the fact that CSL pedagogical tools have the capacity to provide learning opportunities that are crucial in facilitating the infusion of graduate attributes, in preparation for public service delivery. Correspondingly, Levkoe *et al.* (2014:73) assert that the fact that CSL modules focus on understanding, appreciating and supporting communities, enables the students to contribute to the public good and gain valuable professional skills.

Moreover, graduate attributes are the most widely acknowledged employability skills in policy and employer graduate attribute lists (Bridgstock, 2009:37) and are seemingly associated with employability, as they are essentially job-related qualities (Chadha & Nicholls, 2006:117). Since they have a valuable role in enhancing learning and positional advantages for employability (Bourner, 2004:39-49; Hager & Holland, 2006:2; Oliver, 2013:450-451; Tomlinson, 2008:57), they are also transferable to many occupational contexts (Bridgstock, 2009:32).

### **6.3.2 Community service learning as a transformative pedagogical tool for the infusion of graduate attributes (specifically required for implementation of the *Batho Pele* principles)**

Given the employers' graduate employability agenda, there has been a pressing demand and an expectation for HE to engage proactively with the skills needs of the economy, especially in terms of the numbers, type and quality of graduates required to meet societal and economic demands (Griesel & Parker, 2009:2-3). In particular, HE in the South African context has also been under considerable pressure to provide, among other things, quality education to all citizens of the country (Vandeyar, 2010:914), with the aspiration to produce graduates who will contribute to social and economic development, as well as democracy (Badat, 2010:14; Griesel & Parker, 2009:2;). To this effect, various projects and initiatives are employed by universities to ensure the infusion of graduate attributes in the HE sector curriculum (Barrie, 2006:218; Hammer *et al.*, 2009:3).

In this study, given the misalignment between the current state of public service delivery and implementation of the *Batho Pele* principles, as the core attributes for the transformation of public service delivery, the focus was on the role that CSL as a transformative pedagogical tool can play in infusing the graduate attributes (specifically required for implementation of the *Batho Pele* principles) in the university curriculum for improved service delivery. Such modules are increasingly recognised as important in developing the skills and attributes that might enable graduates to become engaged and active citizens, both locally and globally, (Bamber & Hankin, 2011:192). Also, CSL as part of HE pedagogies is reported as becoming prominent, since it has the potential to instil specific attributes in students (Singh, 2008:1065), to practice as future practitioners locally and anywhere in the world (Badat, 2010:6).

Moreover, various researchers such as Atlay and Harris (2000:77), Chadha and Nicholls (2006:116), Du Preez and Fossey (2012:346), as well as Fossey (2012:359), have reported that limited attention has been given to the integration of graduate attributes in HE, specifically in undergraduate curricula. It is against this background that the focus of this study was on the GOVE3724 module in the Governance and Political Transformation undergraduate programme. A greater representation of the registered GOVE3724 students that participated in this study were undergraduates in their third year of study, as confirmed through data collected from both the student questionnaires and the semi-structured interviews with academic staff.

### 6.3.2.1 The extent to which graduate attributes (specifically required for the implementation of the *Batho Pele* principles) are instilled through community service learning modules

This study identified four different components for the classification of graduate attributes, namely:

- **Component 1:** Consolidated clusters of graduate attributes from various scholars (focused on the classification of graduate attributes from various scholars on a global level).
- **Component 2:** Nationwide CCFOs (focused on the recognised and prescribed graduate attributes for all educational programmes on a national level).
- **Component 3:** UFS-proposed unique graduate attributes (focused on a set of graduate attributes for a teaching and learning strategy on an institutional level).
- **Component 4:** GOVE3724-related core aspects (focused on relevant graduate attributes on a module level).

Drawn from these respective components, core attracters for the study were identified and used as core graduate attributes required for the implementation of the *Batho Pele* principles.

Throughout the study, Chapman's framework of learning objectives for graduate attribute development and the framing category of workplace skills and applied competence, as an additional section for the purposes of this study, was used as a point of departure (refer to Chapter 3, par. 3.3.2). Through the survey questionnaires, the majority of the academic staff/facilitators were generally of the opinion that the GOVE3724 module has infused those graduate attributes specifically required for implementation of the *Batho Pele* principles to a high extent.

Table 6.1 below illustrates the extent to which the GOVE3724 module has infused the core graduate attributes required for implementation of the *Batho Pele* principles, based on the data that was collected from the GOVE3724 students in particular. This predisposition was influenced by the fact that I, as the researcher, considered the students and their actual experiences as part of the triad approach underpinned in the GOVE3724 module, as central to the implementation of the CSL experience.

**Table 6.1: The extent to which the GOVE3724 module has infused the core graduate attributes required for implementation of the *Batho Pele* principles**

The extent to which the attribute was infused through GOVE3724	Type of learning objective for graduate attribute development			
	Intellectual/theoretical objectives	Interpersonal / life skill objectives	Technical/practical objectives	Workplace skills and applied knowledge
<b>To a very high extent</b>	<ul style="list-style-type: none"> <li>• Problem-solving skills</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership skills and ability</li> <li>• Personal ethics and skills</li> </ul>	None	
<b>To a high extent</b>	<ul style="list-style-type: none"> <li>• Evaluation and research skills</li> <li>• Thinking and reasoning skills</li> <li>• Academic and professional competence</li> <li>• Active local citizenship and competence</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication and presentation skills</li> <li>• Diversity skills</li> <li>• Ethical awareness and sensitivity</li> <li>• Teamwork skills</li> </ul>	None	<ul style="list-style-type: none"> <li>• Civic-mindedness and orientation</li> <li>• Self-evaluation and reflection</li> </ul>
<b>To an average extent</b>	<ul style="list-style-type: none"> <li>• Information and knowledge management skills</li> <li>• Capacity for independent lifelong learning</li> </ul>		<ul style="list-style-type: none"> <li>• Computer literacy</li> <li>• Numeracy or mathematical literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Working independently</li> <li>• Understanding of changing workplace practices</li> </ul>

In view of Table 6.1, mindful of the fact that fewer students participated in the post-implementation questionnaire (i.e. 49 participants in the pre-implementation questionnaire and 46 in the post-implementation questionnaire), it is evident that generally, the extent to which the graduate attributes specifically required for implementation of the *Batho Pele* principles were instilled through GOVE3724, was high. In this study, these graduate attributes were found to be embedded within the *Batho Pele* principles, and therefore crucial to be infused in university students for effective and efficient implementation thereof, especially for improved service delivery.

It is, however, noteworthy that while the module has evidently introduced and enhanced graduate attributes (specifically required for implementation of the *Batho Pele* principles), as indicated above, the students' strong level of expectations highlighted throughout their responses in the pre-implementation questionnaire seemed to not have been met as they had envisaged, based on data obtained through the post-implementation questionnaires.

In particular, after the implementation of the module, a greater representation of the students confirmed that their expectations were met, with most of the graduate attributes related to the

intellectual/theoretical objectives, interpersonal / life skill objectives, as well as workplace skills and applied knowledge being rated to a high extent and some to a very high extent. Similarly, the academic staff/facilitators shared the same sentiments. According to the prominence or rating given, the graduate attributes related to the interpersonal / life skill objectives proved to be the most effectively infused through the GOVE3724 module, followed by the graduate attributes related to the workplace skills and applied knowledge and the intellectual/theoretical objectives. In the same way, the majority of the students, through their reflection reports, further confirmed the infusion of graduate attributes related to the different types of learning objectives, as highlighted in Chapter 5.

However, the graduate attributes related to the technical/practical objectives showed to be the least effectively infused through the GOVE3724 module, especially numeracy or mathematical literacy. In this regard, both the students and academic staff highlighted that the module did not contribute much in terms of numeracy literacy, as the students did not deal with quantitative or numeric data.

It is also important to highlight that the students, as well as the academic staff/facilitators, indicated that only a part of active 'glocal' citizenship and competence was introduced through the GOVE3724 module. Hence,

Table 6.1 above indicates active 'local' citizenship and competence to have been infused through the CSL experience. This was explained by the fact that the module provided the students with the opportunity to participate in and contribute towards the local community, and not necessarily to the life of national and global communities. According to Morgan (in Mubangizi & Theron, 2011:40), when a curriculum focuses on localism, public control, accountability, participation and collective decision-making, it is referred to as democratic. The democratic curriculum focuses beyond the mere acquisition of knowledge and seeks to produce critical graduate attributes that are responsive and conscious to the needs of the citizens. This suggests that CSL is a pedagogical tool that transcends lecture halls and resonates within the democratic curriculum that produces democratically effective graduates, which are democratic and socially conscious to the public they serve, as explained by Mubangizi and Theron (2011:40).

According to Bringle and Steinberg (2010:429-430) academic knowledge and technical skills, knowledge of volunteer opportunities within communities, knowledge of contemporary social issues, listening and communication skills, diversity skills, self-efficacy, as well as demonstration of value and interest in civic engagement are identified as the most central components to be manifested in a civic-minded graduate. These components seem to resonate with most of the graduate attributes infused in GOVE3724 students, as indicated above – thus implying that CSL has the means to provide learning opportunities that produce civic-minded graduates. Altman (in Bringle & Steinberg, 2010:429) defines the latter as students who are oriented toward the community to achieve the common good. In turn, this definition resonates with the notion of the citizen-oriented approach (*Batho Pele* initiative), which is the principal intention of government in terms of public service delivery (RSA DPSA, 2007b:17). Therefore, this suggests the role of GOVE3724 in producing citizen-oriented students.

### **6.3.2.2 Transformative learning as a crucial component within community service learning modules in higher education**

Smith and Bath (2006:262) pointed out that there are unclear guidelines with regard to the methods that could be employed to develop graduate attributes. This may be related to the fact that some aspects of these graduate attributes, especially the human or personal skills and abilities, which are broad and interwoven, may be difficult to explicitly teach, practice and assess through training, in the usual sense of guided repetition or traditional university experiences (Hager & Holland, 2006:3; UFS, 2014:8).

Given the misalignment between the current state of public service delivery and the implementation of the *Batho Pele* principles, as well as the extent to which a CSL module

within HE has evidently infused graduate attributes (specifically required for implementation of the *Batho Pele* principles), as reflected above, it was essential in this study to determine how CSL has effectively infused such graduate attributes in students. Leibowitz (2011:224) argues that graduate attributes cannot be fostered independently from the disciplines and, equally importantly, independently from influences such as institutional or social contexts. Thus, graduate attributes are inextricably linked with the learning of disciplinary context and are acquired incrementally from many learning opportunities over the entire period of university study (Chapman, 2008:7-8).

This study evidently indicates the aspect of transformative learning as a crucial component of CSL modules in terms of facilitating the infusion of graduate attributes. Through the different types of teaching and learning activities, as well as learning environments presented through the GOVE3724 module, it was evident that this pedagogical tool has the means to provide learning opportunities that enhance, foster, and contribute towards transformative learning, which is crucial in providing students with the skills or attributes they need to make critical decisions once they are employed professionally, and in preparing students to play a more active role in efforts to address social justice and promote social change for the changing world of work (Levkoe *et al.*, 2014:70).

In this study, the different ways in which the GOVE3724 module has contributed to the infusion of graduate attributes reflect distinctive but interrelated teaching and learning activities, which include teacher/facilitator-controlled activities, peer activities and independent activities. Chapman (2004:12-15) identified these as the main teaching and learning activities that can be incorporated in an academic module. Additionally, the different types of assessments incorporated in the GOVE3724 module include the submission of a portfolio of evidence by individual students, in which all the activities and assessments conducted through the module are incorporated, as well as one written test, the submission of individual reflection reports, group discussions and reflections, an end-of-year PowerPoint presentation on action plans in class, and the submission of an essay. All evidence points to alignment between the teaching and learning objectives, activities, assessments and tasks incorporated in the module. These findings corroborate those of Biggs (in De la Harpe & David, 2012:506), highlighting the fact that the incorporation of learning activities aligned to learning outcomes or objectives, teaching strategies and assessment will add more value in infusing graduate attributes. Also, Chapman (2004:9) points out that to successfully embed the graduate attributes into an academic module, the alignment between the different types of learning objectives, teaching and learning activities and assessment tasks is crucial. Thus, when graduate attributes are not included in the learning objectives, it is unlikely that they will be developed.

Kroukamp (2011:21) maintains that those involved in training and development should critically assess the nature of their activities in order to ensure efficient, effective and responsive future practitioners. Correspondingly, in this study, the nature of each activity, as indicated above, was critically analysed. Those learning opportunities that were presented through the teaching and learning activities incorporated in the GOVE3724 module are discussed below and are considered crucial in fostering transformative learning.

At the core of the teaching and learning activities conducted through the GOVE3724 module was the exposure of students to engagement with fellow students and academic staff, as well as participation in the community. Data from the student questionnaires and semi-structured interviews with the academic staff revealed that through students' involvement with the service sector partner and the community, specific knowledge and attributes were gained. Among other things, improved knowledge of community issues and the municipality, as well as practical exposure to diverse groups of people, were highlighted. In turn, the students seem to also have contributed to the service sector and community by collecting and providing information and knowledge regarding the identified community challenges and solutions from their own perspective. This was reported as contributing to a better understanding of the service sector partners regarding the communities they serve. Also, the students shared information with the community regarding the contact persons in the municipality for the lodging of complaints. Reportedly, this information was not known to the members of the community.

Furthermore, in terms of the community, the students contributed by raising awareness of the importance of the voice and responsibility of the community in improving service delivery, and by creating a platform for community participation through community interviews. As such, the students perceived themselves as agents of hope and light in the community, thus contributing to the strengthening of the relationship between the service providers and the community. Consequently, this engagement and partnership between the key stakeholders in CSL contributed towards the creation of an enabling environment for collaborative, mutual and reciprocal sharing of knowledge, which ultimately facilitated the infusion of graduate attributes and the acquisition of specific knowledge. This finding corresponds with the definition held by the UFS, where CSL "requires a collaborative partnership context that enhances mutual, reciprocal teaching and learning among all members of the partnership" (UFS, 2006:10). Also, Levkoe *et al.* (2014:69) concur that CSL provides an opportunity for a partnership-building strategy as it allows students to embrace theoretical and practical realms in collaboration with community partners, academic staff and peer groups or fellow students. Furthermore, Levkoe *et al.* (2014:80) claim that partnerships and collaborations between different sectors enhance the development of mutual and reciprocal interactions and the capacity of all stakeholders



involved, in a progressive and transformative manner, as they influence one another's perspectives.

As confirmed by both students and academic staff, the majority (70%) of the GOVE3724 module constitutes practical work (refer to par. 3.4.4.1, Chapter 3), which provides the students with practical learning opportunities and experiences, by firstly exposing the students to the physical environment where they are confronted with practical service delivery challenges through engagement with and participation in the communities. Secondly, the findings of this study indicate that following the identification of community challenges, the students engaged in a process of finding the root causes to the problems and coming up with relevant solutions through critical thinking and application of the acquired theoretical knowledge during their study period. Seemingly "the core of the module dealt with students finding solutions with the community" in the form of action plans. In this regard, the demonstration of the link in terms of the solutions and the theoretical knowledge of the students was strongly emphasised. The findings of this study show that these practical activities seem to facilitate change in the students' minds and value systems, even amongst those students who showed reluctance prior to the implementation of the module.

The above findings support the viewpoint that CSL is a pedagogical approach designed to encourage and expose students to practical and active participation in the community (Bamber & Hankin, 2011:192). Moreover, Daniels (2013:191) asserts that practical and active participation and engagement in the community are essential aspects in teaching and learning, towards the facilitation of transformative learning. The above findings also suggest that both engagement and participatory curricular approaches were used as ways to develop graduate attributes (Barrie, 2007:444-449). The former curricular approach refers to the process of developing graduate attributes mainly in terms of the way in which students engage with the learning experience of the module, while the latter refers to the process of developing graduate attributes in terms of the way in which students participate in the broader learning experience of university life, including social activities and community involvement.

Peer activities incorporated through the GOVE3724 module presented the students with a stimulating learning environment where they had to carry out group tasks by conducting community visits aimed at collectively identifying challenges, holding group discussions to come up with innovative solutions in line with the identified community challenges, and preparing group presentations on the relevant community challenges and action plans. As a result, diversity skills, teamwork skills, and communication and listening skills were among the graduate attributes acquired, as reported by the majority of the participants. These findings concur with those of Vaatstra and De Vries (2007:337-338), who found that students in

stimulating learning environments engaged in problem-based and group-oriented learning to actively structure and organise theoretical knowledge by applying it in a practical context (e.g. authentic problems), resulting in better comprehension of the subject matter, as well as the acquisition of concrete experience and valuable attributes such as discussion skills, problem-solving skills and teamwork skills. These findings imply that the exposure of students to creative and active learning activities is crucial in terms of adding value to the process of infusing graduate attributes (De la Harpe & David, 2012:206-207).

The findings of this study also indicate the contribution of the GOVE3724 module to the students' comprehension of local affairs and their capacity for problem-solving, as some of the significant characteristics facilitating the infusion of graduate attributes. Through an increased awareness of local affairs, the students involved in this study realised that they have a responsibility in their communities to make a change by using similar processes learned through the CSL experience. In some instances, there was an indication of increased motivation amongst students to be involved with the communities and to work in government after receiving their qualification. This finding is corroborated by Bringle and Steinberg (2010:438) in their declaration that the overall body of research supports CSL as a pedagogical tool that can lead to more civically-minded students with greater civic involvement after graduation. Moreover, these findings are consistent with those of Erasmus (2005:6), who found that CSL as a teaching strategy contributes to the understanding of community life, needs and challenges, and thus fosters a sense of civic responsibility among all key stakeholders, including local and indigenous knowledge amongst communities.

Levkoe *et al.* (2014:69) assert that CSL modules, such as the GOVE3724 module, become an educational space where students work with service sector partners on specific community-identified needs. Explicitly, Bringle and Steinberg (2010:428-429) concede that CSL needs to be appreciated and understood as a means of teaching citizenship education objectives. In addition, Boytze and Fretz (2010:69) contend that the civic engagement movement within the CSL context confronts the challenges of individualism, privatisation and isolation within universities and communities, and as such facilitates a transformation process for students as future practitioners to move from a focus on the self to a focus on the community and others, as a means to achieve the common good.

Moreover, according to several students, being enlightened on community issues served to open their eyes, minds (perspectives) and hearts ("awakened passion to care for the people"), sensitising them to having a different perception of the community. Moreover, it is notable that the majority of the students, by means of their reflection reports, indicated that community work had made them aware of some of the stereotypes they themselves were holding, and their

exposure to varying perspectives from diverse groups of people in the CSL experience served to challenge those stereotypes and preconceptions. Hence, the change in students' preconceptions regarding communities and people's values was also highlighted by means of their self-reflection reports and active participation within the communities. As expressed by some of the students, the module "forced them out of their comfort zones". These findings concur with the findings of Daniels (2013:191), who defines transformative learning as a process where there is not only a growth in knowledge, but also a radical shift in a student's perspective and understanding (i.e. perspective transformation) of the world through action learning and reflective practices. Additionally, Daniels (2013:194) claims that the focus on the participation of students in a local context through CSL as pedagogy reflects the belief that education should develop students' social responsibility, as well as their social responsiveness, and prepare them to become involved and active citizens in democratic life.

The findings of this study further point out that the CSL experience has the means to provide learning opportunities that prepare students for the world of work. Through community visits, the students also engaged with the service sector partners (i.e. ward councillors), who seemed to play a mentorship role for the students through their involvement in activities during the community engagement process. The ward councillors provided the students with information relating to specific community issues, as well as the functioning of government, especially the role of the local sphere of government, as they occupy certain political positions and as such are better located to share practical knowledge with the students regarding political transformation and management, as well as good governance. This exposure seemed to have played a role in raising the awareness of students on what is expected from the workplace in terms of the processes involved and sensitivity to the way in which public services are delivered to the people. The students' understanding of the functionality of the municipality was apparent, through the verbatim quotes and also during the final presentations of the students at the end of the module, in which I as the researcher participated as a guest member of the panel assessing the final presentations. This finding is supported by Levkoe *et al.* (2014:71) who asserts that the professional turn of students through CSL is harnessed through civic engagement and stronger connections between theory and practice within and outside the classroom. Additionally, Hager and Holland (2006:2) strongly maintain that encouraging better learning both prior to entering the workplace (i.e. role of HE) and while engaged in the workplace (i.e. role of public service) is crucial in enhancing the employability of new graduates to the workforce. Nduna (2012:234) further advocates that quality mentoring in the workplace (e.g. public service) is vital to ensure that students are well-supported and not merely placed.

The findings of this study also indicate that the community visits that were conducted created a platform for the students to identify and collect information on community needs and

challenges through community interviews. As such, the students interacted with and listened to diverse groups of people from different cultures and races, both young and old, and from different socio-economic classes. This implies that the students were exposed to diverse information on community issues, ranging from small-scale to large-scale issues, through interaction with people with diverse perspectives. This exposure heightened the respect and sensitivity of students to the cultural differences, values and norms encountered. Similarly, Bringle and Steinberg (2010:429-430) articulated that the students' interactions with persons in the community different from themselves in terms of racial, economic, religious or other background characteristics helped to foster a rich understanding of, sensitivity to, and respect for human diversity in a pluralistic society. Also, Levkoe *et al.* (2014:73) argue that CSL can impart knowledge and infuse graduate attributes such as diversity skills in order to better prepare students for the world of work.

In terms of learning opportunities and environments, through the findings in this study it is evident that an open, positive and supportive learning environment, where students are continuously encouraged, motivated and supported by the academic staff, plays a crucial role in enhancing their confidence levels, thus facilitating the infusion of graduate attributes. The positive effect of accompanying students during community engagement for purposes of observation, facilitation and assistance, in cases where the students have questions, was highlighted through the responses of the academic staff/facilitators. Also, they advocated the need to assist in giving tutorials to students in support of the senior lecturer to ensure that they understand what is expected from them and what the module entails. These findings also concur with Crebert *et al.* (2004:2), as well as De la Harpe and David (2012:498), who emphasised that the willingness, motivation, individual attitudes, as well as confidence levels of both the academic staff and students play a crucial role in determining the extent to which graduate attributes are infused.

The findings of this study indicate self-reflection and group reflection as some of the essential learning components through GOVE3724 that facilitate the infusion of graduate attributes. According to Daniels (2013:187), reflective practices incorporated as one of the essential learning components within CSL pedagogies are inclined towards perpetuating critical thinking, which is crucial in developing a student's ability to critique and respond to the educational complexities, as well as socio-economic needs and challenges within society. Moreover, engagement in a local context and reflective practices through CSL create a platform for transformative learning environments and learning opportunities, as students are exposed to real-life contexts that have the potential to: (a) make them become critical consumers of knowledge, as they are encouraged to analyse educational issues in an effort to find solutions,

(b) deepen their meaning-making about civil society, (c) make them develop into active citizens (Daniels, 2013:193-194).

In view of the above, the research findings of this study reveal that CSL, as a form of community engagement, has the potential to expose students to transformative learning opportunities to enhance critical thinking and awareness, as well as active citizenship, social responsibility and lifelong learning. As stipulated by Greene (in Bamber & Hankin, 2011:196), since engagement in CSL may present learning opportunities that challenge stereotypes and personal values, and expose the participants to critical reflection and surprising information that contradicts their previously accepted assumptions, it has the potential to force students to develop critical awareness of the world around them and therefore serves as a catalyst for transforming the perspective and understanding of students. Hence, CSL was used in this study as a transformative pedagogy to infuse specific graduate attributes required for the implementation of the *Batho Pele* principles for improved service delivery, specifically in the South African context.

### **6.3.2.3 Lessons learned and proposals towards improving the GOVE3724 module**

What seemed apparent through the findings of this study, is that prior to the implementation of the module, the students already highlighted their high level of intrinsic need and expectation to acquire specific knowledge and attributes through the CSL experience. Although the module evidently added value to the students' prior needs and expectations, in most of the cases a marginal representation of students, post-implementation of the module, agreed that their expectations were met, thus indicating that the module itself does not fully meet the expectations of the students in infusing graduate attributes specifically required for implementation of the *Batho Pele* principles. It is against this background that in this study, it is proposed that while the contribution and value of the GOVE3724 module in instilling specific graduate attributes (specifically those required for implementation of the *Batho Pele* principles) is indisputable, as it plays a crucial role in anchoring teaching activities underpinned by practical exposure and application of theory, the infusion of such graduate attributes needs to be infused in the entire university curriculum to support the effectiveness and efficiency of the CSL module. This suggests that other modules in the Governance and Political Transformation programme could also support the infusion of such graduate attributes.

Additionally, while the findings evidently indicate that the majority of graduate attributes (specifically required for implementation of *Batho Pele* principles) are instilled to a high extent, several challenges and proposals related to implementation of GOVE3724 were highlighted by both the students and academic staff members involved in the module.

The findings in this study point to a need for strengthening the involvement of government in the module through escalating community issues identified by students to the relevant stakeholders and strengthening its role in the university's academic activities such as career or open days, as an attempt to raise awareness and engage with the students regarding the expectations in a public service context. Similarly, Mason *et al.* (2009:23-25), found that employer involvement (i.e. exposure of students to employer priorities and decision-making during their studies) in module design and delivery through different forms (e.g. commenting on the relevance of module content to future employment prospects; providing material and ideas for students' projects; as well as giving guest lecturers and being a formal member of module advisory panels) as one of the mechanisms that can be employed to improve graduate attributes that are significantly associated with the quality of graduate-level employment (i.e. future matches between graduates and their initial employers).

Moreover, strong sentiments from several of the participants pointed to a need for involving a balanced representation of diverse communities, especially those located in the townships, characterised by major service delivery challenges and political parties, to ensure that the students are exposed to a broader spectrum of local issues and political dynamics. It is, however, noteworthy that the findings of this study also highlighted the dynamics contributing to the communities and service sector partners involved in the module. It seemed that endeavours are often made to involve a diversified set of communities and service sector partners in the module to ensure that students gain the necessary skills and knowledge through the CSL experience. However, issues relating to a lack of commitment and skills amongst some of the service sector partners were highlighted as some of the underlying concerns, which ultimately impede the effectiveness of the learning process for all stakeholders involved in the CSL experience.

As a further proposal, it was indicated that a preliminary briefing of the students on the profile of the communities (e.g. race, language) involved in the module could play an essential role in preparing the students prior to their community engagement. Additionally, dividing the students into smaller groups characterised by different home languages was also highlighted as a recommendation that could address the language barriers experienced by students during community engagement. This implies that the students from condensed different language groups will be able to communicate much more effectively and assist one another by interpreting for students who do not understand the community in terms of language.

Also, an expansion of the scope of the GOVE3724 module is possible, by involving more local communities in the module. Moreover, some of the students highlighted their involvement in the actual implementation of their action plans by the service sector partners as an aspect that

should be considered to enhance student learning through the CSL experience. However, the findings of this study highlighted insufficient funds within the municipality as a major factor impeding the implementation of the students' action plans by the service sector partners.

Eliciting different perspectives based on the inputs from academic staff based in international universities was further proposed as an aspect that could add value to the improvement of the module.

To ensure the introduction or infusion of numeracy or mathematical literacy, it was recommended that the module should incorporate research covering statistical and numerical data to ensure exposure to numeracy.

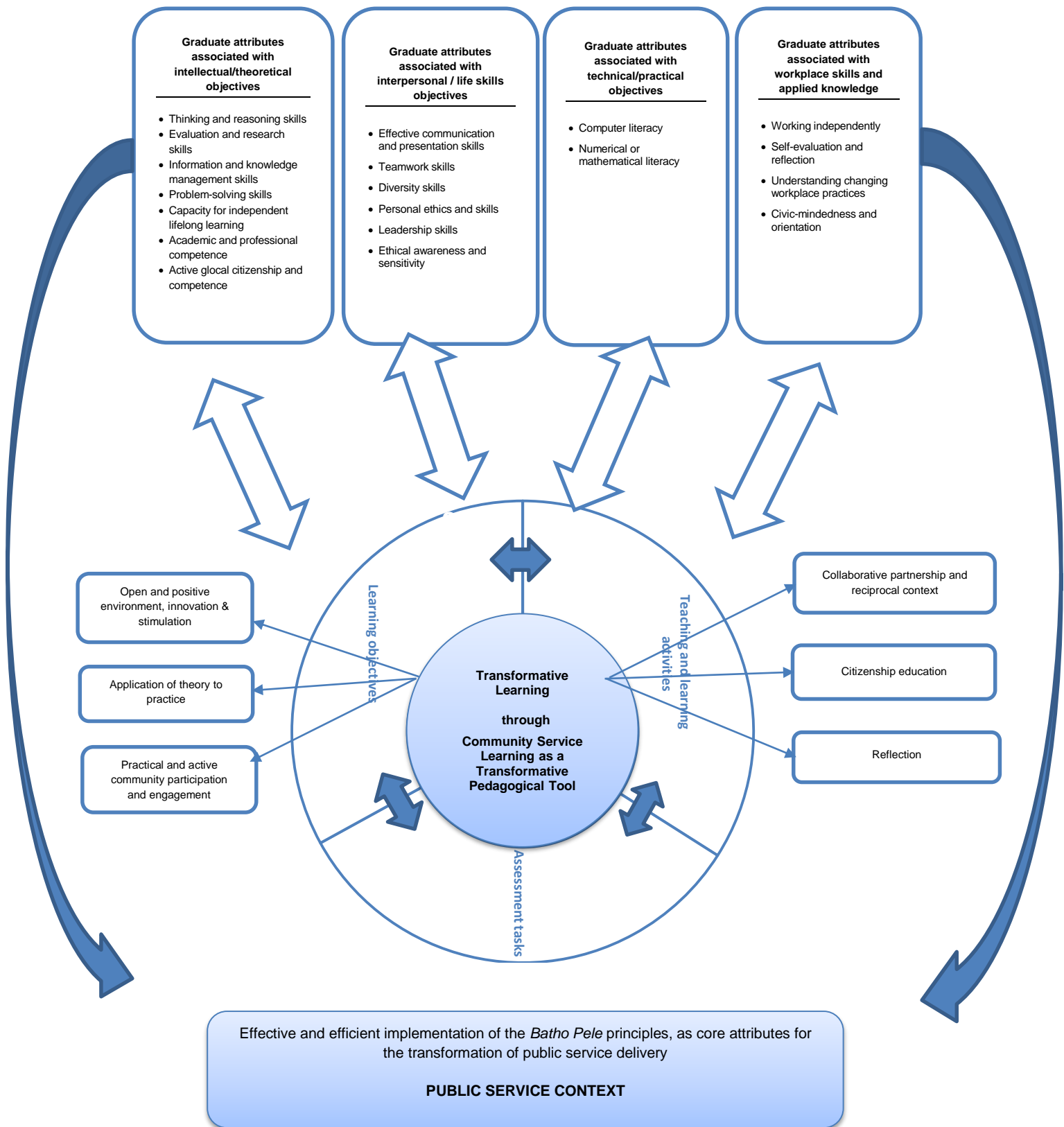
Although 70% of the GOVE3724 module focuses on practical work, as indicated in the study guide, the fact that it is a 16-credit module presents a challenge in terms of having adequate time to teach, practice (engage in activities) and assess the additional graduate attributes identified, based on the findings of this study. It is therefore fundamental for this programme to review the credits for the GOVE3724 module to avoid the clustering of activities, thus allowing adequate time to incorporate such attributes in a CSL module or any other academic module.

It was suggested that the university should strengthen its role in terms of promoting the importance of CSL as a pedagogical tool that exposes the students to practical social issues within communities.

#### **6.4 A FRAMEWORK FOR THE INFUSION OF GRADUATE ATTRIBUTES (SPECIFICALLY REQUIRED FOR THE IMPLEMENTATION OF THE *BATHO PELE* PRINCIPLES) IN COMMUNITY SERVICE LEARNING MODULES TOWARDS IMPROVED SERVICE DELIVERY**

In order to overcome the identified problem (i.e. misalignment between the current state of public service delivery and implementation of the *Batho Pele* principles) and based on the findings of the study, the following framework, as illustrated in Source: **Author's own (2015)**.

Figure 6.2, is proposed. This framework proposes an outline of graduate attributes required for implementation of the *Batho Pele* principles, to be instilled in university students through CSL. The framework was developed from the theoretical framework and research findings and is demonstrated and discussed in the next section. The two-way arrows indicate the alignment between the different aspects incorporated in the framework.



Source: Author's own (2015).

**Figure 6.2: A framework for the infusion of graduate attributes (specifically required for implementation of the Batho Pele principles) in CSL modules towards improved service delivery**



The next section contains a discussion of the newly proposed framework for the infusion of graduate attributes, in which different components are unpacked.

► **Graduate attributes required for the implementation of the *Batho Pele* principles**

In light of the conceptualisation of the core aspects of the *Batho Pele* initiative, as indicated in the preceding chapters, it is evident that there are specific graduate attributes required to be instilled in university students, for the *Batho Pele* principles to be efficiently and effectively implemented, as a central component of the transformation of public service delivery.

► **Explicit incorporation of types of the learning objectives crucial for graduate attribute development**

Currently the GOVE3724 module includes three types of learning objectives or outcomes as referred to in the study guide, namely theoretical, practical and generic outcomes. The latter outcomes are the same as the CCFOs that are deemed as compulsory to be attained in all educational programmes in the South African context. Besides the explicit generic outcomes integrated in the GOVE3724 module, as indicated above, through a detailed document analysis that was conducted on GOVE3724 study, it was evident that a cluster of other graduate attributes was implicitly embedded within the theoretical and practical learning outcomes, as well as from the guidelines the students had to take into consideration when going into the community.

It is against this background that it is deduced that a mix of integrated and embedding teaching approaches are employed to achieve the development or infusion of graduate attributes in the GOVE3724 module, with an embedding approach predominately used. According to Chadha and Nicholls (2006:117) and Mason *et al.* (2009:4) the embedding teaching approach means that there is no specific reference made to graduate attributes in the module. As such, the emphasis on some of graduate attributes may get lost along the way, unintentionally, as the core curriculum may receive more attention.

It is against this background that a framework for the infusion of graduate attributes (specifically those required for implementation of the *Batho Pele* principles) in CSL modules towards improved service delivery is designed in this study. This serves as an integrated approach proposed to ensure that the explicit infusion of graduate attributes forms an integral part of the curriculum within CSL modules, as mostly supported in the HE sector (Atlay & Harris, 2000:77). Also, Hager and Holland (2006:9) declare that the success of teaching and learning in terms of these graduate attributes depends crucially on making them explicit for students. Ultimately, the proposed framework serves as an alternative approach towards improved public service delivery, especially the implementation of the *Batho Pele* principles.

It is against this background that it is concluded that in order to ensure that graduate attributes (specifically required for the implementation of the *Batho Pele* principles) are infused within the CSL university curriculum, there needs to be explicit incorporation of certain types of learning objectives for the facilitation of graduate attribute development. The first type identified relates to intellectual/theoretical learning objectives, focusing on what students need to know, how they must think and learn, and how they interpret and make sense of knowledge. It requires of students to have knowledge and the ability to use specific discipline-related vocabularies and principles. The extent to which the GOVE3724 module has instilled graduate attributes related to the intellectual/theoretical learning objectives was evidently high, as indicated by both the students and the academic staff/facilitators. These graduate attributes include thinking and reasoning skills, evaluation and research skills, information and knowledge management skills, problem-solving skills, capacity for independent lifelong learning, academic and professional competence, as well as active glocal citizenship and competence.

The second type identified relates to interpersonal/life skill learning objectives, which needs to focus mainly on how students should interact with other people. The extent to which the GOVE3724 module has infused the graduate attributes associated with interpersonal/ life skill objectives was found to be high compared to the graduate attributes related to the intellectual/theoretical learning objectives, technical/ practical learning objectives, as well as workplace and applied competence. This could be related to the fact that the CCFOs also incorporated in the module seemed to focus on graduate attributes associated with the interpersonal/life skill learning objectives. These graduate attributes include effective communication and presentation skills; teamwork skills, diversity skills; personal ethics and skills; leadership skills; ethical awareness and sensitivity.

The third type identified relates to technical/practical learning objectives, which need to focus on what students must be able to do or create practically and how they should use and apply certain processes or techniques. The extent to which the GOVE3724 module has instilled such principles was evidently average. These graduate attributes include computer literacy, as well as numeracy or mathematical literacy.

The fourth type identified relates to the workplace and applied competence, which needs to focus on an appropriate approach and applied competence to be demonstrated by students in relation to workplace-related tasks. Graduate attributes related to this learning objective were infused to a very high extent in the GOVE3724 module and include working independently; self-evaluation and reflection; understanding of a changing workplace; civic-mindedness and orientation.

► **The alignment between the different types of learning objectives, teaching and learning activities and assessment tasks**

The findings of this study indicate that the alignment between the types of learning objectives for graduate attribute development, teaching and learning activities, as well as assessment tasks, is crucial to ensure the effective development or infusion of graduate attributes.

► **Learning opportunities underpinned by transformative learning as crucial for the infusion of graduate attributes**

Based on the findings of this study, practical and active participation and engagement of students in the communities seem to be the central characteristic of CSL as a transformative pedagogical tool. Also, exposure of students to an open, positive and stimulating learning environment, a collative partnership and reciprocal context, as well as reflective practices through CSL experience, was apparent in this study. Moreover, the contribution of CSL to the local knowledge and affairs of communities, thus serving as an academic space for citizenship education, as well as the application of theory to practice, were further highlighted as key components of CSL as a transformative pedagogical tool.

These are identified as learning opportunities presented through CSL as a means to enhance and facilitate transformative learning in students, which is crucial for the infusion of graduate attributes in preparation for the world of work, especially public service delivery. These learning opportunities, underpinned by transformative learning, seem to play a role in challenging the students' stereotypes and personal values, exposing them to critical reflection and new information that contradicts their previously accepted assumptions or perceptions. Therefore, CSL has the potential to force students to develop critical awareness of the world around them and therefore serves as a catalyst for transforming the perspective and understanding of students as future practitioners expected to be responsive to a changing working environment.

## **6.5 CONTRIBUTION OF THIS STUDY**

This study contributes to the current debate on public service delivery in South Africa, as it provides a framework related to an alternative approach towards improving service delivery, namely through the infusion of graduate attributes in the university curriculum.

This framework can also be duplicated in other CSL modules in other HEIs, and can be adapted to suit different contexts.

The proposed framework may be useful in any HEI, not only to the benefit of the institution, academic staff and students, but also government's initiatives to promote improved service delivery within civil society and ultimately the clients of government (marginalised people in

society) through quality service delivery characterised by a citizen-oriented approach (the *Batho Pele* initiative), with high levels of respect and human dignity, in an effort to holistically improve the wellbeing of the South African citizenry.

Students, as future practitioners, are exposed to a well-rounded education to ensure holistic development of people-orientated graduates, as the core business of public service is about people. This includes exposure to the graduate attributes they need in order to be fully socially responsive to the needs of the clients of government in a diverse and changing society.

## 6.6 LIMITATIONS OF THE STUDY

Only one case, namely the GOVE3724 module of the Governance and Political Transformation undergraduate programme at the UFS, was utilised in this phenomenological research design. The results therefore have a limited level of generalisation, as the recommendations are context-bound to the GOVE3724 module and the UFS. However, the goal was rather to obtain in-depth information on the phenomenon under study. If this study were to be repeated at a later stage, the results may vary due to the changes that might be made to the programme after the implementation of a framework incorporating graduate attributes specifically required for the implementation of the *Batho Pele* principles for improved service delivery in the GOVE3724 module at the UFS.

Although several emails were sent to public servants to request their participation in the study, some were not willing to participate. In addition, one NPO that participated in the study closed down and lost all their existing contacts, and as a result only a small portion of public servants relevant to this study participated. Even though the academic staff/facilitators involved in the GOVE3724 module were experienced in their field, and although their inputs and knowledge were highly useful, a larger sample group, including participants from other CSL modules, would have been valuable. A larger sample of students may also have added value.

In addition, the use of a larger sample of NPO managers, as representatives of clients of government, may have also added value. In this study only one focus group discussion was conducted with the selected NPO managers. Although the focus group discussion was more confirmatory of the literature review, and there was a lack of diversity in the responses, only one focus group discussion may have resulted in some data being missed or may have led to premature conclusions. For future purposes, more than one focus group discussion is recommended in order to explore a diverse range of responses from all participants. However, it is essential to note that the richness of data and detailed descriptions, rather than the amount of data, might be regarded as more crucial (De Vos *et al.*, 2005:306).

First-year and second-year students were excluded from the study, as they had only been exposed to the theoretical modules of the Governance and Political programme. Hence, their responses may not be relevant in the pre- and post-implementation student questionnaires.

It would have been useful to move this study beyond the public service domain to include other sectors. The scope of the study was narrowed down to fit predetermined parameters. However, the recommendations are not limited to such only, but stand to have either a direct or indirect relation to other sectors in the workforce. The aim of the study was only to design a framework and to provide suggestions for implementation.

## **6.7 RECOMMENDATIONS FOR FURTHER RESEARCH**

The aim of curricular research is to ensure that teaching remains relevant to the needs of society, and that the pedagogical tools and methods used are best adapted to transfer knowledge and mould future practitioners. The findings of this study should be shared with and disseminated to the public service and HE role players respectively.

Once the proposed framework for the infusion of graduate attributes (specifically required for the implementation of *Batho Pele* principles) in a CSL module is implemented, this should be evaluated and should verify the viability of the initial framework.

The methods tested in this study and some of the trends revealed should be researched further and adapted for purposes of the realignment of the curriculum in other disciplines.

A possible follow-up to this study would involve a similar studies at different universities in South Africa and abroad so as to identify emerging patterns in the views of academics, students, members of the public and government officials regarding the infusion of graduate attributes in HEI.

## **6.8 CONCLUDING REMARKS**

It is evident that there is a misalignment between the current state of the delivery of public services and implementation of the *Batho Pele* principles, as central to the transformation of public service delivery. This remains an alarming service delivery factor, which has negative implications for the moral character of government, as the transformation of public service delivery is not only about “doing things right” (efficiency), but also about “doing the right thing” (effectiveness), which is related to the real needs of those at grassroots level and the ways in which they can best be served as the primary beneficiaries.

It is therefore evident through the main findings of this study that CSL, as a transformative tool in an HE context, could contribute to the realignment of the university curriculum in terms of

focusing on the holistic development of the students through the explicit infusion of, among other things, graduate attributes specifically required for implementation of the *Batho Pele* principles. This will allow future practitioners to be equipped and prepared not only to be technically competent or certificated, but to fully realise and respond to societal needs and its growing challenges.

It is, however, fundamental to note that CSL should not be regarded as a “silver bullet” or “panacea”, as expressed by Hay (2003:190), as a solution to the lack of infusion of graduate attributes in the HE curriculum. In the same vein, as much as the notion of the *Batho Pele* initiative is argued to be a crucial contributor to the shaping of the moral character and image of public service, it is not a “quick fix” or “miracle” for the transformation and improvement of poor public service delivery.

While the study identified the significant role that other sectors such as HE can play in instilling graduate attributes through an inclusive partnership-building strategy, the public service, as the primary service delivery arm of a democratic state, in terms of strengthening its role in addressing the challenge of quality service delivery, cannot be overemphasised, also in terms of entrenching and institutionalising an organisational culture that is underpinned by the principles of *Batho Pele*. The findings of this study are therefore also relevant to the findings of Griesel and Parker (2009:20), who contend that there needs to be a degree of realism sustained on both sides, in terms of how far other sectors, especially HE, can be expected to contribute towards the process of preparing the students for the world of work, and the role that only the employers (e.g. public service) can play in providing on-the-job and in-service training, as well as continuous development.

A framework to incorporate the infusion of graduate attributes (specifically those required for implementation of the *Batho Pele* principles) was proposed as being useful in HE as the producer of future practitioners. It was thus argued that the nature and quality of public service largely depend on the nature and quality of the system of education. In my position as a public servant in the FSPG and the researcher in this study, I can contribute to the dissemination of the research findings to the relevant role players within a public service context, as well as an HE context. It is anticipated that the main findings of this study will shed some light on the current state of public service delivery in terms of the implementation of the *Batho Pele* principles, and the ways in which CSL can be utilised as a transformative pedagogical tool to infuse graduate attributes in university students for improved service delivery.

## LIST OF REFERENCES

---

- Alexander, P. 2010. Rebellion of the poor: South Africa's service delivery protests – A preliminary analysis. *Review of African Political Economy*, 37(123):25-40.
- Albertyn, R. & Daniels, P. 2009. Research within the context of community engagement. In: E. Bitzer (Ed.). *Higher education in South Africa: A scholarly look behind the scenes*, pp. 409-428. Stellenbosch: Sun Media.
- Archer, E. & Chetty, Y. 2013. Graduate employability: Conceptualisation and findings from the University of South Africa. *Progressio*, 35(1):134-165.
- Atlay, M. & Harris, R. 2000. An institutional approach to developing students' 'transferable' skills. *Innovations in Education & Training International*, 37(1):76-81.
- Babbie, E. 2010. *The practice of social research*. 12<sup>th</sup> ed. USA: Wadsworth.
- Babbie, E. & Mouton, J. 2009. *The practice of social research*. (South African Ed.). South Africa: Oxford University Press.
- Badat, S. 2010. The challenges of transformation in higher education and training institutions in South Africa. *Paper Commissioned by the Development Bank of Southern Africa (DBSA)*, pp. 1-56.
- Balkaran, R. & Deen, A. 2013. An empirical study of service delivery within the provincial hospital of Kwa-Zulu Natal, South Africa: A case study. *Journal of Economics and Behavioural Studies*, 5(7):439-448.
- Bamber, P. & Hankin, L. 2011. Transformative learning through service-learning: No passport required. *Education and Training*, 53(2/3):190-206.
- Barrie, S.C. 2006. Understanding what we mean by the generic attributes of graduates. *Higher Education*, 51(2):215-241.
- Barrie, S.C. 2007. A conceptual framework for the teaching and learning of generic graduate attributes. *Studies in Higher Education*, 32(4):439-458.
- Berg, B.L. 2009. *Qualitative research methods for the social sciences*. 7<sup>th</sup> ed. USA: Allyn & Bacon.
- Botes, L., Lenka, M., Marais, L., Matebesi, Z. & Singenu, K. 2007. *The cauldron of local protests: Reasons, impacts and lessons learned*. Available online at: [http://econ.ufs.ac.za/dl/userfiles/Documents/00000/86\\_eng.pdf](http://econ.ufs.ac.za/dl/userfiles/Documents/00000/86_eng.pdf) [Retrieved on 05 March 2015.]

- Bourner, T. 2004. The broadening of the higher education curriculum, 1970-2002: An ipsative enquiry. *Higher Education Review*, 36(2):39-52.
- Boyte, H.C. & Fretz, E. 2010. Civic professionalism. *Journal of Higher Education Outreach and Engagement*, 14(2):67-89.
- Bridgstock, R. 2009. The graduate attribute we've overlooked: Enhancing graduate employability through career management skills. *Higher Education Research & Development*, 28(1):31-44.
- Bringle R.G. & Hatcher, J.A. 2004. Advancing civic engagement through service-learning. In: M. Langseth & W.M. Plater (Eds.) *Public Work and the Academy: An Academic Administrator's Guide to Civic Engagement and Service-Learning*. Boston, MA: Anker Press.
- Bringle R.G. & Hatcher, J.A. 2005. Service learning as scholarship: Why theory-based research is critical to service learning. *Acta Academica Supplementum*, 2005(3):27-40.
- Bringle R.G. & Hatcher, J.A. 2007. Civic engagement and service learning: Implications for higher education in America and South Africa. *Education as Change*, 11(3):79-89.
- Bringle, R.G. & Steinberg, K. 2010. Educating for informed community involvement. *American Journal of Community Psychology*, 46:428-441. Available online at: <https://scholarworks.iupui.edu/bitstream/handle/1805/4581/bringle-2010-educating.pdf?sequence=1&isAllowed=y> [Retrieved on 10 March 2015].
- Chadha, D. & Nicholls, G. 2006. Teaching transferable skills to undergraduate engineering students: Recognising the value of embedded and bolt-on approaches. *International Journal of Engineering*, 22(1):116–122.
- Chapman, L. 2004. *Graduate attributes resource guide: Integrating graduate attributes into undergraduate curricula*. Armidale: University of New England.
- CHE (Council on Higher Education). 2004. *Framework for Institutional Audits*. Higher Education Quality Committee, Pretoria. Available online at: [http://www.che.ac.za/sites/default/files/publications/CHE\\_Institutional-Audit-Framework\\_June2004.pdf](http://www.che.ac.za/sites/default/files/publications/CHE_Institutional-Audit-Framework_June2004.pdf) [Retrieved on 05 May 2015].
- Choudhury, E. & Ahmed, S. 2002. The shifting meaning of governance: Public accountability of third sector organizations in an emergent global regime. *International Journal of Public Administration*, 25(4):561-588.
- Clark, J. 1993. *The relationship between the State and the voluntary sector*. Washington DC: Human Resources Development and Operation Policy, World Bank. Available online



at: [http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/1993/10/01/000009265\\_3961005082045/Rendered/PDF/multi\\_page.pdf](http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/1993/10/01/000009265_3961005082045/Rendered/PDF/multi_page.pdf) [Retrieved on 25 March 2014].

- Coetzee, T. 2005. Problematiek en uitdagings van samewerkende regering. *Joernaal vir Eietydse Geskiedenis*, 30(3):153–165.
- Coetzee, T. 2010. Co-operative governance and good governance: Reality or myth? *Journal of Contemporary History*, 35(2):84-106.
- Crebert, G.; Bates, M.; Bell, B.; Patrick, C. & Cragolini, V. 2004. Developing generic skills at university, during work placement and in employment: Graduates' perceptions. *Higher Education, Research and Development*, 23(2):1-21.
- Creswell, J.W. 2009. *Research design: Qualitative, quantitative and mixed methods approach*. (3<sup>rd</sup> Ed.). USA: SAGE Publications.
- Creswell, J.W. 2014. *Research design: Qualitative, quantitative and mixed methods approaches*. USA: SAGE.
- Creswell, J.W. & Plano Clark, V.L. 2007. *Designing and conducting mixed methods research*. London: SAGE Publications.
- Crous, M. 2004. Service delivery in the South African public service: Implementation of the Batho Pele principles by Statistics South Africa. *Journal of Public Administration*, 39(4.1):574–589.
- Daniels, D. 2013. Advancing a transformative learning approach in teacher education through service learning. In: R. Osman & N. Petersen (Eds.). *Service Learning in South Africa*. South Africa: Oxford University Press, pp. 186-205.
- De la Harpe, B. & David, C. 2012. Major influences on the teaching and assessment of graduate attributes. *Higher Education Research and Development*, 31(4):493-510.
- De Vos, A.S., Strydom, H., Fouche, C.B. & Delport, C.S.L. 2005. *Research at grassroots for the social sciences and human service professions*. (3<sup>rd</sup> Ed.) Pretoria: Van Schaik.
- Dorasamy, N. 2010. Enhancing an ethical culture through purpose-directed leadership for improved public service delivery: A case done in South Africa. *African Journal of Business Management*, 1:56-94.
- Dowling, R. & Ruming, K. 2013. Synergies between geography, planning and vocationalism in curriculum development and implementation. *Journal of Geography in Higher Education*, 37(2): 204-219.

- Du Preez, I. & Fossey, A. 2012. Developing academic writing skills as part of graduate attributes in undergraduate curricula. *South African Journal of Higher Education* 26(2):346–357.
- Edigheji, O. 2003. State-society relations in post-apartheid South Africa: The challenges of globalisation on co-operative governance. In: G. Mhone & O. Edigheji. (Eds.). *Governance in the new South Africa: The challenges of globalisation*. Cape Town: University of Cape Town.
- Erasmus, M.A. 2005. Introduction: Community service learning and the South African research agenda. In: R.G. Bringle & M.A. Erasmus (Eds.). *Research and service learning in South African higher education institutions*. *Acta Academica Supplementum*, 2005(3): 1-23.
- Erasmus, M.A. 2007. Service learning: Preparing a new generation of scientists for a Mode 2 society. *Journal for New Generation Sciences*, 5(2): 26-40.
- Erasmus, M.A. & Jaftha, C.D. 2002. *The role of higher education in sustainable development*. Paper presented at the International Conference on Environmental Management for Sustainable Universities (EMSU), Grahamstown, 11-13 September. Bloemfontein: University of the Free State.
- Forbes, B.E. 2006. *Programme design and quality management for work-integrated learning in a cooperative education partnership*. Cape Town: Cape Peninsula University of Technology.
- Fossey, A. 2012. Conceptualising postgraduate training in biotechnology at universities of technology. *South African Journal of Higher Education*, 26(2):358–371.
- Fox, W. & Meyer, I.H. 1995. *Policies for public service transformation*. Eliot Avenue: Creda Press.
- Gbadamosi, G. & De Jager, J. 2009. 'What you see is what you get': Service quality, students' perceptions and satisfaction at South African universities. *South African Journal of Higher Education*, 23(5):877-893.
- Ghaus-Pasha, A. 2004. *Role of civil society organizations in governance*. Paper presented at the 6<sup>th</sup> Global Forum on Reinventing Government towards Participatory and Transparent Governance. Seoul, Republic of Korea. 24–27 May 2004.
- Gibbs, G. 2007. Analyzing qualitative data. In: U. Flick (Ed.), *The SAGE qualitative research kit*. London: Sage.

- Greef, M. 2005. Information collection: Interviewing. In: A.S. de Vos, H. Strydom, C.B. Fouche & C.S.L. Delpont (Eds.), *Research at grassroots for the social sciences and human service professions*. (3<sup>rd</sup> Ed.) Pretoria: Van Schaik, pp. 341-374.
- Griesel, H. & Parker, B. 2009. *Graduate attributes: A baseline study on South African graduates from the perspective of employers*. Pretoria: HESA / SAQA.
- Hager, P. & Holland, S. 2006. Introduction. In: P. Hager & S. Holland (Eds.). *Graduate attributes, learning and employability*. Dordrecht: Springer, pp. 1-15.
- Hammer, S., Star, C. & Green, W. 2009. Facing up to the challenge: Why is it so hard to develop graduate attributes? *Higher Education Research and Development*, 28(1):1–16.
- Hanekom, S.X., Rowland, R. & Bain, E.G. 1987. *Key aspects of public administration*. Halfway House: Southern Book Publishers.
- Harsch, E. 2008. Privatisation shifts gears in South Africa. *Africa Recover*, 14(1):8-17.
- Hatcher, A.J. & Erasmus, M.A. 2008. Service learning in the United States and South Africa: A comparative analysis informed by John Dewey and Julius Nyerere. *Michigan Journal of Community Service Learning*, 15(1):49-61.
- Hazma, E. 2010. The role of higher education in public sector education and training: The case of the school of government. (Unpublished thesis.) University of Stellenbosch, Stellenbosch.
- Hay, H.R. 2003. The nuts and bolts of a service-learning programme. *SAJHE/SATHO*, 17(3):184-191.
- Hemson, D. & Roberts, B. 2008. *Batho Pele: Season of discontent – South African social attitudes survey*. HSRC Review. Available online at: <http://www.hsrc.ac.za/uploads/pageContent/1607/Batho%20Pele.pdf> [Retrieved on 25 November 2014.]
- Hesma, D. & Roberts, B. 2007. *Batho Pele: Season of discontent – South African social attitudes survey*. HSRC Press. Available online at: <http://www.hsrc.ac.za/uploads/pageContent/1607/Batho%20Pele.pdf> [Retrieved on 25 November 2014].
- HEQC (Higher Education Quality Committee). 2006. *A good practice guide and self-evaluation instruments for managing the quality of service-learning*. Pretoria: Council on Higher Education.

- HEQC/JET (Higher Education Quality Committee / JET Education Services South Africa). 2006. *Service-Learning in the curriculum: A resource for higher education institutions*. Pretoria, South Africa: Council on Higher Education. Available online at: [http://www.che.ac.za/sites/default/files/publications/HEQC\\_Service-Learning\\_Curriculum\\_Jun2006\\_0.pdf](http://www.che.ac.za/sites/default/files/publications/HEQC_Service-Learning_Curriculum_Jun2006_0.pdf) [Retrieved on 25 November 2014].
- HM Treasury. 2007. *The future role of the third sector in social and economic regeneration: Final report*. Norwich, UK: The Stationery Office. Available online at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/228900/7189.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/228900/7189.pdf) [Retrieved on 24 March 2014].
- Hughes, C. & Barrie, S. 2010. Influences on the assessment of graduate attributes in higher education. *Assessment and Evaluation in Higher Education*, 35(3):325-334.
- Idasa, LGU (Institute for Democracy in Africa, Local Governance Unit). 2010. *The state of local government and service delivery in South Africa: Issues, challenges and solutions*. Pretoria: Idasa.
- ICCS (Institute for Citizen-Centred Service). 2007. *Benchmarking: Benefits and lessons learned*. Canada: ICCS. Available online at: [www.iccs-isac.org/en/cmt/benefits.htm](http://www.iccs-isac.org/en/cmt/benefits.htm) [Retrieved on 24 April 2012].
- Koma, S.B. 2010. The state of local government in South Africa: Issues, trends and options. *Journal of Public Administration*, 45(11):111–120.
- Kroukamp, H. 1999. Batho Pele: Putting the citizens first in transforming public service delivery in a changing South Africa. *International Review of Administrative Sciences*, 65(3): 327-338.
- Kroukamp, H. 2005. Partnerships in local government to improve service delivery in South Africa. *Journal of Public Administration: Conference Proceedings*, October: 71-81.
- Kroukamp, H. 2011. Efficient and responsive public services: Are departments of Public Administration and Management at universities playing their rightful role? *Administratio Publica*, 19(1):20-32.
- Kroukamp, H. 2014. South African local government in a quandary: How to overcome ever-increasing challenges to excellence in service delivery. *Journal for New Generation Sciences*, 12(1):103-114.
- Krueger, R.A. & Casey, M.A. 2009. *Focus groups: A practical guide for applied research*. (4<sup>th</sup> Ed.). Thousand Oaks, CA: Sage.

- Kvale, S. 2007. Doing interviews. In: U. Flick (Ed.). *The SAGE qualitative research kit*. London: SAGE.
- Lazarus, J. 2007. Embedding Service Learning in South African Higher Education: The Catalytic Role of the CHESP Initiative. *Education as Change*, 11(3), Special Issue: CSL.
- Lazarus, J., Erasmus, M., Hendricks, D., Nduna, J. & Slamati, J. 2008. Embedding community engagement in South African higher education. *Education, Citizenship and Social Justice*, 3(1):57–83.
- Le Grange, L. 2007. The ‘theoretical foundations’ of community service-learning: From taproots to rhizomes. *Education as Change* (Special Issue 2007), 11(3):3-13.
- Leibowitz, B. 2011. Academic literacy as a graduate attribute: Implications for thinking about ‘curriculum’. In: E. Bitzer & N. Botha (Eds.). *Curriculum inquiry in South African higher education: Some scholarly affirmations and challenges*, pp. 213-227. Stellenbosch: Sun Press.
- Levkoe, C.Z., Brail, S. & Daniere, A. 2014. Engaged pedagogy and transformative learning in graduate education: A service learning case study. *Canadian Journal of Higher Education*, 44(3):68-85.
- Luthuli, T.B. 2009. From compliance to performance: A leadership challenge in South African public service. *Journal of Public Administration*, 44(3):460-469.
- Macmillan, R. 2010. *The third sector delivering public services: An evidence review*. Birmingham: Third Sector Research Centre.
- Madumo, O.S. 2014. Fostering effective service delivery through public participation: A South African local government perspective. *Administratio Publica*, 22(3):130-147.
- Mafunisa, M.J. 2008. The role of codes of conduct in promoting ethical conduct in the South African public service. *South African Journal of Labour Relations*, 32(1):81-92.
- Marais, L., Matebesi, Z., Mthombeni, M., Botes, L. & Van Rooyen, D. 2008. Municipal unrest in the Free State (South Africa): A new form of social movement? *Politeria*, 27(2):51–69.
- Maree, K. & Pietersen, J. 2007a. Surveys and the use of questionnaires. In: K. Maree (Ed.). *First steps in research*. Pretoria: Van Schaik, pp. 155-170.
- Maree, K. & Pietersen, J. 2007b. Sampling. In: K. Maree (Ed.). *First steps in research*. Pretoria: Van Schaik, pp. 172-181.

- Maree, K. & Van der Westhuizen, C. 2007. Planning a research proposal. In: K. Maree (Ed.). *First steps in research*. Pretoria: Van Schaik, pp. 24-45.
- Masango, R.S. & Mfene, P.N. 2012. Citizen empowerment for promoting access to public services. *Administratio Publica*, 20(1):73-89.
- Mason, G.; Williams, G. & Cranmer, S. 2009. Employability skills initiatives in higher education: What effects do they have on graduate labour market outcomes? *Education Economics*, 17(1):1–30.
- Matebesi, S. & Botes, L. 2011. Khutsong cross-boundary protests: The triumph and failure of participatory governance? *Politeria*, 30(1):4-21.
- Mbanga, S. 2004. Strategies for addressing the skills gap in the South African public sector: A people's development toolbox. *Service Delivery Review*, 3(2):102–111.
- McClam, T., Diambra, J.F., Burton, B., Fuss, A. & Fudge, D.L. 2008. An analysis of service-learning project: Students' expectations, concerns and reflections. *Journal of Experiential Education*, 30(3):236–249.
- McMillan, J.H. & Schumacher, S. 2010. *Research in education: Evidence-based inquiry*. (7<sup>th</sup> Ed.). USA: Pearson Education.
- Mertens, D.M. 2005. *The transformative prism: Resilience and social justice in mixed methods* (Paper presented at the First International Congress of Qualitative Inquiry held in May 2005.) University of Illinois, Urbana-Champaign.
- Mertens, D.M. 2007. Transformative paradigm: Mixed methods and social justice. *Journal of Mixed Methods Research* 1(3):212–225.
- Mertens, D.M. 2010a. *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. (3<sup>rd</sup> Ed.). USA: SAGE.
- Mertens, D.M. 2010b. Transformative mixed methods research. *Qualitative Inquiry*, 16(6):469-474.
- Mertens, D.M. 2012. Transformative mixed methods: Addressing inequities. *American Behavioral Scientist*. Available online at: <http://abs.sagepub.com/content/early/2012/02/01/0002764211433797> [Retrieved on 2 February 2012].
- Ministry of Education. 2001. *National Plan for Higher Education*. Pretoria: Department of Education.
- Mouton, N., Louw, G.P. & Strydom, G.L. 2013. Present-day dilemmas and challenges of the South African tertiary system. *International Business and Economics Research*

- Journal*, 12(3):285-300. Available online at: <http://ahero.uwc.ac.za/index.php?module=cshe&action=downloadfile&fileid=18409092513626642098598> [Retrieved on 10 March 2015.]
- Mouton, J. & Wildschut, L. 2005. Service learning in South Africa: Lessons learnt through systematic evaluation. *Acta Academica Supplementum*, 2005(3):116-150.
- Mubangizi, B.C. 2005. Improving public service delivery in the new South Africa: Some reflections. *Journal of Public Administration*, 40(4.1): 633-648.
- Mubangizi, B.C. & Theron, F. 2011. Inculcating public leadership for citizen value: Reflecting on public administration curricula. *Administratio Publica*, 19(1):33-50.
- Mulaudzi, M. & Liebenberg, I. 2013. From apartheid to batho pele: An exploratory study on service delivery and public participation in Atteridgeville-Saulsville. *Journal for Contemporary History*, 38(1):142–161.
- Mutahaba, G. 2006. African perspectives on public service reform issues and performance. *Journal of Public Administration*, 41(2.2):273–289.
- Napier, C.J. 2007. Accountability: An assessment at the local government sphere. *Journal of Public Administration*, 42(4):376–390.
- Napier, C.J. 2008. Public participation and ward committees: The case of the Tshwane municipality politics and transformation in a global and local context. *Journal for Contemporary History*, 33(2):163–181.
- NCHE (National Council for Higher Education). 1996. *Report: A Framework for transformation*. Pretoria: NCHE.
- Ndou, S.D. 2013. The tripartite alliance as a *sine qua non* in promoting public interest and accountability in post-apartheid South African governance. *Journal of Public Administration*, 48(1):189–194.
- Nduna, J. 2007. The community voice on service-learning: A good practice guide for higher education. *Education as Change*, 11(3), Special Issue: CSL.
- Nduna, N.J. 2012. The relevance of workplace learning in guiding student and curriculum development. *South African Journal of Higher Education*, 26(2):232–248.
- Nengwekhulu, R.H. 2009. Public service challenges facing the South African public service. *Journal of Public Administration*, 44(2): 341–346.
- Nieuwenhuis, J. 2007. Qualitative research designs and data gathering techniques. In: K. Maree (Ed.), *First steps in research*. Pretoria: Van Schaik, pp. 69-97.

- Ngidi, T.L. & Dorasamy, N. 2013a. Barriers to implementation of the Batho Pele framework for service delivery in the public sector, A case of South Africa. In: M. Semmelrock-Picej & A. Novak (Eds.). *Proceedings of the European Conference on Management, Leadership and Governance*. Reading: Academic Conferences and Publishing International Ltd., 205-213.
- Ngidi, T.L. & Dorasamy, N. 2013b. Challenges on application of Batho Pele principles: A case study of Department of Home Affairs, Durban Regional Office. *Bangladesh e-Journal of Sociology*, 10(1):30–50.
- Ngowi, H.P. 2009. Public-Private Partnership (PPP) in Service Delivery: Application, reasons, procedures, results and challenges in Tanzanian local government authorities (LGAs). *Africagrowth Agenda*, April-June: 30-36. Available online at: [http://www.africagrowth.com/images/contents\\_april09.pdf](http://www.africagrowth.com/images/contents_april09.pdf) [Retrieved on 12 March 2015].
- Norushe, T.F.; Van Rooyen, D. & Strumpher, J. 2004. In-service education and training as experienced by registered nurses. *Curationis*, 27(4):63-72.
- Nyamukachi, P.M. 2004. *Options for urban service delivery in South Africa, with special reference to the Tshwane Metropolitan Municipality*. MAdmin dissertation, University of Pretoria.
- Nzimakwe, T.I. 2011. Public leadership in a transforming society for effective service delivery. *Administratio Publica*, 19(1):51-68.
- Nzimakwe, T.I. & Mpehle, Z. 2012. Key factors in the successful implementation of Batho Pele principles [online]. *Journal of Public Administration*, 47(1.1):279–290.
- O'Brien F. 2005. Grounding service learning in South Africa. *Acta Academica Supplementum* 2005(3):64-94.
- Office of Democracy and Governance. 2002. Approaches to civic education: Lessons learned. *Technical Publication Series*. Office of Democracy and Governance, Bureau for Democracy, Conflict and Humanitarian Assistance, Washington DC. Available online at: [http://www.au.af.mil/au/awc/awcgate/usaid/civic\\_ed\\_lessons\\_learned.pdf](http://www.au.af.mil/au/awc/awcgate/usaid/civic_ed_lessons_learned.pdf) [Retrieved on 27 May 2015].
- Oliver, B. 2013. Graduate attributes as a focus for institution-wide curriculum renewal: Innovations and challenges. *Higher Education Research and Development*, 32(3):450-463.



- O'Meara, K.A. 2008. Graduate education and community engagement. *New Directions for Teaching and Learning*, 113:27-42.
- Osborne, S.P. 2010. Delivering public services: Time for a new theory? *Public Management Review*, 12(1):1-10.
- Pitso, P.L. 2014. Factors that promote or hinder the voice of the third sector in public service delivery. In: M. Erasmus & R. Albertyn (Eds.), *Knowledge as enablement: Engagement between higher education and the third sector in South Africa*. Bloemfontein: Sun Press.
- Piper, H. & Simons, H. 2011. Ethical issues in generating public knowledge. In: B. Somekh & C. Lewin (Eds.). *Theory and methods in social research*. (2<sup>nd</sup> Ed.). Washington DC: Sage.
- Qwabe, B. 2009. Skills deficit and development in the South African public sector: A training and development perspective. *Journal of Public Administration*, 44(1):15–29.
- Rapley, T. 2007. Doing conversation, discourse and document analysis. In: U. Flick (Ed.). *The SAGE qualitative research kit*. London: Sage.
- Richardson, S. 2006. The power of service learning. *Techniques*, January, 38-40. Available online at: [http://vega.jeffco.edu/jkuchar/ctl/Jan\\_2005\\_\(Service\\_Learning\).pdf](http://vega.jeffco.edu/jkuchar/ctl/Jan_2005_(Service_Learning).pdf) [Retrieved on 10 February 2015].
- Roos, V., Temane, Q.M., Davis, L., Prinsloo, C.E., Kritzinger, A., Naude, E. & Wessels, J.C. 2005. Service learning in a community context: Learners' perceptions of a challenging training paradigm. *South African Journal of Psychology*, 35(4):703-716.
- RSA (Republic of South Africa). 1994. *Public Service Act (Proclamation no. 103 of 1994)*. Pretoria: Government Printer.
- RSA (Republic of South Africa). 1996. *Constitution of the Republic of South Africa (Act No. 108 of 1996)*. Pretoria: Government Printer.
- RSA (Republic of South Africa). 1997. *Higher Education Act (Act No. 101 of 1997)*. Pretoria: Government Printer.
- RSA (Republic of South Africa). 1998. *Skills Development Act (Act 97 of 1998)*. Pretoria: Government Printer.
- RSA (Republic of South Africa). 2000a. *Promotion of Access to Information Act (Act 2 of 2000)*. Pretoria: Government Printer.
- RSA (Republic of South Africa). 2000b. *Promotion of Administrative Justice Act (Act of 2000)*. Pretoria: Government Printer.

- RSA (Republic of South Africa). 2014. *Public Administration Management Act (Act of 2014)*. Pretoria: Government Printer.
- RSA DHET (Republic of South Africa. Department of Higher Education and Training). 2013. *White Paper for Post-School Education and Training: Building an expanded, effective and integrated post-school system*. Pretoria: Department of Higher Education and Training.
- RSA DoE (Republic of South Africa. Department of Education). 1997a. *Education White Paper 3: A Programme for the Transformation of Higher Education*. Pretoria: Department of Education.
- RSA DoE (Republic of South Africa. Department of Education). 1997b. *White Paper on Public Service Training and Education*. Pretoria: Government Printer.
- RSA DPME (Republic of South Africa. Department of Planning, Monitoring and Evaluation). 2012. *Management performance assessment tool implementation guide*. Pretoria: The Presidency.
- RSA DPME (Republic of South Africa. Department of Planning, Monitoring and Evaluation). 2013. *A framework for strengthening citizen-government partnerships for monitoring frontline service delivery*. Pretoria: The Presidency.
- RSA DPSA (Republic of South Africa. Department of Public Service and Administration). 1995. *White Paper on the Transformation of the Public Service*. Pretoria: Department of Public Service and Administration.
- RSA DPSA (Republic of South Africa. Department of Public Service and Administration). 1996. *Green Paper on Transforming Public Service Delivery*. Pretoria: Department of Public Service and Administration.
- RSA DPSA (Republic of South Africa. Department of Public Service and Administration). 1997. *White Paper on Transforming Public Service Delivery (Batho Pele White Paper)*. Pretoria: Department of Public Service and Administration.
- RSA DPSA (Republic of South Africa. Department of Public Service and Administration). 2001. *Public Service Regulations*.
- RSA DPSA (Republic of South Africa. Department of Public Service and Administration). 2007a. *Batho Pele booklet: Batho Pele change management engagement programme: A guide to revitalise Batho Pele*. Pretoria: Department of Public Service and Administration.

- RSA DPSA (Republic of South Africa. Department of Public Service and Administration). 2007b. *Batho Pele Handbook: A service delivery improvement guide*. Pretoria: Department of Public Service and Administration.
- RSA DPSA (Republic of South Africa. Department of Public Service and Administration). 2008. *Batho Pele booklet: Guidelines on the functions of the Batho Pele coordinators*. Pretoria: Department of Public Service and Administration.
- RSA DPSA (Republic of South Africa. Department of Public Service and Administration). 2008. *Batho Pele booklet: Guidelines on the functions of the Batho Pele coordinators*. Pretoria: Department of Public Service and Administration.
- RSA DSD (Republic of South Africa. Department of Social Development). 2015. *2014/15 State of South African registered non-profit organisations issued in terms of the Non-Profit Organisations Act 71 of 1997: A report from the national NPO database*. Pretoria: Department of Social Development.
- RSA NPC (Republic of South Africa. National Planning Commission). 2011. *National Development Plan: Vision for 2030*. Pretoria: Government Printer.
- RSA PSC (Republic of South Africa. Public Service Commission). 2005. *Evaluation of service standards in the Public Service*. Pretoria: Government Printers.
- RSA PSC (Republic of South Africa. Public Service Commission). 2006a. *Report on the evaluation of performance and compliance with the Batho Pele of Access*. Pretoria: Government Printers.
- RSA PSC (Republic of South Africa. Public Service Commission). 2006b. *Report on the evaluation of performance and compliance with the Batho Pele of Redress*. Pretoria: Government Printers.
- RSA PSC (Republic of South Africa. Public Service Commission). 2007a. *Report on the evaluation of the batho pele principles of consultation*. Pretoria: Government Printers.
- RSA PSC (Republic of South Africa. Public Service Commission). 2007b. *Report on the evaluation of the batho pele principles for money in the public service*. Pretoria: Government Printers.
- RSA PSC (Republic of South Africa. Public Service Commission). 2008a. *Report on the implementation of the batho pele principle of openness and transparency in the public service*. Pretoria: Government Printers.



- RSA PSC (Republic of South Africa. Public Service Commission). 2008b. *Report on the assessment of public participation practice in the public service*. Pretoria: Government Printers.
- RSA PSC (Republic of South Africa. Public Service Commission). 2009a. *Report on the evaluation of the implementation of the batho pele principle of courtesy*. Pretoria: Government Printers.
- RSA PSC (Republic of South Africa. Public Service Commission). 2009b. *Report on the evaluation of the implementation of the batho pele principle of information*. Pretoria: Government Printers.
- RSA PSC (Republic of South Africa. Public Service Commission). 2010. *State of the public service report*. Pretoria: Government Printers.
- RSA PSC (Republic of South Africa. Public Service Commission). 2011. *Citizens talk: Citizen Satisfaction Survey Report*. Pretoria: Government Printers.
- RSA PSC (Republic of South Africa. Public Service Commission). 2012. *Report on the assessment of the effectiveness of the Batho Pele Policy in Public Service Delivery*. Pretoria: Public Service Commission.
- SAQA (South African Qualifications Authority). 1997. *SAQA Bulletin*, 1(1), May/June.
- SAQA (South African Qualification Authority). 2000. *The National Qualifications Framework and Curriculum Development*. Pretoria: SAQA.
- SAQA (South African Qualifications Authority). 2014. *NQF standard glossary of terms: Terms related to the South African Framework*. Pretoria: SAQA.
- Schurink, W.; Fouche, C.B. & Delport, C.S.L. 2011. Theory and literature in qualitative research. In De Vos, A.S. (Ed.). *Research at grassroots: For the social sciences and human service professions*. (4<sup>th</sup> Ed.). Pretoria: Van Schaik, pp. 297-306.
- Schurink, W.; Fouche, C.B. & De Vos, A.S. 2011. Qualitative data analysis and interpretation. In: A.S. de Vos (Ed.). *Research at grassroots: For the social sciences and human science professions*. (4<sup>th</sup> Ed.). Pretoria: Van Schaik, pp. 397-423.
- Sibanda, M.M. 2011. Civil society participation in government: Re-examining the third sector in a global perspective. *Journal of Public Administration*, 46(1.1):814-833.
- Singh, R.J. 2008. Radical change of the university classroom: The views of some academics. *South African Journal of Higher Education*, 22(5):1059-1069.
- Smith, C. & Bath, D. 2006. The role of the learning community in the development of discipline knowledge and generic graduate outcomes. *Higher Education*, 51(2):259–286.

- Ssekibuule, H.J. & Okafor, C. 2014. Exploring public participation issues in South Africa. *Journal of Policy and Development Studies*, 9(1):1-19.
- Stanton, T.K. & Erasmus, M.A. 2013. Inside out, outside in: A comparative analysis of service-learning's development in the United States and South Africa. *Journal of Higher Education Outreach and Engagement*, 17(1):63-96.
- Thomson, A.M.; Smith-Tolken, A.; Naidoo, A. & Bringle, R. 2008. *Service learning and community engagement – A cross-cultural perspective*. Working paper series, International Society for Third-Sector Research. Eighth International Conference, Barcelona, Spain, 9-12 July.
- Tight, M. 2012. Discipline and theory in higher education research. *Research Papers in Education*, pp.1-18.
- Tomlinson, M. 2008. 'The degree is not enough': Students' perceptions of the role of higher education credentials for graduate work and employability. *British Journal of Sociology of Education*, 29(1):49-61.
- UFS (University of the Free State). 2006. *Community Service Policy / Samelewingsdiensbeleid*. Available online at: [http://www.ufs.ac.za/service learning](http://www.ufs.ac.za/service%20learning). [Retrieved on 20 June 2015].
- UFS (University of the Free State). 2014. *Annual teaching and learning report 2014: Moving the needle towards success*. Bloemfontein: UFS, Centre for Teaching and Learning (CTL).
- Vaatstra, R. & De Vries, R. 2007. The effect of the learning environment on competences and training for the workplace according to graduates. *Higher Education*, 53:335-357.
- Vandeyar, S. 2010. Shifting selves: Constructing and negotiating academic identities. *South African Journal of Higher Education*, 24(6):914-934.
- Van Rooyen, E.J. & Naidoo, K. 2006. The promotion of good governance through the eradication of the notion of cross-boundary municipalities. *Journal of Public Administration*, 41(2.2):457-476.
- Van Schalkwyk, F.E. & Erasmus, M.A. 2011. Community participation in higher education service learning. *Acta Academia*, 43(3):57–82.
- Vyas-Doorgapersad, S. & Ababio, E.P. 2006. Ethical dilemmas and democratic values: How to reposition institutions for good governance and increased service delivery. *Journal of Public Administration* 41(2.2):385–396.

- Wilkins, J.K. 2001. Conceptual and practical considerations in alternative service delivery. *International Review of Administrative Sciences*, 69(2):173–189.
- World Bank. 2004. *World Development Report: Making services work for poor people*. Washington DC: World Bank.
- Zarenda, H. 2013. *South Africa's National Development Plan and its implications for regional development*. Stellenbosch: Tralac. Available online at: <http://paulroos.co.za/wp-content/blogs.dir/12/files/2013/07/D13WP012013-Zarenda-South-Africas-NDP-and-implications-for-regional-development-20130612-fin.pdf> [Retrieved on 03 March 2014].



# APPENDIX A

 <p>UNIVERSITY OF THE FREE STATE UNIVERSITEIT VAN DIE VRYSTAAT YUNIVESITHI YA FREISTATA</p>	 <p>UFS·UV SERVICE LEARNING DIENSLEER</p>	Knowledge as Enablement – NPO Focus NRF Grant No. 77412 Reference: CEP20101014000018098 Grant-holder: Prof. Mabel Erasmus
<h2>Study Information and Informed Consent Document Non-Profit Organisation Managers</h2>		
January 2014		

Thank you for your willingness to consider taking part in this exciting research project. Sharing your views and experiences will make a valuable contribution to this research project and I would greatly appreciate your involvement. This document will give you a summary of the research, as well as try to set at ease any concerns that you might have regarding the research.

<b>Researcher: Pulane Pitso</b>	<b>Study supervisor &amp; NRF grant-holder Prof Mabel Erasmus</b>	<b>Co-Study supervisor Dr Victor Teise</b>
PhD student: Higher Education Studies  116 De La Rey Avenue General De Wet Bloemfontein 9301  C: 082 331 0174 E-mail: pulie2@webmail.co.za	Head: Service Learning  Room 210 Pres. Steyn Annex Building 205 Nelson Mandela Drive Park West Bloemfontein 9300  T: 051 401 3732 E-mail: erasmusm@ufs.ac.za	Lecturer/ Researcher/ MA (HES) & PhD Coordinator: School of Higher Education Studies  Room 205 Winkie Direko Building 339 Nelson Mandela Avenue Bloemfontein 9300  T: 051 401 9019 E-mail: teisevn@ufs.ac.za

## Introduction

The University of the Free State (UFS) has received a research grant from the National Research Foundation (NRF) to conduct research on community engagement. The title of the NRF research project is: *Knowledge as enablement* and it has a focus on the Non-Profit Organisation (NPO) sector. My PhD study is partly funded by the NRF grant and forms part of this research project.

## Title of the Study

In fulfilment of the requirements of a PhD degree in Higher Education Studies, I have embarked on a study titled "Community Service Learning as a transformative tool for infusing the university curriculum with graduate attributes for improved service delivery".





## Proposed Study

Within the South African government, the importance of the delivery of quality public service is rooted in the *Batho Pele* or “People First” principles. These eight principles of service delivery are described in Table 1.

**Table 1: The Eight Principles of *Batho Pele***

BATHO PELE PRINCIPLE	DESCRIPTION
1. Consultation	Citizens should be consulted about the level and quality of the public services they receive and, wherever possible, should be given a choice about the services they are offered.
2. Service Standards	Citizens should be told what level and quality of public services they will receive so that they are aware of what to expect.
3. Access	All citizens should have equal access to the services to which they are entitled.
4. Courtesy	Citizens should be treated with courtesy and consideration.
5. Information	Citizens should be given full, accurate information about the public services they are entitled to receive.
6. Openness and transparency	Citizens should be told how national and provincial departments are run, how much they cost, and who is in charge.
7. Redress	If the promised standard of service is not delivered, citizens should be offered an apology, a full explanation and a speedy and effective remedy; and when complaints are made, citizens should receive a sympathetic positive response.
8. Value for money	Public services should be provided economically and efficiently in order to give citizens the best possible value for money.

Source: *White Paper on Transforming Public Service Delivery* (RSA DPSA, 1997)

However, since 2004, South Africa has experienced a strong wave of public protests against poor service delivery (Idasa, 2010:2), with the Free State Province also seeing an increase in the number of protests (Coetzee, 2005:154). Although *Batho Pele* principles are key in providing government services, lack of implementation of these principles was found to be one of the main issues at the heart of poor service delivery. Moreover, the voice of the citizens in contributing towards improved government services is limited. A lack of opportunities for the citizens to share their needs and challenges with regard to government services and poor response by government seems to be some of the reasons leading to limited voice of the citizens (Coetzee, 2010:84).

One of the aims of the research project is therefore to create a platform for a number of citizens through a focus group discussion, to share their views and experiences about the *Batho Pele* principles in practice, as well as the factors that either promote or hinder the voice of the citizens from being heard. In this research project, the NPOs as a sector close to the communities they serve (the citizens) are regarded as the representatives and a voice for the citizens. They are viewed as

important contributors in improving government services and therefore their voices should not be ignored.

The information from the focus group discussion will help us determine the needs and challenges of NPO Managers with regard to government services. It will also be used to add value to a chapter in a book, written as part of the above-mentioned NRF-project and my PhD thesis.

Moreover, the intention of this research project is to raise awareness of the *Batho Pele* principles as central qualities that focus public services on the needs of the citizens. Well-informed NPO Managers could improve government accountability and will strengthen the voice of citizens towards improving government services.

## Research Process

In this research project, some of the tools that will be used to collect data are as follows:

- Document analysis.
- Pre- and post-questionnaires.
- Semi-structured interviews.

However, the purpose of today is to conduct a focus group discussion with the Managers of the selected NPOs. This focus group discussion will take between 1-2 hours and will be recorded on a digital voice-recorder and typed afterwards. An opportunity will be given to all to add or change the typed information of the discussions if required.

## Ethical Considerations

There are no risks involved in participating in this research project. Participation is completely voluntary. Participants may stop participation at any time without punishment or loss or benefits to which the participants are otherwise entitled. Total confidentiality and anonymity (privacy) cannot be guaranteed, but all efforts will be made to keep all the participant's and personal information confidential. Results obtained will be put together by the grant-holder and may be submitted for publication. In such a case the grant-holder and other researchers will share and verify outcomes of the study with participants before submitting reports for publication.

If you agree to participate in this research project, you will be given a copy of this document, which is a summary of what is expected of you as a participant. If you have any questions regarding the procedure of the research project or the research itself, you are welcome to contact the researcher at any time. You are also welcome to contact Prof. Mabel Erasmus who is the supervisor for the research project and NRF grant-holder. The contact information is provided in the first page of this document.

---

## Declaration:

The research project was communicated clearly to me in verbal and written form. I understand what my involvement in the study entails and voluntarily give consent for my participation in the study.


I also give my consent for the interview to be tape-recorded and transcribed in order for the researcher to provide accurate and relatively complete records. I understand that the recordings and transcripts will be treated as confidential and securely stored at all the times and that only members of the research team will have access to them. I also understand that I am free to withdraw from the study at any time without having to give any reason.

Signed on the \_\_\_\_\_ day of \_\_\_\_\_ 2014 at \_\_\_\_\_  
(place).


\_\_\_\_\_  
Signature

Date: \_\_\_\_/\_\_\_\_/20\_\_\_\_

# APPENDIX B



UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
VRYSTAAT  
YUNIVESITHI YA  
FREISTATA



UFS·UV  
SERVICE LEARNING  
DIENSLEER

## Study Information and Informed Consent Document

### Free State Government Public Servants

SEPTEMBER - NOVEMBER 2015

Researcher: Pulane Pitso	Study supervisor Prof Mabel Erasmus	Co-supervisor Dr Victor Teise
<p>116 De La Rey Avenue General De Wet Bloemfontein 9301</p> <p>C: 082 331 0174 E-mail: <a href="mailto:pulie2@webmail.co.za">pulie2@webmail.co.za</a></p>	<p>Head: Service Learning</p> <p>Room 210 Pres. Steyn Annex Building 205 Nelson Mandela Drive Park West Bloemfontein 9300</p> <p>T: 051 401 3732 E-mail: <a href="mailto:erasmusm@ufs.ac.za">erasmusm@ufs.ac.za</a></p>	<p>Lecturer/ Researcher/ MA (HES) &amp; PhD Coordinator: School of Higher Education Studies</p> <p>Room 205 Winkie Direko Building 339 Nelson Mandela Avenue Bloemfontein 9300</p> <p>T: 051 401 9019 E-mail: <a href="mailto:teisevn@ufs.ac.za">teisevn@ufs.ac.za</a></p>

#### Dear Public Servant

I would like to invite you to take part in an interview which is part of a PhD research project. You are asked to participate because you are a public servant working for the Free State government, who specifically engage with one or more of the non-profit organisations selected in this research project. The research project is titled: ***“Community Service Learning as a transformative tool for infusing the university curriculum with graduate attributes for improved service delivery”***.

This component of the study seeks to determine your views and experiences regarding the challenges that public servants in South Africa face in terms of being trained for service delivery and the standards expected by the *Batho Pele* principles. The reason why I am doing this study is to design a framework for the infusion of graduate attributes (specifically those required for the implementation of the *Batho Pele* or People First principles) in Community Service Learning (CSL) modules towards improved public service delivery. There are no risks foreseen in participating in this study. In terms of benefits, I am sure that this research project will make an indirect, long-term contribution towards improved service delivery based on a framework for in-service training. The outcome of this study could also result in a more appropriate curriculum that will better prepare CSL students for work in the public service environment.

While I greatly appreciate your participation in this important study and the valuable contribution you can make, your participation is entirely voluntary and you are under no obligation to take part in this study. If you do choose to take part, and an issue arises which makes you uncomfortable, you may at any time stop your participation with no further consequences. All efforts will be made to keep any participant’s personal information that is obtained in connection with this study confidential. Confidentiality will be maintained through anonymity of participants and data will be stored electronically and protected with passwords known only to the researcher. The research results that might be published will not contain any names or identity of participants. If you have any inquiries or experience any discomfort or unhappiness with the way the research is being conducted, please feel free to contact me directly to discuss it, and also note that you are free to contact my main study supervisor (indicated above).

Yours sincerely,





Please fill in and return this page. Keep the letter above for future reference

-----  
Title of the Study: ***“Community Service Learning as a transformative tool for infusing the university curriculum with graduate attributes for improved service delivery”***

Researcher: *(Pulane Pitso)*

-----

**Declaration:**

I hereby confirm and declare that the researcher, Pulane Pitso, has communicated the research study clearly to me in verbal and written form. I hereby give free and informed consent to participate in the abovementioned research study. I understand what the study is about, why I am participating and what the risks and benefits are. Hence, I give the researcher permission to record the interview and make use of the data gathered from my participation, subject to the stipulations she has indicated in the above study information document.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Place \_\_\_\_\_

Me Pulane Pitso  
Ph.D Studies  
Community Engagement and Service Learning  
University of the Free State  
Bloemfontein

26 May 2015

Dear Me Pitso

This serves as a permission letter to conduct your PHD study using GOVE3724 service learning module as part of the BA Governance and Political Transformation Degree offered at the University of the Free State. The following is important.

- Permission is granted that GOVE3724 service learning students as well as academic staff in the Governance and Political Transformation Undergraduate Programme at UFS may be used within this Ph.D study.
- Permission is granted to use and amend (as needed) the pre-and-post implementation student questionnaires for the purposes of the study.
- Permission is granted to have access to all documentation (e.g. study guides, module catalogue, students' reflection reports, etc.) that may shed more information on the theoretical and practical implementation of the service learning module.
- That the time of data collection, an individual consent form will also be used to ensure all students and academic staff in this service learning module participates voluntarily.

I am looking forward to your participation and cooperation in this module.


Kind regards.




Dr. T. Coetzee  
Programme Director  
Governance and Political Transformation



# APPENDIX D



UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
VRYSTAAT  
YUNIVESITHI YA  
FREISTATA



UFS·UV  
SERVICE LEARNING  
DIENSLEER

## Study Information and Informed Consent Document

### GOVE3724 Community Service Learning Students

AUGUST 2015

Researcher: Pulane Pitso	Study supervisor & NRF grant-holder Prof Mabel Erasmus	Co-Study supervisor Dr Teise Victor
<p>116 De La Rey Avenue General De Wet Bloemfontein 9301</p> <p>C: 082 331 0174 E-mail: <a href="mailto:pulie2@webmail.co.za">pulie2@webmail.co.za</a></p>	<p>Head: Service Learning</p> <p>Room 210 Pres. Steyn Annex Building 205 Nelson Mandela Drive Park West Bloemfontein 9300</p> <p>T: 051 401 3732 E-mail: <a href="mailto:erasmusm@ufs.ac.za">erasmusm@ufs.ac.za</a></p>	<p>Lecturer/ Researcher/ MA (HES) &amp; PhD Coordinator: School of Higher Education Studies</p> <p>Room 205 Winkie Direko Building 339 Nelson Mandela Avenue Bloemfontein 9300</p> <p>T: 051 401 9019 E-mail: <a href="mailto:teisevn@ufs.ac.za">teisevn@ufs.ac.za</a></p>

### Dear Student

You are asked to complete this questionnaire because you are enrolled in a community service learning (CSL) module, which differs from other modules in various respects. This questionnaire also forms part of a research project I would like to invite you to take part in. The research project is titled: ***“Community service learning as a transformative tool for infusing the university curriculum with graduate attributes for improved service delivery”***.

This component of the study seeks to investigate your understanding and expectations with regard to the extent to which this CSL module introduces or enhances specific attributes (i.e. values, qualities and skills) in you as a student. The reason why I am doing this study is to design a framework for the infusion of graduate attributes (specifically those required for the implementation of the *Batho Pele* or People First principles) in CSL modules towards improved public service delivery. There are no risks foreseen in participating in this study. I am sure you will benefit indirectly from this study as you might be sensitised to the value of specific graduate attributes. The outcome of the study could also result in a more appropriate curriculum that will better prepare CSL students for work in the public service environment.

While I greatly appreciate your participation in this important study and the valuable contribution you can make, your participation is entirely voluntary and you are under no obligation to take part in this study. If you do choose to take part, and an issue arises which makes you uncomfortable, you may at any time stop your participation with no further consequences. All efforts will be made to keep any participant’s personal information that is obtained in connection with this study confidential. Confidentiality will be maintained through anonymity of participants and data will be stored electronically and protected with passwords known only to the researcher. The research results that might be published will not contain any names or identity of participants. If you have any inquiries or experience any discomfort or unhappiness with the way the research is being conducted, please feel free to contact me directly to discuss it, and also note that you are free to contact my study supervisor and NRF-grant-holder (indicated above).



Yours sincerely,

---



Please fill in and return this page. Keep the letter above for future reference

-----  
Title of the Study: ***“Community service learning as a transformative tool for infusing the university curriculum with graduate attributes for improved service delivery”***

Researcher: *(Pulane Pitso)*

-----


**Declaration:**

I hereby confirm and declare that the researcher, Pulane Pitso, has communicated the research study clearly to me in verbal and written form. I hereby give free and informed consent to participate in the abovementioned research study. I understand what the study is about, why I am participating and what the risks and benefits are. Hence, I give the researcher permission to make use of the data gathered from my participation, subject to the stipulations she has indicated in the above study information document.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Place \_\_\_\_\_

# APPENDIX E

UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
VRYSTAAT  
YUNIVESITHI YA  
FREISTATA



**UFS·UV**  
SERVICE LEARNING  
DIENSLEER

## Study Information and Informed Consent Document

### GOVE3724 ACADEMIC STAFF/ FACILITATORS

OCTOBER 2015

Researcher: Pulane Pitso	Study supervisor Prof Mabel Erasmus	Co-Study supervisor Dr Victor Teise
<p>116 De La Rey Avenue General De Wet Bloemfontein 9301</p> <p>C: 082 331 0174 E-mail: pulie2@webmail.co.za</p>	<p>Head: Service Learning</p> <p>Room 210 Pres. Steyn Annex Building 205 Nelson Mandela Drive Park West Bloemfontein 9300</p> <p>T: 051 401 3732 E-mail: <a href="mailto:erasmusm@ufs.ac.za">erasmusm@ufs.ac.za</a></p>	<p>Lecturer/ Researcher/ MA (HES) &amp; PhD Coordinator: School of Higher Education Studies</p> <p>Room 205 Winkie Direko Building 339 Nelson Mandela Avenue Bloemfontein 9300</p> <p>T: 051 401 9019 E-mail: <a href="mailto:teisevn@ufs.ac.za">teisevn@ufs.ac.za</a></p>

**Dear Academic staff/ facilitator**

I would like to invite you to take part in an interview which is part of a PhD research project. You are asked to participate because you are an academic staff member/ facilitator for a Community Service Learning (CSL) module, which differs from other modules in various respects. The research project is titled: ***“Community service learning as a transformative tool for infusing the university curriculum with graduate attributes for improved service delivery”***.

This component of the study seeks to investigate your views and experiences with regard to the extent to which specific attributes (i.e. values, qualities and skills) are instilled (i.e. introduced or enhanced) in students by means of the GOVE3724 CSL module. The reason why I am doing this study is to design a framework for the infusion of graduate attributes (specifically those required for the implementation of the *Batho Pele* or People First principles) in CSL modules towards improved public service delivery. There are no risks foreseen in participating in this study. I am sure you will benefit indirectly from this study as you might be sensitised to the value of specific graduate attributes. The outcome of this study could also result in a more appropriate curriculum that will better prepare CSL students for work in the public service environment.

While I greatly appreciate your participation in this study and the valuable contribution you can make, your participation is entirely voluntary and you are under no obligation to take part in it. If you do choose to take part, and an issue arises which makes you uncomfortable, you may at any time stop your participation with no further consequences. All efforts will be made to keep any participant’s personal information that is obtained in connection with this study confidential. Confidentiality will be maintained through anonymity of participants and data will be stored electronically and protected with passwords known only to the researcher. The research results that might be published will not contain any names or identity of participants. If you have any inquiries or experience any discomfort or unhappiness with the way the research is being conducted, please feel free to contact me directly to discuss it, and also note that you are free to contact my main study supervisor (indicated above).

Yours sincerely,





Please fill in and return this page. Keep the letter above for future reference

-----  
Title of the Study: ***“Community Service Learning as a transformative tool for infusing the university curriculum with graduate attributes for improved service delivery”***

Researcher: *(Pulane Pitso)*

-----

**Declaration:**

I hereby confirm and declare that the researcher, Pulane Pitso, has communicated the research study clearly to me in verbal and written form. I hereby give free and informed consent to participate in the abovementioned study. I understand what the study is about, why I am participating and what the risks and benefits are. Hence, I give the researcher permission to record the interview and make use of the data gathered from my participation, subject to the stipulations she has indicated in the above study information document.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Place \_\_\_\_\_

# APPENDIX F

UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
VRYSTAAT  
YUNIVESITHI YA  
FREISTATA



UFS·UV  
SERVICE LEARNING  
DIENSLEER

## Community Service Learning Student Survey Pre-Implementation Questionnaire

Researcher: Pulane Pitso

Title of the study: Community service learning as a transformative tool for infusing the university curriculum with graduate attributes for improved service delivery

July 2015

**Note:**

**This questionnaire is to be administered after the module introduction and orientation.**

Module code:

Date on which questionnaire was completed:

### General Instructions

Please answer the following questions by marking the appropriate option with an X or by writing the necessary information in the allowed space.

### 1. Student Information

1.1 Gender

Male	1
Female	2

1.2 Home language

Afrikaans	1	Setswana	5
English	2	IsiZulu	6
IsiXhosa	3	Other	7
Sesotho	4		

1.3 Age

18 years or younger	1
19-20	2
21-22	3
23-24	4
25 and older	5



1.4 In which year of study are you currently?

1 <sup>st</sup> year	1
2 <sup>nd</sup> year	2
3 <sup>rd</sup> year	3
4 <sup>th</sup> year/Honours	4
Master's	5

## 2. Service Sector and Community

2.1 Name the service sector partner with which you will work during the module:

--

2.2 In which community will your community service learning take place?

--

## 3. Understanding of Community Service Learning

3.1 Please state your understanding of community service learning by completing the following:

“Service learning is ...”

## 4. General Expectations Regarding the Community Service Learning Module

4.1 We would like to know about your expectations of the community service learning module for which you have enrolled.

Please mark (with an X) your level of agreement with each of the statements below:

1 = Strongly disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly agree
-----------------------	--------------	-------------	-----------	--------------------

4.1.1 I think that I shall learn from the community in which I am going to work

1	2	3	4	5
---	---	---	---	---

4.1.2 I think that I shall learn from the service sector staff involved in the module

1	2	3	4	5
---	---	---	---	---

4.1.3 I expect that this module will provide me with the opportunity to apply the knowledge that I have acquired during my study period thus far

1	2	3	4	5
---	---	---	---	---

4.1.4 I expect that the community service learning module will assist in preparing me for the world of work

1	2	3	4	5
---	---	---	---	---

4.1.5 I think that the community service learning experience will help me to move from focusing on myself to focusing on community and others to achieve

1	2	3	4	5
---	---	---	---	---

common good

4.1.6 I think that the community service learning experience will help me to gain insight into my role as a responsible citizen

1	2	3	4	5
---	---	---	---	---

4.1.7 I think that the community service learning module will contribute to my personal development

1	2	3	4	5
---	---	---	---	---

4.1.8 I think that the community service learning module will require much more work than other modules

1	2	3	4	5
---	---	---	---	---

## 5. Specific Expectations Regarding the GOV3724 Community Service Learning Module

### 5.1 Expectations regarding the intellectual/ theoretical outcomes through GOVE3724 community service leaning module

5.1.1 Please consider the following attributes (i.e. values, qualities and skills) related to the intellectual/ theoretical outcomes and indicate your expectations by marking your level of agreement with an X with each of the statements below:

1 = Strongly disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly agree
-----------------------	--------------	-------------	-----------	--------------------

Statement	Strongly disagree	Disagree	Neutral	agree	Strongly agree
<b>I expect that the community service learning experience will contibute to my:</b>					
a) <i>Thinking and reasoning skills</i> (e.g. capacity to apply logical, critical, analytical, creative and reflective thinking to a range of contexts)	1	2	3	4	5
b) <i>Evaluation and research skills</i> (e.g. ability to collect, critically evaluate, analyse, summarise and report on the research results)	1	2	3	4	5
c) <i>Information and knowledge management skills</i> (e.g. capacity to identify, access, organise, use and manage acquired information and knowledge)	1	2	3	4	5
d) <i>Problem-solving skills</i> (e.g. ability to understand an identified problem situation from the community's point of view and facilitate neutral solutions)	1	2	3	4	5
e) <i>Capacity for independent lifelong learning</i> (e.g. ability to use new information and apply knowledge to new situations and ability to explore strategies to learn more effectively)	1	2	3	4	5
f) <i>Academic and professional competence</i> (e.g. ability to demonstrate an understanding of subject or discipline knowledge)	1	2	3	4	5
g) <i>Active 'glocal' citizenship and competence</i> (e.g. ability to demonstrate an understanding and participate in the life of <i>local</i> , national and <i>global</i> communities)	1	2	3	4	5



**5.2 Expectations regarding the interpersonal/life skill outcomes through the GOVE3724 community service leaning module**

5.2.1 Please consider the following attributes (i.e. values, qualities and skills) related to the interpersonal/life skill outcomes and indicate your expectations by marking your level of agreement (with an X) with each of the statements below:

1 = Strongly disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly agree
-----------------------	--------------	-------------	-----------	--------------------

Statement	Strongly disagree	Disagree	Neutral	agree	Strongly agree
<b>I expect that the community service learning experience will contribute to my:</b>					
a) <i>Effective communication and presentation skills</i> (e.g. ability to communicate effectively and present information using different modes of communication, e.g. oral, written and visual, and medium of instruction appropriate for a given situation)	1	2	3	4	5
b) <i>Ability to consult and to listen</i> empathetically to the views and needs of others	1	2	3	4	5
c) <i>Teamwork skills</i> (e.g. ability to network and work effectively with others in a team or community)	1	2	3	4	5
d) <i>Diversity skills</i> (e.g. ability to relate to different people from a range of social contexts)	1	2	3	4	5
e) Ability to demonstrate an understanding, appreciation and <i>sensitivity to cultural differences and practices</i>	1	2	3	4	5
f) <i>Personal ethics and skills</i> (e.g. respect, commitment, patience and tolerance)	1	2	3	4	5
g) <i>Leadership skills</i> in communities	1	2	3	4	5
h) <i>Ethical awareness and sensitivity within communities</i> (e.g. openness, transparency, fairness and justice)	1	2	3	4	5
i) Understanding of the importance of <i>integrity and maintaining a good reputation and image</i>	1	2	3	4	5

**5.3 Expectations regarding the technical/practical outcomes through the GOVE3724 community service leaning module**

5.3.1 Please consider the following attributes (i.e. values, qualities and skills) related to the technical/practical outcomes and indicate your expectations by marking your level of agreement (with an X) with each of the statements below:

1 = Strongly disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly agree
-----------------------	--------------	-------------	-----------	--------------------

Statement	Strongly disagree	Disagree	Neutral	agree	Strongly agree
<b>I expect that the community service learning experience will contribute to my:</b>					
a) Information communication technology skills to share and communicate information (i.e. <i>computer literacy</i> )	1	2	3	4	5
b) Ability to demonstrate numerical communication skills through science and technology (i.e. <i>numeracy or mathematical literacy</i> )	1	2	3	4	5

**5.4 Expectations regarding the workplace skills and applied knowledge related outcomes through the GOVE3724 community service leaning module**

5.4.1 Please consider the following attributes (i.e. values, qualities and skills) related to the workplace skills and applied knowledge related outcomes and indicate your expectations by marking your level of agreement (with an X) with each of the statements below:

1 = Strongly disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly agree
-----------------------	--------------	-------------	-----------	--------------------

Statement	Strongly disagree	Disagree	Neutral	agree	Strongly agree
<b>I expect that the community service learning experience will contibute to my:</b>					
a) Ability to plan, organise, manage and execute my actions and tasks responsibly and effectively (i.e. <i>working independently</i> )	1	2	3	4	5
b) Ability to monitor and evaluate myself and develop ways to improve my actions (i.e. <i>self-evaluation and reflection</i> )	1	2	3	4	5
c) <i>Ability to demonstrate an understanding of changing workplace practices</i> through relating specific issues to, or an exposure to wider organisational context	1	2	3	4	5
d) Capacity to <i>shift from an individualistic approach to an integrated partnership approach</i>	1	2	3	4	5
d) Capacity to <i>care deeply</i> for the community	1	2	3	4	5
f) <i>Self-value and worth</i> in order to contribute to moral development	1	2	3	4	5

**6. Final Remarks**

6.1 The purpose of the questionnaire was for you to share your understanding and expectations of this module and especially, regarding the extent to which you expect the module to introduce or contribute specific values, qualities and skills. Please share any final remarks regarding your expectations, opinions and concerns about the service learning module you are about to participate in:


*Thank you for your time and participation!*

# APPENDIX G

## Community Service Learning Student Survey Post-Implementation Questionnaire

Researcher: Pulane Pitso

Title of the study: Community service learning as a transformative tool for infusing the university curriculum with graduate attributes for improved service delivery

October 2015

**Note:**

**This questionnaire is to be administered at the end of the module.**

Module code:

Date on which questionnaire was completed:

Dear Student

You have completed a community service learning module, which differs from other modules in various respects. We need to gain insight into your experiences of, and perspective on the module, both for research purposes and in order to improve the module in future. Hence, the purpose of this questionnaire is to determine your experiences and views about this module, as well as the extent to which this module has introduced or enhanced specific values, qualities and skills.

Please note that your responses will be treated with confidentiality and your name will not be associated with research findings in any way, as well as in terms of the results that might be published.

Thank you, in advance, for your insights and contribution!

Please answer the following questions by marking the appropriate option with an X, or by writing the necessary information in the allowed space.

### 1. Student Information

1.1 Gender

Male	1
Female	2

1.2 Home language

Afrikaans	1	Setswana	5
English	2	IsiZulu	6

IsiXhosa	3	Other	7
Sesotho	4		

1.3 Age

18 years or younger	1
19-20	2
21-22	3
23-24	4
25 and older	5

1.4 In which year of study are you currently?

1 <sup>st</sup> year	1
2 <sup>nd</sup> year	2
3 <sup>rd</sup> year	3
4 <sup>th</sup> year/Honours	4
Master's	5

## 2. Service Sector and Community

2.1 Name the **service sector partner** you worked with during the module:

--

2.1.1 Do you think you have benefitted from your involvement with the service sector partner? If yes, what did you gain or learn from the service sector partner? If no, kindly motivate.


2.2 In which **community** did your community service learning take place?

--

2.2.1 Do you think you have benefitted from your involvement in the community in which you did your practical work other than gaining experience in Governance and Political Transformation? If yes, what did you gain or learn from the community? If no, kindly motivate.


--

2.3 Do you think that the **service sector partner and community** in which you did your practical work have benefitted from your involvement? If yes, how did you contribute to both the community and service sector partner? If no, kindly motivate.


### 3. Understanding of Community Service Learning

Please state your current understanding of community service learning by completing the following:

“Service learning is ...”

### 4. General Experiences Regarding the Community Service Learning Module

4.1 We would like to know whether the community service learning module came up to your expectations. Please mark with an X your level of agreement with each of the statements below:

1 = Strongly disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly agree
-----------------------	--------------	-------------	-----------	--------------------

4.1.1 I learned from the community in which I worked	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
4.1.2 I learned from the service sector staff involved in the module	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
4.1.3 This module provided me with the opportunity to apply the knowledge that I have acquired during my study period thus far	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
4.1.4 The community service learning module assisted in preparing me for the world of work	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
4.1.5 The community service learning experience helped me to move from focusing on myself to focusing on community and others to achieve common good	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
4.1.6 The community service learning experience helped me to gain insight into my role as a responsible citizen	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		
4.1.7 The community service learning module contributed	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">5</td> </tr> </table>	1	2	3	4	5
1	2	3	4	5		



to my personal development

4.1.8 The community service learning module required much more work than other modules

1	2	3	4	5
---	---	---	---	---

## 5. Specific Experiences Regarding the GOV3724 Community Service Learning Module

5.1 Experiences regarding the intellectual/theoretical outcomes through GOVE3724 community service leaning module

5.1.1 Please indicate by marking with (X) the extent to which this module has introduced or enhanced the following attributes (i.e. values, qualities and skills) related to the intellectual/ theoretical outcomes below:

1 = Not at all	2 = To a very low extent	3 = To an average	4 = To a high extent	5 = To a very high extent
----------------	--------------------------	-------------------	----------------------	---------------------------

Attribute	Not at all	To a very low extent	To an average	To a high extent	To a very high extent
a) <i>Thinking and reasoning skills</i> (e.g. capacity to apply logical, critical, analytical, creative and reflective thinking to a range of contexts)	1	2	3	4	5
b) <i>Evaluation and research skills</i> (e.g. ability to collect, critically evaluate, analyse, summarise and report on the research results)	1	2	3	4	5
c) <i>Information and knowledge management skills</i> (e.g. capacity to identify, access, organise, use and manage acquired information and knowledge)	1	2	3	4	5
d) <i>Problem-solving skills</i> (e.g. ability to understand an identified problem situation from the community's point of view and facilitate neutral solutions)	1	2	3	4	5
e) <i>Capacity for independent lifelong learning</i> (e.g. ability to use new information and apply knowledge to new situations and ability to explore strategies to learn more effectively)	1	2	3	4	5
f) <i>Academic and professional competence</i> (e.g. ability to demonstrate an understanding of subject or discipline knowledge)	1	2	3	4	5
g) <i>Active 'glocal' citizenship and competence</i> (e.g. ability to demonstrate an understanding and participate in the life of <i>local</i> , national and <i>global</i> communities)	1	2	3	4	5

5.1.2 Please consider one or two of the attributes that you marked in 5.1.1 as those that were introduced or enhanced **“to a very high extent”** and explain in what way the module contributed to this.


5.1.3 Please consider one or two of the attributes that you marked in 5.1.1 as those that were **“not at all”** introduced or enhanced and explain what could be done to ensure such values and qualities are introduced in this module.


**5.2 Experiences regarding the interpersonal/lifeskill outcomes through GOVE3724 community service leaning module**

5.2.1 Please indicate by marking with an X the extent to which this module has introduced or enhanced the following attributes (i.e. values, qualities and skills) related to the interpersonal/life skill outcomes below:

1 = Not at all	2 = To a very low extent	3 = To an average	4 = To a high extent	5 = To a very high extent
----------------	--------------------------	-------------------	----------------------	---------------------------

Attribute	Not at all	To a very low extent	To an average	To a high extent	To a very high extent
a) <i>Effective communication and presentation skills</i> (e.g. ability to communicate effectively and present information using different modes of communication, e.g. oral, written and visual, and medium of instruction appropriate for a given situation)	1	2	3	4	5
b) <i>Ability to consult and to listen</i> empathetically to the views and needs of others	1	2	3	4	5
c) <i>Teamwork skills</i> (e.g. ability to network and work effectively with others in a team or community)	1	2	3	4	5
d) <i>Diversity skills</i> (e.g. ability to relate to different people from a range of social contexts)	1	2	3	4	5
e) Ability to demonstrate an understanding, appreciation and <i>sensitivity to cultural differences and practices</i>	1	2	3	4	5
f) <i>Personal ethics and skills</i> (e.g. respect, commitment, patience and tolerance)	1	2	3	4	5
f) <i>Leadership skills</i> in communities	1	2	3	4	5
g) <i>Ethical awareness and sensitivity within communities</i> (e.g. openness, transparency, fairness and justice)	1	2	3	4	5
h) Understanding of the importance of <i>integrity and maintaining a good reputation and image</i>	1	2	3	4	5

5.2.2 Please consider one or two of the attributes that you marked in 5.2.1, as those that were introduced or enhanced **“to a very high extent”** and explain in what way the module contributed to this.


5.2.3 Please consider one or two of the attributes that you marked in 5.2.1 as those that were **“not at all”** introduced or enhanced and explain what could be done to ensure such values and qualities are introduced in this module.


**5.3 Experiences regarding the technical/practical outcomes through GOVE3724 community service leaning module**

5.3.1 Please indicate by marking with an X the extent to which this module has introduced or enhanced the following attributes (i.e. values, qualities and skills) related to the technical/practical outcomes below:

1 = Not at all	2 = To a very low extent	3 = To an average	4 = To a high extent	5 = To a very high extent
----------------	--------------------------	-------------------	----------------------	---------------------------

Attribute	Not at all	To a very low extent	To an average	To a high extent	To a very high extent
a) Information communication technology skills to share and communicate information (i.e. <i>computer literacy</i> )	1	2	3	4	5
b) Ability to demonstrate numerical communication skills through science and technology (i.e. <i>numeracy or mathematical literacy</i> )	1	2	3	4	5



5.3.2 Please consider one or two of the attributes that you marked in 5.3.1 as those that were introduced or enhanced **“to a very high extent”** and explain in what way the module contributed to this.


5.3.3 Please consider one or two of the attributes that you marked in 5.3.1 as those that were **“not at all”** introduced or enhanced and explain what could be done to ensure such values and qualities are introduced in this module.


**5.4 Experiences regarding the workplace skills and applied knowledge-related outcomes through the GOVE3724 community service leaning module**

5.4.1 Please indicate by marking with an X the extent to which this module has introduced or enhanced the following attributes (i.e. values, qualities and skills) related to the workplace skills and applied knowledge related outcomes below:

1 = Not at all	2 = To a very low extent	3 = To an average	4 = To a high extent	5 = To a very high extent
----------------	--------------------------	-------------------	----------------------	---------------------------

Statement	Not at all	To a very low extent	To an average	To a high extent	To a very high extent
a) Ability to plan, organise, manage and execute my actions and tasks responsibly and effectively (i.e. <i>working independently</i> )	1	2	3	4	5
b) Ability to monitor and evaluate myself and develop ways to improve my actions (i.e. <i>self-evaluation and reflection</i> )	1	2	3	4	5
c) <i>Ability to demonstrate an understanding of changing workplace practices</i> through relating specific issues to, or an exposure to wider organisational context	1	2	3	4	5
d) Capacity to <i>shift from an individualistic approach to an integrated partnership approach</i>	1	2	3	4	5
e) Capacity to <i>care deeply for the community</i>	1	2	3	4	5
f) <i>Self-value and worth</i> in order to contribute to moral development	1	2	3	4	5



5.4.2 Please consider one or two of the attributes that you marked in 5.4.1 as those that were introduced or enhanced **“to a very high extent”** and explain in what way the module contributed to this.


5.4.3 Please consider one or two of the attributes that you marked in 5.4.1 as those that were **“not at all”** introduced or enhanced and explain what could be done to ensure such values and qualities are introduced in this module.


## 6. Personal Experience

6.1 What did you learn about yourself during your community service learning experience?


6.2 How would you say this community service learning module has contributed in preparing you for the world of work?


6.3 What forms of personal growth did you gain, if any?


6.4 How did the community service learning experience contribute to your sense of social responsibility, if at all?


## 7. Final Remarks

7.1 The purpose of the questionnaire was for you to share your experiences and views about the module and the extent to which specific attributes (i.e. values, qualities and skills) were introduced or enhanced. Please share any final remarks regarding your feelings, opinions and concerns about the community service learning module you have participated in:


7.2 Please share any recommendations for improvement of this module:


*Thank you for your time and participation!*

# APPENDIX H

UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
VRYSTAAT  
YUNIVESITHI YA  
FREISTATA



UFS·UV  
SERVICE LEARNING  
DIENSLEER

## Community Service Learning Survey Questionnaire Academic Staff/ Facilitators

Researcher: Pulane Pitso

Title of the study: Community Service Learning as a transformative tool for infusing the university curriculum with graduate attributes for improved service delivery

October 2015

### GOVE3724 Academic Staff/ Facilitators

Module  
code:

GOVE3724

Date on which questionnaire was  
completed:

\_\_\_/\_\_\_/20\_\_\_

Please answer the following questions by marking the appropriate option with an X, or by writing the necessary information in the allowed space.

### 1. Specific Experiences Regarding the GOV3724 Community Service Learning Module

#### 1.1 Experiences regarding the intellectual/theoretical outcomes through the GOVE3724 community service leaning module

1.1.1 Please indicate by marking with (X) the extent to which you think this module has introduced or enhanced the following attributes (i.e. values, qualities and skills) in students:

1 = Not at all	2 = To a very low extent	3 = To an average	4 = To a high extent	5 = To a very high extent
----------------	--------------------------	-------------------	----------------------	---------------------------

Attribute	Not at all	To a very low extent	To an average	To a high extent	To a very high extent
a) <i>Thinking and reasoning skills</i> (e.g. capacity to apply logical, critical, analytical, creative and reflective thinking to a range of contexts)	1	2	3	4	5



b) <i>Evaluation and research skills</i> (e.g. ability to collect, critically evaluate, analyse, summarise and report on the research results)	1	2	3	4	5
c) <i>Information and knowledge management skills</i> (e.g. capacity to identify, access, organise, use and manage acquired information and knowledge)	1	2	3	4	5
d) <i>Problem-solving skills</i> (e.g. ability to understand an identified problem situation from the community's point of view and facilitate neutral solutions)	1	2	3	4	5
e) <i>Capacity for independent lifelong learning</i> (e.g. ability to use new information and apply knowledge to new situations and ability to explore strategies to learn more effectively)	1	2	3	4	5
f) <i>Academic and professional competence</i> (e.g. ability to demonstrate an understanding of subject or discipline knowledge)	1	2	3	4	5
g) <i>Active 'glocal' citizenship and competence</i> (e.g. ability to demonstrate an understanding and participate in the life of <i>local</i> , national and <i>global</i> communities)	1	2	3	4	5

1.1.2 Please consider one or two of the attributes that you marked in 1.1.1 as those that were introduced or enhanced **"to a very high extent"** and explain in what way the module contributed to this.


1.1.3 Please consider one or two of the attributes that you marked in 1.1.1 as those that were **“not at all”** introduced or enhanced and explain what could be done to ensure such values and qualities are introduced in this module.


**1.2 Experiences regarding the interpersonal/ life skills outcomes through GOVE3724 community service leaning module**

1.2.1 Please indicate by marking with an X the extent to which this module has introduced or enhanced the following attributes (i.e. values, qualities and skills) in students:

1 = Not at all	2 = To a very low extent	3 = To an average	4 = To a high extent	5 = To a very high extent
----------------	--------------------------	-------------------	----------------------	---------------------------

Attribute	Not at all	To a very low extent	To an average	To a high extent	To a very high extent
a) <i>Effective communication and presentation skills</i> (e.g. ability to communicate effectively and present information using different modes of communication, e.g. oral, written and visual, and medium of instruction appropriate for a given situation)	1	2	3	4	5
b) <i>Ability to consult and to listen</i> empathetically to the views and needs of others	1	2	3	4	5
c) <i>Teamwork skills</i> (e.g. ability to network and work effectively with others in a team or community)	1	2	3	4	5
d) <i>Diversity skills</i> (e.g. ability to relate to different people from a range of social contexts)	1	2	3	4	5
e) Ability to demonstrate an understanding, appreciation and <i>sensitivity to cultural differences and practices</i>	1	2	3	4	5
f) <i>Personal ethics and skills</i> (e.g. respect, commitment, patience and tolerance)	1	2	3	4	5
f) <i>Leadership skills</i> in communities	1	2	3	4	5
g) <i>Ethical awareness and sensitivity within communities</i> (e.g. openness, transparency, fairness and justice)	1	2	3	4	5
h) Understanding of the importance of <i>integrity and maintaining a good reputation and image</i>	1	2	3	4	5

1.2.2 Please consider one or two of the attributes that you marked in 1.2.1, as those that were introduced or enhanced **“to a very high extent”** and explain in what way the module contributed to this.


1.2.3 Please consider one or two of the attributes that you marked in 5.2.1 as those that were **“not at all”** introduced or enhanced and explain what could be done to ensure such values and qualities are introduced in this module.


**1.3 Experiences regarding the technical/practical outcomes through GOVE3724 community service leaning module**

1.3.1 Please indicate by marking with an X the extent to which this module has introduced or enhanced the following attributes (i.e. values, qualities and skills) in studnets:

1 = Not at all	2 = To a very low extent	3 = To an average	4 = To a high extent	5 = To a very high extent
----------------	--------------------------	-------------------	----------------------	---------------------------

Attribute	Not at all	To a very low extent	To an average	To a high extent	To a very high extent
a) Information communication technology skills to share and communicate information (i.e. <i>computer literacy</i> )	1	2	3	4	5
b) Ability to demonstrate numerical communication skills through science and technology (i.e. <i>numeracy or mathematical literacy</i> )	1	2	3	4	5

1.3.2 Please consider one or two of the attributes that you marked in 1.3.1 as those that were introduced or enhanced **“to a very high extent”** and explain in what way the module contributed to this.


1.3.3 Please consider one or two of the attributes that you marked in 1.3.1 as those that were **“not at all”** introduced or enhanced and explain what could be done to ensure such values and qualities are introduced in this module.


**1.4 Experiences regarding the workplace skills and applied knowledge-related outcomes through the GOVE3724 community service leaning module**

1.4.1 Please indicate by marking with an X the extent to which this module has introduced or enhanced the following attributes (i.e. values, qualities and skills) in students :

1 = Not at all    2 = To a very low extent    3 = To an average    4 = To a high extent    5 = To a very high extent

Statement	Not at all	To a very low extent	To an average	To a high extent	To a very high extent
a) Ability to plan, organise, manage and execute my actions and tasks responsibly and effectively (i.e. <i>working independently</i> )	1	2	3	4	5
b) Ability to monitor and evaluate myself and develop ways to improve my actions (i.e. <i>self-evaluation and reflection</i> )	1	2	3	4	5
c) <i>Ability to demonstrate an understanding of changing workplace practices</i> through relating specific issues to, or an exposure to wider organisational context	1	2	3	4	5
d) Capacity to <i>shift from an individualistic approach to an integrated partnership approach</i>	1	2	3	4	5
e) Capacity to <i>care deeply for the community</i>	1	2	3	4	5
f) <i>Self-value and worth</i> in order to contribute to moral development	1	2	3	4	5



1.4.2 Please consider one or two of the attributes that you marked in 1.4.1 as those that were introduced or enhanced **“to a very high extent”** and explain in what way the module contributed to this.


1.4.3 Please consider one or two of the attributes that you marked in 1.4.1 as those that were **“not at all”** introduced or enhanced and explain what could be done to ensure such values and qualities are introduced in this module.


*Thank you for your time and participation!*

## **APPENDIX I**

### **GOVE3724 Study Guide and Module Catalogue Document Review**

**a) GOVE3724 STUDY GUIDE (2015)**

**b) MODULE CATALOGUE**

**a) GOVE3724 STUDY GUIDE (2015)**

**GOVE 3724**

**BA: GOVERNANCE AND POLITICAL  
TRANSFORMATION**

**SERVICE LEARNING**

**COMPILED: DR. T. COETZEE**

**2015**

**COPYRIGHT**

## TABLE OF CONTENT

1.	WELCOME	3
2.	SIGNIFICANCE OF THE MODULE	3
3	ABOUT THE MODULE	5
3.1	Presentation of the community service learning module	5
3.2	Outcomes of the module	5
3.3	Class attendance	10
4.	CONTACT INFORMATION	11
5.	ADMINISTRATIVE ARRANGEMENTS	12
6.	ASSESSMENT	14
6.1	General	14
6.2	Assessment Criteria	14
6.3	Assessment Activities	15
6.4	Facilitator's and their role	19
6.5	Guidelines for Community Service Learning	20
7.	SUMMARY	24

# **BA: GOVERNANCE AND POLITICAL TRANSFORMATION**

## **SERVICE LEARNING**

### **GOVE 3724**

## **1. WELCOME**

Welcome to **GOVE 3724**. **Following is the module guide for SERVICE LEARNING.**

This is an **unique opportunity** created for learners in the BA Degree in Governance and Political Transformation to apply knowledge to the praxis.

This module provides clear guidelines for **service learning** engagement during this course. This module strives to empower independent thinkers and researchers through *civic engagement*<sup>1</sup>. The purpose of this study guide is to provide a preview of the literature, to help you with the administrative and organisational details of the module, and to enhance communication between you and the lecturer as effective as possible.

It is my wish that you will have an excellent experience and that you will grow through this experience.

## **2. SIGNIFICANCE OF THE MODULE**

As the **Programme in Governance and Political Transformation** has a specific niche and focus, it is obvious that an opportunity will be provided for learners of the Programme to take a community service teaching module. The niche and focus of the **Programme are political transformation and political management**. The establishing of good governance and a liberal democracy with the accompanying value system is of

---

<sup>1</sup> Civic engagement is active collaboration, building on the resources, skills, expertise, and knowledge of the campus, communities and service provider to improve quality of life and service in the communities. The scholarship of engagement informs the discipline and profession, engages learners in active and relevant learning, builds upon community assets, and provides a means by which higher education can apply knowledge and resources to address civic issues (<http://www.iport.iupui.edu>).

crucial importance for South Africa. The imperative to develop knowledge discernment and skills within the framework of liberal democracy and in basic reasons for the creation of a community service learning module is evident and therefore there is a great need to empower decision makers within the political management.

**Good governance and a liberal democratic** dispensation is pivotal to the Programme. A specific need has been identified within this dispensation and learners in the Programme are in the position to obtain the necessary theoretical knowledge of political transformation, political management and of the political environment. A golden **opportunity exists to obtain recognized knowledge concerning the practical implications experienced, problems surrounding good governance within a community as well as liberal democratic principles in general.**

**The aim of this module is to expose learners to the study of problems of political management. Presently the crisis of political management, not only to legislate the solutions to community needs but to implement the policies, is quite obvious (community needs).**

Learners will be able to make a contribution to good governance through the knowledge and experience gained at the workstation. Learners will be able, through representatives of political parties and interest groups, to enter specific constituencies and to learn from the constituent community how they experience the political management, governance and liberal democracy. Dissatisfaction, frustration and even violent conduct have been prevalent in many communities as the result of asserted poor or even non-delivery of services. Questionnaires, interviews and participative observations may be part of the methodological approach. A learner may contribute to the communication between the community and the legislators or political management and may obtain a better understanding of the theoretical framework of political management, but also of implementing liberal democratic government on grass roots level.

## 3 ABOUT THE MODULE

### 3.1 Presentation of the community service learning module

This module is based on the **principals of experiential learning** and is written in an **outcomes-based format**. This implies that the validity of your knowledge of prior learning and your personal previous experience will be acknowledged. Furthermore, although **independent study** will be of crucial importance, there are certain specific outcomes to be achieved in the study process. To achieve the module outcomes and to integrate your knowledge and experience, you will receive literature from textbooks and articles.

The module consists of two parts; the **first part is theoretical** and **constitutes 30%** of the module while the **second part, constituting 70%** thereof, is **practical**.

The **theoretical part** will be presented during the **third term of the second semester (July – August)**. The **practical part** will take place over three months (August, September and October) in three different communities (Bloemfontein).

#### Structure of the module:

**8 credit module (X10 = 80 notional hours)**

**Over 14 weeks      30% theory (3 weeks)**

**70% practical (11 weeks)**

### 3.2 Outcomes of the module

#### 3.2.1 Generic outcomes

[www.polity.org.za/html/govdocs/reports/education/univeristies/policy](http://www.polity.org.za/html/govdocs/reports/education/univeristies/policy)

- **identifying and solving problems** in which responses display that responsible decisions using critical and creative thinking have been made;
- **working effectively with others** as a member of a team, group, organisation, community;
- **organising and managing oneself** and one's activities responsibly and effectively;

- **collecting, analysing, organising and critically evaluating information;**
- **communicating effectively** using visual, and/or language skills in the modes of oral and/or written persuasion;
- **demonstrating and understanding** of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation;
- contributing to the full **personal development** of each learner and the social, cultural and lingual development of society at large;
- making the individual aware of the importance of reflecting on, and exploring, a variety of strategies to learn more effectively, **participating as a responsible citizen** in the life of local, national and global communities, being culturally and aesthetically sensitive across a range of social contexts, exploring education and career opportunities, and developing entrepreneurial opportunities.
- he/she must illustrate his/her skills relating to **organizing of workshops.**
- **understanding the complexity of the political transformation process and the management of it.**
- understanding the **complexity of a working relationship, communication and satisfaction of community needs amongst all participants.**

### 3.2.2 Learning outcomes

With regard to the specific theoretical learning outcomes, learners will display:

- an understanding of the **transformation strategies** for higher education institutions;
- an understanding of **service learning** as an experiential pedagogy;
- **theoretical knowledge** of the principles underlying community service learning;
- the capability to define and typify the **concept of community service learning**,
- an **enhanced understanding of asset-based** and strength-based approaches to community service learning practice;
- theoretical knowledge of the **principles of community service learning research;**



- an understanding of the **concept of indigenous knowledge** and its implications in service learning programmes;
- an ability to integrate the **principle of Kolb's experiential learning model** with **Weyers' theory and practice of community work**, to reflect upon these and apply them in the context of community service learning;
- through service learning and the forming of **integrated partnerships**, an increased civic responsibility, leadership skills and self-efficacy which will contribute to moral development;
- through their **practical work** and the application of the four stages of service learning, an enhanced ability to link course content to real-life situations;
- an ability to construct **research interviews** as a method of data collection and
- an ability to handle and conduct participatory action research effectively.

### 3.2.3 Practical learning outcomes

#### The Student will be able to:

- explain the structure and dynamics of a **changing political environment**,
- reconstruct, interpret and assess the transformation process in South Africa,
- identify the **political problems**, for example social inequality, crime, conflict, instability, corruption and nepotism.
- define and describe the following **concepts**: Political transformation, democratization, political stability and political instability, governance.
- demonstrate political literacy;
- assess the criteria associated with **good governance**,
- identify the value system associated with good governance,
- to develop political **management** skills (planning, problem solving, leadership and good communication) in a transforming society,
- Assess the implementation of public policy,

#### The Community:

- The community will obtain a **better understanding** of the theoretical framework of political management and the difficulties of implementing decisions.

- **Improved communication between the community and municipalities may ensure the manifestation of a liberal democracy as well as the underlying values of liberal democracy.**
- These learners will get involved in various projects within the communities.
- The relative community shall be identified. The community leaders shall also be identified. The community is at the same time being made aware of who their leaders and representatives in the ward committees of the municipality are. The communities needs, problems and disputes (a.o. service delivery) are identified and discussed. These matters are brought to the attention of the services sector (public servants in the national provincial and local government spheres). In the process accountability of public servants to the community is ensured by the community.
- It is of critical importance that the community must be able to experience the democratic values through participation in political decision making. The communities must know what is going to be discussed in the ward committee and that the matters brought forward will be attended to.
- The community shall through **participation** in discussions be part of an action plan be able to address the matters brought to the table. The community and their leaders may evaluate the draft plan or action plan compiled during the discussions and contribute, out of experience, to ensure the more advantageous application of the plan. The community needs must really be addressed by the action plan. The community shall have a direct access into action plan to ensure development.

### **The Services Sector Providers**

- The Services Sector will be three different ward councillors.
- Many efforts of government (service deliverer) to improve communication between communities and public officials have been recorded i.e. Batho Pele project "consolidate" as well as the Izimbizo programme). It is necessary for communities to be consulted to become part and parcel of decision making. The government aims to make communities responsible for addressing their own needs. It is done by providing communities with the necessary skills and knowledge. The service provider (government) must provide support, skills,

projects and plans to develop the community. The student may help with in his own service milieu (government department) to improve relations, attitudes and cooperation between his own community and the service provider.



## FACULTY of the HUMANITIES

### CLASS ATTENDANCE

1. The UFS has **NO** regulation according to which students need NOT attend classes – therefore, **100% class attendance is expected** and allowances are made for up to 80% attendance for illness and other circumstances over which the student has no control. In a pilot project where class attendance was compulsory, the success rate increased by between 12% -51%.
2. Compulsory attendance also applies to other contact sessions such as tutorials, practicals, academic facilitation sessions, group work, etc.
3. Students must comply with all the requirements for a particular module (as provided in the study guide). If a student, therefore, misses an assessment opportunity (e.g. a class test) because he/she has been absent, the lecturer is under no obligation to repeat the assessment opportunity, and the student will merely forfeit those marks. If such a student cannot provide written evidence of the reason for the absence, and does not comply with predicate/module mark requirements, he/she may be refused admission to the examination.
4. It is expected of students to attend ALL scheduled contact sessions. Absence due to illness, approved university activities and family or other emergencies, constitutes excused absenteeism, if the reason for absence is supported by documentation presented to the lecturer prior to or immediately upon the student's return to class. Oral or written assessments, assignments, etc. that have been completed during the absence still is the student's responsibility.
5. Information regarding class attendance and absences, excused or unexcused, must be provided in all study guides/module guides.
6. Students who are of the opinion that they have been treated unfairly or penalised unjustly as a result of the requirement to attend classes may approach the lecturer concerned to reach an agreement. If the matter cannot be solved to his/her satisfaction, the matter may be appealed in writing to the Programme Director/Head of the Department/Departmental Chair, and after that to the Dean.
7. Consistent class attendance or consistent absenteeism will be taken into consideration in border cases where decisions need to be made with regard to pass/fail or pass with distinction.
8. Absence of more than 30% of class hours constitutes excessive absenteeism, and in such cases lecturers may refuse to mark students' assignments, tests, reports, etc. which have been completed during the time of absence, and

which form part of the pass requirements, if the absence has taken place without excuse with documented reasons.

9. **Time table clashes will not be accepted as a valid reason for absence. It is the students' responsibility to ensure at registration that no time table clashes will occur.**
10. **Class tests, oral assessments, writing short reports, etc. may take place without prior warning during class times, and students who are absent without excuse will forfeit the marks thus earned.**

H Bezuidenhout

19 September 2011

HB/C:/Geesteswet/Fakulteit/Verpligte klasbyw/Eng/10/11

## 4. CONTACT INFORMATION

**Lecturer** responsible for community service learning in the Programme for Governance and Political Transformation:

**Lecturer:** Dr. Tania Coetzee.

**Office:** Theology Building

- 051-401 2628 (Tel)
- 051-401 9351 (Fax)
- [coetzeet@ufs.ac.za](mailto:coetzeet@ufs.ac.za)

**Administrative staff for the Programme Governance and Political Transformation.**

Ms Cathy de Lange

**Office:** Theology Building Room 113

- 051-401 2271 (Tel)
- 051-401 9351 (Fax)
- [DelangeCS@ufs.ac.za](mailto:DelangeCS@ufs.ac.za)

## **5. ADMINISTRATIVE ARRANGEMENTS**

This module has been designed for 16 credits or 160 learning hours of your time. The expected time is in fact just an estimate and you may take longer than the estimated time. According to research, a full-time learner should spend a minimum of 5 hours per week on a module, doing about 3 hours of reading and about 2 hours of revision, activities and assignments.

The table below is a guide to assist you in managing your time more effectively. Consult this time-table, together with those of your other courses. In this way, you will be managing your time effectively and ultimately you will reduce your stress.

**Activities must be submitted during class contact time.**

## Timetable

### GENERIC THEORY CLASSES: Wednesday ENG: 14:00-17:00

Week	Topic for Discussion	Person Responsible	Source to Consult
<b>WEEK 1 (22 July)</b>	Orientation and pre-test Questionnaire	Dr. T. Coetzee	Learning Guide
<b>WEEK 2 (29 July)</b>	Overview of Service Learning.	Dr. T. Coetzee	Learning Material
<b>WEEK 3 (5 August)</b>	Overview of Service Learning.	Dr. T. Coetzee	Learning Material
<b>WEEK 4 (12 August)</b>	<b>TEST</b>		
<b>PRACTICAL: ENTERING THE COMMUNITY</b>			
<b>WEEK 5 (19 August)</b>	Situation Analysis	Identify Community, contact with community leaders and service providers.	
<b>WEEK 6 (26 August)</b>	<b>Activity SUBMIT</b>	<b>Community Profile and Contact Details</b>	
<b>WEEK 7 (2 Sept.)</b>	Organizing of workshop	Community members and community leaders must be involved.	
<b>WEEK 8 (9 Sept)</b>	<b>Activity SUBMIT</b>	<b>Report on workshops</b>	
<b>WEEK 9 (16 Sept)</b>	<b>Reflection Report</b>	<b>Open discussion</b>	
<b>WEEK 10 (23 Sept)</b>	Organize of workshop	Members of municipal council ward committee.	
<b>WEEK 11 (30 Sept)</b>	<b>Activity SUBMIT</b>	<b>Report on workshop</b>	
<b>WEEK 12 (7 Oct)</b>	<b>Reflection Report</b>	<b>Open discussion</b>	
<b>WEEK 13 (14 Oct)</b>	<b>Activity Portfolio</b>	<b>Presentation</b>	

## 6. ASSESSMENT

### 6.1 GENERAL

Community service learning takes place in a specific module and therefore there are a number of assessment activities. Learners for GOVE3724 have to participate sufficiently and satisfactorily in the activities scheduled for **continuous assessment** which will lead to a semester mark. The learner will **not have to write examination**. Students complete a portfolio of evidence that will contribute to the final module mark. **All the activities must be submitted and the submission is compulsory. If on the of the activities is not submitted the module will be incomplete.**

### PLAGIARISM

**PLEASE MAKE SURE THAT YOU KNOW THE RULES AND REGULATIONS FROM THE UNIVERSITY AND THE FACULTY ON PLAGIARISM. NO PLAGIARISM IN ANY OF THE ACTIVITIES WILL BE TOLERATED.**

### 6.2 ASSESSMENT

The learner will be assessed as follows:

1. Test.	10%
2. Reflection	20%
3. Essay 1	10%
4. Essay 2	10%
5. Compiling of Portfolio of evidence (written reports, photograph's, and reflection)	35%
6. Presentations	15%
Total	100



## 6.3 ASSESSMENT ACTIVITIES

**In order for learners to be assessed they need to partake in the following assessment activities. ALL ACTIVITIES ARE COMPULSORY. If you do not submit a activity your will have a incomplete result for the module.**

**The activities include:**

### TEST

Test on the theory on community service learning

### REFELCTION

There will be questions to complete and submit during class period. Students will be doing also activities in the class which will count for mark. **Individual and Group.**

### ESSAY 1

The essay will deal with the community visits to one specific ward and the students need to write an essay of 5 pages on the visits. Structure of the essay is: Introduction, purpose of the visit, a summary of what was discussed, identify the theory (governance and political transformation) and provide practical examples, make an analysis of governance and judge whether the ward council is able to present good governance strategies and good governance practices. Write a conclusion and identify recommendations. **Individual submission.**

### ESSAY 2

The essay will deal with the community visits to the second ward and the students need to write an essay of 5 pages on the visits. Structure of the essay is: Introduction, purpose of the visit, a summary of what was discussed, identify the theory (governance and political transformation) and provide practical examples, make an analysis of governance and judge whether the ward is able to present good governance strategies and good governance practices. **Include a comparison between the different ward.** Write a conclusion and identify recommendations. **Individual submission.**

### PORTFOLIO

Students have to compile a portfolio of evidence and submit for final assessment in October. Details will be given in class. **Individual submission.**

### PRESENTATIONS

Students will make a group presentation on the semesters work and experiences.

**Activities will be done in groups and all students must attend the activities off campus. No student is allowed to go alone to the communities.**

**GOVE REFLECTION SESSION  
QUESTIONS  
(1)**

**1. What of reflection?**

- a) What did you expect to get out of this experience?
- b) What did you observe during your first visit?
- c) What part was the most challenging?
- d) What role did I play?
- e) What of myself did I share with others?

**2. So what?**

- a) What did this experience mean to me?
- b) What did I do that was effective?
- c) What values, opinions, decisions have been made?

**3. Now what?**

- a) What will be the final result of my efforts?
- b) How will my efforts contribute to social change?
- c) How can I use what I learned in my module for my future career?
- d) Will you stay involved in the community?
- e) How did I use my knowledge of Political Transformation in this module?
- f) What did I learn from transformation in the community?
- g) What did I learn from democratization in the community?
- h) What specific academic concepts relate to your experience?
- i) How does this experience enhance my knowledge of concepts of transformation and democratization?

-----oOo-----

**GOVE REFLECTION SESSION  
QUESTIONS  
(2)**

1. The course helped to develop my relationship skills.
2. Community participation helped me to improve my leadership skills.
3. The course helped to learn how to plan and complete a project.
4. I benefited with community members from a different cultural background.
5. Community work made me aware of some of my own stereotypes.
6. Community work helped me define my personal strengths and weaknesses.
7. Work done in this course has made me more marketable for a profession.
8. Community work helped to clarify career choices.
9. Community work helped to clarify what major to pursue.
10. The community work benefited the community.

-----oOo-----

## 6.4 FACILITATOR'S AND THEIR ROLE

In order to provide student with the necessary support in the community engagement, facilitators will accompany students to the communities and discussion forums.

The facilitators have been involved with community service learning and have completed CSL in the Master-degree course.

The facilitator's responsibilities will be:

- To guide and support the students in the approach to community service learning.
- To help the student in orientating him/her regarding community involvement.
- To accompany students to the visits in the area.
- To oversee the process of community involvement.
- To take part in assessment of the activities.
- To take part in the reflection sessions.
- To provide meaningful support and feedback to the students.

The facilitators will **not be responsible or accountable:**

- **For providing you with refreshments, money or any other commodity.**
- **For using his (facilitators) cell phone to make calls.**
- **For doing the students work and activities.**
- **For poor academic performance of the students.**
- **For any injury, or problem encountered by the students.**

## **6.5 GUIDELINES FOR COMMUNITY SERVICE LEARNING**

These are important guidelines outlining aspects that need to be taken into consideration by community service learners (CSL) when going into communities. These guidelines are taken from a wide variety of individuals who have experience in community work and have done Community service Learning. They are briefly summarized thus:

### **1. Plan your fieldwork**

The fieldwork should be planned properly. This should take into consideration aspects as the size of the area to be covered, the amount of time the student will spend in the community as well as the time that a student spends to familiarize him/herself with the area selected.

It is also important for a student to spend time gathering information about the allocated/chosen area such as the leaders within the area, the demographics of the area, public and private facilities, and issues within the area as well as the language patterns within the area. The entire concept of community service learning is about communication and it is important for a learner to be able to communicate with his/her community in the language with which they are comfortable. If this is not possible, a possibility of using an interpreter should be investigated.

### **2. Guard against raising expectations**

The learner should guard against raising unrealistic expectations. A number of community members are frustrated with the services that they receive from national, provincial and municipal governments and are willing to discuss their frustrations with anyone who is willing to listen. While the learner should be able to listen emphatically, he/she should also be able to explain what he/she is able to do and achieve. Otherwise unrealistic expectations that are not met by the learner could backfire on him/her. This may affect both the credibility of the learner and the university.

### **3. Maintain the good name of the university**

It is important that during the community involvement the learner should do everything in his/her ability to maintain the good name of the University and desist from doing anything that may bring the University of the Free State in disrepute. It must be remembered that technically the learner goes into the community on behalf of the University and the manner in which he/she conducts himself affects the University directly. All accepted students must therefore sign an undertaking that they will not act or do anything that may bring the University's name into disrepute and students should be evaluated on the extent to which they comply with this undertaking.

### **4. Be impartial and non-partisan**

The learner will be faced with many challenges and problems on the ground. Some of these will be close to the learner's heart and he may sympathize with them. However it is important to resist all temptations to taking sides with any party in any dispute within the community. The learner must at all times remain objective and try to find solutions that would satisfy all parties in a dispute.

The learner's role is not to find fault with any party but to facilitate solutions that are neutral. An impression from any of the parties that the learner is taking sides may jeopardize the entire project.

### **5. Know the main players and consult them**

As already mentioned the learner should know all the major role players within his/her area and consult them before any work is done within the area. Some leaders, especially ward councilors are very sensitive about strangers asking questions in their areas without them knowing. This consultation assist in broadening understand and mutual trust.

The learner should not take this aspect lightly as it is bound to catch up with him/her later. The learner may request such leaders to assist in arranging public meetings or providing some community facilities free of charge for such meetings. It is therefore necessary that they do not view the learner's intentions with suspicion.

## **6. Explain what you are going to do with the results**

All stakeholders must be briefed what the learner's involvement in the community is going to be and what the learner is going to do with the results. The learner must be able to assure stakeholders that the exercise will not be another waste of time. It is also important to remember that the outcome may not favour one party, therefore the assurance that the outcomes/findings will not be used for any purpose other than the ones they are intended for is necessary.

## **7. Have a heart for community work**

Community Service learning goes beyond just an academic exercise. Those who participate in it must have a heart for community work. A student should demonstrate this aspect before being selected for community learning. This is because community work involves listening to people's problems, complaints and aspirations. It involves walking and driving at times in difficult terrains. It involves the ability to persuade people to accept a particular course of action.

The learner must also understand that he/she may not readily be acceptable in that community or his/her facilitation may not be welcomed. It is therefore important to have the necessary patience and the ability to assert oneself without being arrogant or disrespectful.

## **8. Emphasize benefits to all stakeholders**

Unless people understand how and what they stand to benefit from the exercise they will be reluctant to participate. It is therefore important for the learner to truthfully explain what benefits will accrue to all concerned. It is also important for the learner to explain what benefits accrue to him/her as well. This is to avoid people feeling that they are being "used" by the learner for his/her private benefit.

The learner is encouraged to also indicate whether he/she is receiving any remuneration from the university for this exercise. Once people have an impression that they are not being used and that they stand to benefit participation will be enhanced.

One aspect that must always be kept in mind is that people are busy and others are running around trying to make ends meet. Therefore their priorities may not be the same with those of the learner. It is therefore important for them to know what their participation will result into.

#### **9. Give feedback**

All stakeholders must be kept informed about the progress of the learner on identified issues at all times. Providing feedback reflects honesty and commitment. It also shows that their concerns are taken seriously. There is nothing disappointing than somebody who promises to help you and he/she does not provide feedback.

Not providing feedback creates a vacuum and misinformation, rumors, and mistrust always fill the vacuum. It (providing feedback) conveys an impression that the learner is serious about the community problems and is doing something to address them.

#### **10. Be at the level of participants**

The learner may feel (even rightfully so) that his level of understanding, knowledge and education is far higher than that of the participants. This aspect, if not managed carefully may lead to a perception of arrogance. A learner must always bring him/herself to the level of the participants and understand problems from their (community) point of view.

All temptation to portray you as better than the participants must be resisted at all costs. After all they did not invite you – you invited yourself and they have been surviving for years without your knowledge and education.

**Compiled by:**

**TG LOBE AND ID LIBA**

**DATE**

**2007**



## **7. SUMMARY**

Service learning is not a totally new concept. In the South African context, it has strong roots within the traditional community service model. With the inauguration of transformation of higher education in South Africa as described in the White Paper (South Africa 1997), the University of the Free State also committed itself to community service learning. A particularly useful working definition of service learning is the one given by Bringle and Hatcher of its being a "course-based, credit-bearing educational experience in which learners participate in an organised service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility".

The implementation of service learning is done in an integrated partnership consisting of the community, the service provider and the higher education institution: the so-called "triad" approach. The practice of service learning acknowledges existing community resources (strengths and assets) and adopts action learning and participatory action research as its approach to development.

## **b) MODULE CATALOGUE**



**UFS·UV**

UNIVERSITY OF THE FREE STATE  
UNIVERSITEIT VAN DIE VRYSTAAT  
YUNIVESITHI YA FREISTATA

## **Module Application Form**

**Directorate for Institutional Research  
and  
Academic Planning  
(DIRAP)**

**Executive Committee of Senate Approved  
26 November 2012**



# UFS MODULE CATALOGUE APPLICATION FORM

Please mark the appropriate box with an 'X' or provide the details as requested

Please indicate the purpose of the application													
Discontinue module		New module		Changes to an existing module				Replacement of existing module					
				Please provide the module code				Please provide the module code					

Please provide a short motivation for the recording of the module							
<p><b>This module is a practical module that focuses on the good governance practices at government and community level. Students must interact with the community and initiate projects in the different communities to bring about empowerment and transformation.</b></p>							
Module title (in English and Afrikaans)							
Eng. Community Engagement and Service Learning				Afr.			
<b>COMMUNITY ENGAGEMENT AND SERVICE LEARNING</b>				<b>GEMEENSKAPSBETROKKEHEID EN DIENSLEER</b>			
Module code (proposed – will be verified)							
Subject field (e.g. ENGL)				Catalogue number			
<b>G</b>	<b>O</b>	<b>V</b>	<b>E</b>	Year	NQF level	Semester	Credits
				<b>5</b>	<b>8</b>	<b>2</b>	<b>4</b>

Is there an equivalent module? (If yes, please provide the module code)	Yes	No	<b>X</b>										
----------------------------------------------------------------------------	-----	----	----------	--	--	--	--	--	--	--	--	--	--

Effective/implementation date of the module							
Day		Month			Year		
<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>5</b>

Faculty that presents the module (module home) Academic group																		
NSC		HUM	<b>X</b>	EDU		LAW		TLG		EMS		HLT		SOL		B.SCH		CTL
Departmental owner of the module Academic organisation																		
<b>GOVERNANCE AND POLITICAL TRANSFORMATION</b>																		
List all other departments involved in this module (if applicable)																		
Does the offering of the module involve a departmental or institutional subsidy split?												Ye s	No	<b>X</b>				
If 'Yes', please provide your contact number below																		

<b>Campus</b>					
<b>Bloemfontein</b>	<b>X</b>	<b>Qwaqwa</b>		<b>South</b>	
<b>Location(s) where module will be presented</b> Please specify:					
<b>MAIN CAMPUS, BLOEMFONTEIN</b>					
<b>Minimum number of students required for module to run (if applicable)</b>					<b>2</b>
<b>Maximum number of students allowed to register (if applicable)</b>					

<b>Academic career</b>												
<b>Undergraduate</b>						<b>Postgraduate</b>						<b>X</b>
<b>Qualification group</b>												
<b>H. Cert.</b>		<b>Dip.</b>		<b>Bachelor's Degree</b>		<b>Bachelor Honours</b>		<b>Master's Degree Research</b>		<b>Prof. Master's Degree</b>		<b>Doctoral Degree</b>
<b>Adv. Cert.</b>		<b>Adv. Dip</b>		<b>Prof. Bachelor's Degree</b>		<b>PG Dip.</b>	<b>X</b>	<b>Master's Degree Structured</b>		<b>Other</b>		<b>Prof. Doctoral Degree</b>
<b>If 'other', please specify</b>												
<b>Qualification title(s) e.g. BSc (Actuarial Science)</b>						<b>Qualification code(s) e.g. 4336</b>						
<b>POSTGRADUATE DIPLOMA IN GOVERNANCE AND POLITICAL TRANSFORMATION</b>						<b>01206</b>						

<b>Module specific information</b>												
<b>NQF level of the module</b>												
<b>4</b>		<b>5</b>		<b>6</b>		<b>7</b>		<b>8</b>	<b>X</b>	<b>9</b>		<b>10</b>
<b>Number of credits</b>				<b>Notional learning hours</b>				<b>Formal contact time</b>				
	<b>1</b>	<b>6</b>		<b>1</b>	<b>6</b>	<b>0</b>		<b>10</b>				
<b>Module type (research/structured)</b>												
<b>Thesis</b>		<b>Dissertation</b>		<b>Mini-dissertation</b>		<b>Article format</b>		<b>Structured module</b>	<b>X</b>			
<b>Core or core elective</b>												
<b>Compulsory</b>				<b>Elective</b>				<b>X</b>				
<b>Contact or distant mode</b>												
<b>On campus/contact only</b>				<b>Off campus/distance only</b>				<b>Mixed only</b>				<b>X</b>
<b>Semester or year module</b>												
<b>Quarter 1</b>		<b>Quarter 2</b>		<b>Quarter 3</b>		<b>Quarter 4</b>		<b>Semester 1</b>		<b>Semester 2</b>	<b>X</b>	<b>Year</b>

<b>Academic requirements</b>
Prerequisite module(s):
<b>NO</b>
Preconditions:
<b>NO</b>
<b>Articulation module(s)</b>
<b>Exit-level outcomes of the <u>qualification</u></b>
<b>Reconstruct, interpret and evaluate a political environment in a phase of change; identify, contextualise and analyse political related problems in an environment of transformation and development; analyse and evaluate political criteria associated with good governance; develop and apply political management skills in an environment of transformation; political strategic planning techniques (scenario development).</b>
<b>Brief description of the content of the module (Eng)</b>
<b>This is a unique opportunity created for learners to apply knowledge and skills to the praxis. This module provides clear guidelines for community service learning engagement during this course. This module strives to empower independent thinkers and researchers through civic engagement. The module content focuses on the distinct relationship between communities, ward councilors and the ward committees.</b>
<b>Brief description of the content of the module (Afr)</b>
<b>Hierdie is 'n unieke geleentheid geskep vir leerders om kennis en vaardighede toe te pas. Die module gee duidelike riglyne vir die samelewingsdiensleer betrokkenheid gedurende die module. Die module poog om onafhanklike denkers en navorsers te bemagtig deur burgerlike betrokkenheid. Die module inhoud fokus op die onderskeie verhoudinge tussen gemeenskappe, wydsraadslede en wyksraadkomitees.</b>
<b>Learning outcomes of the module</b>
<b>Learners must display an understanding of the transformation strategies for higher education institutions; an understanding of service learning as an experiential pedagogy; theoretical knowledge of the principles underlying community service learning; the capability to define and typify the concept of community service learning; an understanding of the concept of indigenous knowledge and its implications in service learning programmes; an ability to integrate the principle of Kolb's experiential learning model with Weyers' theory and practice of community work, to reflect upon these and apply them in the context of community service learning; through service learning and the forming of integrated partnerships, an increased civic responsibility, leadership skills and self-efficacy which will contribute to moral development. The Student will be able to explain the structure and dynamics of a changing political environment; reconstruct, interpret and assess the transformation process in South Africa; identify the political problems, for example social inequality, crime, conflict, instability, corruption and nepotism; assess the criteria associated with good governance; identify the value system associated with good governance. The student must try to improve communication between the community and municipalities to ensure the manifestation of a liberal democracy as well as the underlying values of liberal democracy. Students must be able to engage with the community and explain the democratic values through participation in political decision making.</b>

Module assessment criteria for the module																			
<b>ASSIGNMENT AND EXAMINATION</b>																			
Please indicate if the intended module:																			
• Is research-based											Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>					
• Is a foundation module											Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>					
• Is an experiential- or work integrated learning module											Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>					
• Formed part of the curriculum review process											Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>					
• Can be offered as an occasional module											Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>					
• Has an equivalent short learning programme (if yes, please specify)											Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>					
• Duplicates the content of another module(s) (not referring to equivalence). If yes, please justify:											Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>					
CESM category e.g. CESM 07: Education																			
<b>20 SOCIAL SCIENCE</b>																			
HEMIS (HEGIS) code e.g. 0701 Education, General 070102 Academic Literacy																			
<b>2006 POLITICAL SCIENCE AND GOVERNMENT, 200699 POLITICAL SCIENCE AND GOVERNMENT, OTHER</b>																			
HEMIS subsidy level (official use only)																			
00		01		02		03		04		05		06		07		08		09	
Teaching and learning component(s)																			
Do you want the module to appear on the UFS's academic venue/class timetable?											Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>					
Lectures	Tutorials	Practicals Clinicals	Laboratory sessions	Comp. Lab sessions	Block sessions	Seminars	Workshops	Supervision											
Teaching venue characteristics																			
General academic	Dedicated academic	Seminar room	Laboratory	Computer lab	Ad hoc	Office	Other												
Assessment																			
Do you want the module to appear on the UFS's exam timetable?											Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>					
Type of assessment																			
No exam	<input checked="" type="checkbox"/>	Dissertation/ Thesis		Continuous	<input checked="" type="checkbox"/>	Formative		Perf. Arts		Summative									
% Weighting of examination																			
40%			50%			60%													
Month of summative assessment																			

June		November	X	Summer School		Winter School	
<b>Number of exam papers per examination opportunity</b>							
1		2			3 or more		

**Paper 1** ( If a Paper 2 or Paper 3 is relevant, please copy this part of the table, paste at the end of this section and yet again provide the information as requested)

**Duration of examination paper**

30 min	60 min	90 min	120 min	150 min	180 min	240 min	300 min	450 min

**Exam type**

Paper	Practical	Open book	Oral	Tests	Portfolio	OSCA	Presenta-tion	Report	Assign-ments	Workbook	Project	Integrated medical
			X		X		X	X	X			

**Examination venue**

Exam venue	Dept	Lab	Computer lab	Other	If other, please specify
	X				

**Examination campus**

Bloemfontein	Qwaqwa	South	U-off (eLearn)	Off campus	If off campus, please specify
X					

**Approval dates**

Faculty Board	Day		Month		Year		
DIRAP	Day		Month		Year		
ECS/APDC	Day		Month		Year		
Recorded on the module catalogue Student Academic Services Office	Day		Month		Year		

Applicant		Pers. number		Signature	
Contact person		Email address		Tel. number	
Lecturer Course administrator		Pers. number		Tel. number	

# APPENDIX J

UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
VRYSTAAT  
YUNIVESITHI YA  
FREISTATA



## Service Learning Student Survey Pre-Implementation Questionnaire

**Note:**

This questionnaire is to be administered after the module introduction and orientation.

Module  
code:

Date on which questionnaire was  
completed:

\_\_\_/\_\_\_/20\_\_\_

Dear Student

You are asked to complete this questionnaire because you are enrolled in a service learning module, which differs from other modules in various respects. We want to know what your understanding and expectations of this module are. Please note that your responses will be treated confidentially. If the survey is to be used for research purposes, your name will not be associated with the findings in any way.

Thank you, in advance, for your insights and contribution!

### 1. Student Information

1.1 Gender

Male	1
Female	2

1.2 Home language

Afrikaans	1
English	2
IsiXhosa	3
Sesotho	4
Setswana	5
IsiZulu	6
Other	7

1.3 Age

<18	1
19	2
20	3





21	4
22-24	5
25+	6
1 <sup>st</sup> year	1
2 <sup>nd</sup> year	2
3 <sup>rd</sup> year	3
4 <sup>th</sup> year/Honours	4
Master's	5

1.4 In which year of study are you currently?

**2. Service Sector and Community**

2.1 Name the service sector partner with which you will work during the module:

2.2 In which community will your service learning take place?

**3. Understanding of Service Learning**

Please state your understanding of service learning by completing the following:

“Service learning is ...”

**4. Involvement in Module Development**

4.1 Were you involved in the planning of the service learning module in any way?

Yes	1
No	2

4.2 If YES, please specify in what way:

--

## 5. Expectations Regarding the Service learning Module

We would like to know about your expectations of the service learning module for which you have enrolled. Please indicate your level of agreement with each of the statements below:

1 = Strongly agree	2 = Agree	3 = Neutral	4 = Disagree	5 = Strongly disagree
--------------------	-----------	-------------	--------------	-----------------------

5.1 I think that I shall learn from the community in which I am going to work

1		2		3		4		5
---	--	---	--	---	--	---	--	---

5.2 I think that I shall learn from the service sector staff involved in the module

1		2		3		4		5
---	--	---	--	---	--	---	--	---

5.3 I expect that this module will provide me with the opportunity to apply the knowledge that I have acquired during my study period thus far

1		2		3		4		5
---	--	---	--	---	--	---	--	---

5.4 I expect that the service learning module will assist in preparing me for the world of work

1		2		3		4		5
---	--	---	--	---	--	---	--	---

5.5 I think that the service learning experience will help me to gain insight into my role as a responsible citizen

1		2		3		4		5
---	--	---	--	---	--	---	--	---

5.6 I think that the service learning module will contribute to my personal development

1		2		3		4		5
---	--	---	--	---	--	---	--	---

5.7 I think that the service learning module will require much more work than other modules

1		2		3		4		5
---	--	---	--	---	--	---	--	---

## 6. Learning Outcomes of the Module

6.1 Do you know what the learning outcomes of the module are?

Yes	1
Partially	2
No	3

6.2 If YES or PARTIALLY, please specify what you regard as the most important outcomes:


6.3 What is your understanding of the intended outcomes of the module for the community?


6.4 What do you regard as the module's intended outcomes for the service sector?


## 7. Guidelines for Working in the Community

7.1 Have you been given sufficient rules and guidelines for working in the community?

Yes	1
No	2

7.2 If YES, please specify what you regard as the most important of these guidelines:


7.3 Please outline the kind of additional preparation you think you will need for working in and with the community:


## 8. Assessment of Learning

8.1 Do you think the assessment of the learning outcomes of this service learning module will have to be different to that of other modules?

Yes	1
No	3

8.2 If YES, please specify how the assessment should be different:


## 9. Remarks

Any remarks regarding your feelings, opinions and concerns about the service learning module you are about to participate in:


Thank you very much!

# APPENDIX K

UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
VRYSTAAT  
YUNIVESITHI YA  
FREISTATA



## Service Learning Student Survey Post-Implementation Questionnaire

Module  
code:

Date on which questionnaire was completed:

\_\_\_\_/\_\_\_\_/20\_\_\_\_

Dear Student

You have completed a service learning module, which differs from other modules in various respects. We need to gain insight into your experiences of and perspective on the module, both for research purposes and in order to improve the module in future. Please note that your responses will be treated with confidentiality and that your name will not be associated with research findings in any way.

Thank you, in advance, for your insights and invaluable contribution!

### 1. Student Information

1.1 Gender

Male	1
Female	2

1.2 Home language

Afrikaans	1
English	2
IsiXhosa	3
Sesotho	4
Setswana	5
IsiZulu	6
Other	7

1.3 Age

<18	1
19	2
20	3
21	4
22-24	5
25+	6



1.4 In which year of study are you currently?

1 <sup>st</sup> year	1
2 <sup>nd</sup> year	2
3 <sup>rd</sup> year	3
4 <sup>th</sup> year/Honours	4
Master's	5

## 2. Service Sector and Community

2.1 Name the service sector partner you worked with during the module:

--

2.2 In which community did your service learning take place?

--

## 3. Understanding of Service Learning

Please state your current understanding of service learning by completing the following:

"Service learning is ..."

## 4. Involvement in Module Development

4.1 Were you involved in the development of the service learning module and its curriculum in any way?

Yes	1
No	2

4.2 If YES, please specify in what way:


## 5. Experiences Regarding the Service Learning Module

We would like to know whether the service learning module came up to your expectations. Please indicate your level of agreement with each of the statements below:

1 = Strongly agree	2 = Agree	3 = Neutral	4 = Disagree	5 = Strongly disagree
--------------------	-----------	-------------	--------------	-----------------------

- |      |                                                                                                                            |   |  |   |  |   |  |   |  |   |
|------|----------------------------------------------------------------------------------------------------------------------------|---|--|---|--|---|--|---|--|---|
| 5.1  | I learned from the community in which I worked                                                                             | 1 |  | 2 |  | 3 |  | 4 |  | 5 |
| 5.2  | I learned from the service sector staff involved in the module                                                             | 1 |  | 2 |  | 3 |  | 4 |  | 5 |
| 5.3  | This module provided me with the opportunity to apply the knowledge that I have acquired during my study period thus far   | 1 |  | 2 |  | 3 |  | 4 |  | 5 |
| 5.4  | The service learning module assisted in preparing me for the world of work                                                 | 1 |  | 2 |  | 3 |  | 4 |  | 5 |
| 5.5  | The service learning experience helped me to gain insight into my role as a responsible citizen                            | 1 |  | 2 |  | 3 |  | 4 |  | 5 |
| 5.6  | The service learning module contributed to my personal development                                                         | 1 |  | 2 |  | 3 |  | 4 |  | 5 |
| 5.7  | The service learning module required much more work than other modules                                                     | 1 |  | 2 |  | 3 |  | 4 |  | 5 |
| 5.8  | The service component of the module was fully integrated into the curriculum                                               | 1 |  | 2 |  | 3 |  | 4 |  | 5 |
| 5.9  | Arrangements regarding logistics (transport, schedules, etc.) were satisfactory                                            | 1 |  | 2 |  | 3 |  | 4 |  | 5 |
| 5.10 | There were adequate supervision and facilitation during the service learning module                                        | 1 |  | 2 |  | 3 |  | 4 |  | 5 |
| 5.11 | The service learning experience contributed to my understanding of diversity and the “celebration” of cultural differences | 1 |  | 2 |  | 3 |  | 4 |  | 5 |
| 5.12 | All students should do service learning modules                                                                            | 1 |  | 2 |  | 3 |  | 4 |  | 5 |

## 6. Learning Outcomes of the Module (Knowledge, Skills, Attitudes and Values)

- |     |                                                                     |           |   |
|-----|---------------------------------------------------------------------|-----------|---|
| 6.1 | Do you think that you have achieved the module’s learning outcomes? | Yes       | 1 |
|     |                                                                     | Partially | 2 |
|     |                                                                     | No        | 3 |

6.2 Please explain your response, whether YES, PARTIALLY or NO:


## 7. Outcomes for the Community

7.1 Do you think the community outcomes were achieved as intended?

Yes	1
Partially	2
No	3

7.2 Please explain your response:


## 8. Outcomes for the Service Sector Partner

8.1 Do you think the intended service sector outcomes were achieved?

Yes	1
Partially	2
No	3

8.2 Please explain your response:


## 9. Guidelines, Orientation and Preparation

9.1 Were you given appropriate guidelines and orientation for working in the community?

Yes	1
No	2

9.2 If YES, please specify what you regard as the most important of these guidelines:

---




9.3 If NO, please specify what additional preparation and information you should have received:


**10. Assessment of Learning**

10.1 Was the assessment of the learning outcomes of this service learning module different from that of other modules?

Yes	1
No	2

10.2 If YES, please specify in what ways the assessment was different from other modules:


10.3 Do you have suggestions for the improvement of assessment for this module?


**11. Learning from Others (Reciprocity)**

11.1 What did you learn from community members?

---




11.2 What did you learn from the service sector staff?


11.3 What did you learn from your fellow students?


11.4 What did you learn from and about your lecturer(s) during the service learning experience that you would otherwise not have known?


## 12. Personal Experience

12.1 What did you learn about yourself during your service learning experience?

---


12.2 Please reflect briefly on your personal experience of the service learning module:


12.3 What did you learn about the value of reflection during the service learning experience?


12.4 What forms of personal growth did you gain, if any?


12.5 What social development did you gain, if any?


12.6 How did the service learning experience contribute to your sense of social responsibility, if at all?





### 13. Final Remarks

13.1 Please share any final remarks regarding your feelings, perspectives, concerns and difficulties experienced during this module:


13.2 Please share any recommendations for improvement of this module:


Thank you very much!

# APPENDIX L

 
Researcher: Pulane Pitso
Title of the study: Community Service Learning as a transformative tool for infusing the university curriculum with graduate attributes for improved service delivery.
<b>Interview Guide: GOVE3724 Academic Staff/ Facilitators</b>
October 2015

Date: \_\_\_\_\_

Venue: Bloemfontein, UFS

Interviewer:	Pulane Pitso
Interviewee:	<input type="text"/>
Designation:	<input type="text"/>
Date:	<input type="text"/> Time: From <input type="text"/> to <input type="text"/>
Work Address:	Department of Political Studies and Governance Faculty of the Humanities

## Welcome

Thank you for your willingness to participate in this exciting research project. Your participation will make a valuable contribution to the study and I greatly appreciate your involvement.

## Introduction

The aim of the interview is to conduct face-to-face interaction between the interviewer and interviewee in order to obtain rich information to understand the participant's experiences and views. It is important to note that there are no right or wrong answers. Your honest response will be of great value and much appreciated.

The interview today is intended as a way of giving a platform to you as an academic staff member/ facilitator to share your views and experiences with regard to the extent to which specific attributes (i.e. values, qualities and skills) are instilled (i.e. introduced or enhanced) in students by means of the GOVE3724 CSL module.



## Ethical considerations

Now that you have signed the consent form, I just want to inform you again that you are welcome to stop at any time if you feel uncomfortable during the interview. You will not be disadvantaged in any way if you decide to do so. This interview will also be recorded. To ensure high-quality recording, it will be helpful if you speak clearly and with more volume than usual. After I have written out today's interview the information will be emailed to give you an opportunity to go through it, to change or add to ensure that it is a true reflection of what transpired in the interview.

## Questions

### 1. Introduction

1.1. Please introduce yourself and briefly describe your role in the GOVE3724 CSL module?

### 2. Questions

#### 2.1 General questions related to the infusion of attributes through the GOVE3724 CSL module

2.1.1 Do you think the GOVE3724 CSL module has instilled any attributes (i.e. values, qualities, skills) in students?

a) If yes, please mention the specific attributes and explain in what way the module contributed to this. (E.g. mention activities, teaching and learning approaches and strategies or learning environments students are exposed to in the module)

b) If no, please explain what could be done to ensure that attributes (especially those required for the implementation of the *Batho Pele* principles) are introduced in this Community Service Learning module.

2.1.2 How would you say the CSL experience has contributed to a sense of social responsibility in the students, if at all?

2.1.3 How would you say this CSL module has better prepared students for the world of work, if at all?

#### 2.2 Specific questions related to the infusion of the *Batho Pele* principles through the GOVE3724 CSL module

2.2.1 Would you say that this CSL module has contributed towards citizen- or people-oriented students? If yes, please explain in what way. If no, please motivate.

### 3. Recommendations


3.1 What further role can universities play in instilling attributes in students relevant for improved service delivery (such as the *Batho Pele* principles)?

### 4. Final comment

The purpose of this interview was for you to share your views and experiences with regard to the extent to which specific attributes (i.e. values, qualities and skills) are instilled (i.e. introduced or enhanced) in students by means of the GOVE3724 CSL module. Is there anything else you would like to add?

*Thank you for your time and participation!*

# APPENDIX M

<p>UNIVERSITY OF THE FREE STATE UNIVERSITEIT VAN DIE VRYSTAAT YUNIVESITHI YA FREISTATA</p>		<p><b>UFS·UV</b> SERVICE LEARNING DIENSLEER</p>
Researcher:	Pulane Pitso	
Title of the study: Community Service Learning as a transformative tool for infusing the university curriculum with graduate attributes for improved service delivery.		
<h2>Interview Guide: Public Servants</h2>		
September 2015		

Date Completed: \_\_\_\_\_

Time: \_\_\_\_\_

Place: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Full name and surname of participant	<input type="text"/>	
Physical address	<input type="text"/>	
	Code: <input type="text"/>	
Postal address	<input type="text"/>	
	Code: <input type="text"/>	
Telephone/Cell number	<input type="text"/>	Fax <input type="text"/>
Email address	<input type="text"/>	

**Welcome**



Thank you for your willingness to take part in this exciting research project. Your participation will make a valuable contribution to this study and I greatly appreciate your involvement.

## Introduction

The aim of the interview is to conduct face-to-face interaction between the interviewer and interviewee in order to obtain rich information to understand the participant's experiences and views. It is important to note that there are no right or wrong answers.

The purpose of the interview today is intended as a way of giving a platform to you as a public servant to share your views, experiences and recommendations regarding the challenges that public servants in South Africa face in terms of being trained for service delivery and the standards expected by the *Batho Pele* principles.

## Ethical considerations

Now that you have signed the consent form, I just want to inform you again that you are welcome to stop at any time if you feel uncomfortable during the interview. You will not be disadvantaged in any way if you decide to do so. This interview will also be recorded. To ensure high-quality recording, it will be helpful if you speak clearly and with more volume than usual. After I have written out today's interview the information will be emailed to give you an opportunity to go through it, to change or add anything you want to ensure that it is a true reflection of what transpired in the interview.

## Questions

### 1. Introduction

Please (1) introduce yourself, (2) briefly describe your key responsibilities and (3) indicate how long you have worked for government.

### 2. General questions related to service delivery

2.1 How can you explain the current character or moral state of the public service?

2.2. What attributes (i.e. values, qualities and skills) do you think need to be instilled or should be in the university curriculum to better prepare students for service delivery?

### 3. Questions related to the understanding and implementation of the *Batho Pele* principles

Since the *Batho Pele* principles are the central component of the transformation of public service delivery in the South African government, please share your views and experiences in terms of the following questions:

3.1 What do you understand by the concept of the *Batho Pele* principles as a public servant?

3.2. What would you say are challenges that the public servants experience in terms of implementing the *Batho Pele* principles?



#### 4. Questions related to training for service delivery

4.1 As far as you know, what are the main challenges that public servants face in terms of being trained for service delivery?

- a) Within government
- b) Through universities or other training and development providers

4.2 What is your experience in terms of being trained on the standards expected by the *Batho Pele* principles?

- a) Within government
- b) Through universities or other training and development providers

#### 5. Recommendations

5.1 What role can government play to ensure that public servants are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

5.2 What role can universities play to ensure that students, as future practitioners, are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

#### 6. Final comment

The purpose of this interview was for you to share your views, experiences and recommendations regarding the challenges that public servants in South Africa face in terms of being trained for service delivery and the standards expected by the *Batho Pele* principles. Is there anything else you would like to add?

*Thank you for your time and participation!*

# APPENDIX N

## Non-Profit Organisation Managers Focus Group Script

Title of the research study:

“Community Service Learning as a transformative tool for infusing the university curriculum with graduate attributes for improved service delivery”

Attended by:


Facilitator:

Date:

 Time: From  to 

Venue:

### Welcome

Thank you for your willingness to take part in this exciting research project. Your participation will make a valuable contribution to this study and I greatly appreciate your involvement.

### Introduction

The purpose of the focus group is to hear everyone's ideas. Generally, in a focus group, hearing what others say may stimulate your own thinking and reflection on your experience. You do not need to repeat what others have said, but rather offer your own unique view or expand, clarify or elaborate on what others have said. If you hear comments or ideas with which you disagree, do not hesitate to describe your perspective or contradictory view. A focus group, however, is not meant to resolve those differences or to press for consensus. The idea is to hear everyone's thoughts, not to reach agreement. There are no right or wrong answers. The purpose is to capture a wide array of comments, opinions, ideas and suggestions.

The purpose of the focus group today is intended as a way of giving a platform to you as NPO Managers to share your experiences with me. Firstly, to voice your needs and the challenges you face with regard to the delivery of government services. Secondly, to share your views and experiences in terms of those factors that either promote or hinder your voices from being heard with regard to public service delivery.

## **Ethical considerations**

You have all signed the consent forms. I just want to inform you again that you are welcome to leave at any time if you feel uncomfortable during the focus group. You will not be disadvantaged in any way if you decide to do so. This discussion will also be tape-recorded. To ensure high-quality recording, it will be helpful if you speak one person at a time, and try to speak clearly and with more volume than usual. After I have written out today's discussion I will come and visit you again and go through the information with you to give you an opportunity to change or add anything you want to. Alternatively, I shall send you the discussion documents by email.

## **Questions**

### **1. Introduction**

Please introduce yourself and briefly describe which government department(s) you have a working relationship with and how long you have had the relationship.

### **2. General views on government services**

2.1 What would you say are your specific NPO-related challenges regarding the delivery of government services?

2.2 As far as you know, what are the main challenges that the citizens whom you serve experience in terms of government services?

2.3 What would you say are your specific NPO-related needs regarding the delivery of government services?

2.4 What are the positive experiences that your specific NPO have had with government?

### **3. Challenges related to the implementation of Batho Pele principles**

3.1 What is your understanding of each *Batho Pele* principle? (Please refer to the table regarding the Eight Principles of *Batho Pele* in the Study Information Document.)

3.2 What are your views regarding the implementation of the *Batho Pele* principles by the public servants that you have a working relationship with?

### **4. Platform for the voice of the NPOs (representatives of the citizens – government clients)**

4.1 What are your views on the current participation of the NPOs in discussions on how government services are delivered?

4.2 In your opinion, what promotes the voice of the NPOs in discussions on government services?

4.3 In your opinion, what hinders the voice of the NPOs in discussions on government services?

### **5. Your perspective on the improvement of the delivery of government services**

5.1 How best do you think government can improve the implementation of the *Batho Pele* principles?

5.2 What role can Higher Education Institutions (universities) play, for example through Community Service Learning, in instilling the *Batho Pele* principles in their students?

### **6. Final comment**

The purpose of this focus group was for you to share your views and experiences regarding the delivery of government services and the factors that either promote or hinder your voices from being heard in discussions related to such services. Is there anything else you would like to add?

Thank you for your time and participation!

# APPENDIX O

## Transcripts of all semi-structured interviews (Public Servants)

---

- **Interview 1 (LM)**

### 1. Introduction

Please (1) introduce yourself, (2) briefly describe your key responsibilities and (3) indicate how long you have worked for government.

#### **Introduce yourself and indicate how long you have worked for government.**

I am a social worker by profession and started working for government in 2005 up to now.

#### **Briefly describe your key responsibilities.**

Currently I am working with specifically the NPOs that work with the government to assist government in service delivery, especially to ensure that we expand and extend the services to the areas where the services could not be reached due to capacity mainly from the government. Above that I am basically responsible for the prevention services in government relating to substance abuse prevention and rehabilitation. This is basically my area where I am basically responsible for. I am responsible for ensuring that they get the correct information they have to disseminate to the communities and I am also responsible for their capacity building and also facilitating their funding by the government.

### 2. General questions related to service delivery

#### 2.1 How can you explain the current character or moral state of the public service?

What I can say is that there is a lot that the public service is trying to do for the public in terms of ensuring that the public gets the services they deserve. But what I have realised is that we still have problem of capacity in terms of manpower in other areas, specifically in the area where I am, also based we have got a serious problem of capacity in terms of manpower and also the relevant skills. Because most of the time people are expected to render the service themselves, most of them when you get them they are not specially trained from the institutions to render this specific service.

So we have to start by capacitating them first before they can even interact with the community... so that it is the situation...and that itself it sort of restrict the effective service delivery to the community and I think that it is one of the areas that needs to be strengthened, especially in my area.

The fact that we have the limited staff in the government, in the service area where I am coming from, the problem is we cannot reach all the communities we are expected to reach and that itself it says to the public we are denying them, they feel that we denying them the service which they deserve. This is one of the situation where we have seen some of the community members and including the organisations themselves even matching to our offices demanding the service, arguing that they are neglect don't give the service they deserve . This is one of the challenges that we see.

Another thing is that the community itself it argues that we are saying we have the service but they do not know about those services. So they do not know how to access those services and at the end of the day the community suffer for that. I think that is one of the key thing that happens between the two.

The challenge is that in situations of this nature, you find a situation where even the public servants themselves there is no one who is taking the shots, or taking the blame or taking the responsibility in all these things. Everyone is about saying, as for me, I have done what I could done, but from here to that point it was supposed to be done by so and so and therefore I cannot be blamed for something which was not done by myself. And at the end of the day it create the tension among the public servants themselves and it ends up as a one man's show and then the interaction and the lack of understanding that the failure of one component is the failure of the entire department or government at large.

Furthermore, the fact that the public servants themselves they cannot be able to deliver as per the expectations of the public, that thing itself it kills their morale and they end up with lack of willingness and caring. I can understand that

sometimes they are not even aware that it is because of the fact that they don't have capacity to that and at the end of the day it tends to be an issue of self-protection of individuals.

2.2. What attributes (i.e. values, qualities and skills) do you think need to be instilled or should be in the university curriculum to better prepare students for service delivery?

I think the main thing that needs to be done it needs to start where there is link between the public service and the higher learning institutions. Because you will find that when a public servant get into the office, some of them and including myself...we did not get an in-service training for this, I am almost 10 years I didn't get any in-service training. I learned as I go and I learned through my mistakes. It took me more than 5 years to be familiarised or taught or workshopped on the *Batho Pele* principles...

My intake would be maybe the *Batho Pele* principles should start at the university or institutions of higher learning so that when the students complete their studies they are very much aware of what is expected of them in terms of the *Batho Pele* principles and also what to expect from the government settings in terms of the morale and commitments and ....understanding that it is all about the public.

### 3. Questions related to the understanding and implementation of the Batho Pele principles

Since the *Batho Pele* principles are the central component of the transformation of public service delivery in the South African government, please share your views and experiences in terms of the following questions:

3.1 What do you understand by the concept of the *Batho Pele* principles as a public servant?

To me it simply says, when we speak about "*Batho Pele*", it says as a public servant whatever I do I should remember that the service should start with the service consumers, they are the ones I need to prioritise before I can even think about myself or my own office. Because the services, I am there for them and I should learn to do things with them. Moreover, respect their feelings and they should have access to whatever services we have available and know how to gain access to those service and from whom and who is not eligible to get the services. I think that it is what I understand about the "*Batho Pele*", it is all about this people that we are serving, and it is basically a "people-centred approach.

3.2. What would you say are challenges that the public servants experience in terms of implementing the *Batho Pele* principles?

The challenge is where I am sitting I think the capacity is one of the things. Currently where I am coming from we have only one official who is managing this *Batho Pele* principles and we have 5 districts with many sub-offices and for that person alone it becomes very challenging for him to monitor on a regular basis and capacitate simultaneously all the offices.

The other thing maybe is still the issue of people not really understanding what is expected of them which talks to my previous issue of saying the in-service training it takes long. When people enter the public service they do not go through the orientation or induction process, the induction comes very late.

The existing *Batho Pele* programme really assist but my only worry is that it comes very late, when I started I never went through an induction process. I am in my 10th year I do not what is happening in an induction programme and what does it entails. The *Batho Pele* principles was only introduced to me after so many years I already started in government. So my concern is when people enter the public service it takes them a long time before they understand what is expected of them and by so doing they already interact with the community which result in damages if I may put that way. So the challenge is programmes are there and they are very good but they sometime they come very late that is one of the challenges.

### 4. Questions related to training for service delivery

4.1 As far as you know, what are the main challenges that public servants face in terms of being trained for service delivery?

a) Within government

I don't know if in other departments one can say its financial constraints. Because I remember in the previous financial year we saw a list of the courses that we need to identify and areas where we need to be capacitated on and we submitted the names but unfortunately they did not materialise, so the question is we don't know whether is because

of financial constraints or is it because of prioritising other issues. Maybe one of the reasons it can be issue of financial constraints or issue of priorities because of many commitments and they end up being postponed for further engagement and all of these things affect the service delivery.

b) Through universities or other training and development providers

Referring to the programme I am responsible for, one of the main challenges is which I think the university also need to adjust on is look at the focal areas in the communities and then when the curriculums are being developed are made in such a way that they respond to the needs in the community.

If you may remember now substance abuse is one of the priority areas. It is a challenge throughout the world, in the continent even in South Africa specifically it is still a problem. But when you look at the capacity in terms of training in the universities they don't have specific courses or areas responding or talking to that need. Because now as we are trying to prepare those that are in the service now service in order to respond to the need we find that we don't even have accredited training modules from them. We struggled last financial year to get even a single accredited training on issues related to substance abuse – they are not there. In fact it says the universities need to be able to prepare in such a way that they are able to talk to the need in the communities because specifically in this area that I am talking about its not everyone who can be able to deal with that situation, especially the clientele we are dealing is one of the difficult clientele and there is specific training to that. So it has its own values and the morals which are basically focusing on that area of service delivery. So if it can start from there the university should be able to see the need and then try to align the curriculums to respond to the need that will assist the public service and the community for that matter.

4.2 What is your experience in terms of being trained on the standards expected by the *Batho Pele* principles?

a) Within government

No response

b) Through universities or other training and development providers

No response

## 5. Recommendations

5.1 What role can government play to ensure that public servants are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

My recommendation is that once people are appointed they must not spend more than a month before induction that it is the first point of departure –they must for an induction course. After that they must go through the *Batho Pele* workshop before anything else those are the key things. If those can be prioritised I think people will be able to deliver as expected.

The other thing is the commitment. There should be commitment from the employer himself as he prioritise things. Because some of the things are said to be priority areas but in terms of the commitment for the support you don't see that. It is a priority when you talk about from the principals, when we talk about it we say it is a priority area but comes implementation it is not a priority area. So that thing itself it causes a challenge. So I would say let's commit to the priority areas and priorities them as they are set to be priority areas.

5.2 What role can universities play to ensure that students, as future practitioners, are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

The universities what they need to do its consult with the public service or the government itself and say what do you want in order to deliver quality service so that as the university we can be able to prepare to give a finished product. I think it should start with that, they should consult first. And also the universities should look specifically on the needs of the community, what is it needed in the communities and align it to the services rendered by the government and out of that develop or adjust their curriculums or module to respond to the needs of the community. I think that can help a lot.

## 6. Final comment

The purpose of this interview was for you to share your views, experiences and recommendations regarding the challenges that public servants in South Africa face in terms of being trained for service delivery and the standards expected by the *Batho Pele* principles. Is there anything else you would like to add?

I think so far I am covered and I am fine the only thing it would be I will really appreciate to get the results of the study, just to look at the results of the study because now that I have also participated it says to me I need to also introspect and then it will be of great importance to me to see what the study finds out of the whole process and I think it will also help also my area where I am based, the recommendations of the study may also help in getting a balanced view and what they recommend and it can maybe assist a lot.



## • Interview 2 (MM)

### 1. Introduction

Please (1) introduce yourself, (2) briefly describe your key responsibilities and (3) indicate how long you have worked for government.

I am (MM), originally I grew up in QwaQwa and I was raised there and went schooling there. I went to the University of Fort Hare where I did my Social Work Degree. I worked for government ever since I started working that was in 1990 when it was still Provincial Administration in Bethlehem. We changed names going along being Department of Health and Social Development and then going back being Social Development.

Currently my responsibilities I am the Director responsible for special needs that is services to older persons, services to people with disabilities and services to families in general, those are my main responsibilities.

### 2. General questions related to service delivery

2.1 How can you explain the current character or moral state of the public service?

Having being in the public service for +/- 24 years I have seen changes as we went along that the type of Social Workers that we get currently are not the same as like us in the past and I not having that commitment. So we can attribute that to people's characters like their attitudes but also to the fact that most of them got bursaries which it was not their intention to do Social Work but because there was a bursary, there was a scholarship they went for it such that most of them along the way fell-off but came again on board and studied Social Work. So it is not something that they wanted to do, it is not a passion. So that makes a difference in terms of how they will be servicing the people and how they will be talking to the people because it is definitely different.

Most of the complaints are in terms of the how of talking to people and also for people that know what a Social Worker should be doing whether you are in the public service or anywhere, it is not what they are getting. So they complaining about that but isn't the Social Worker supposed to consult with us as a family? Are they not supposed to be protecting us and not talking about our issues elsewhere? Which is not what they are getting that's what we pick up when we go around out in the communities. The main one is about how they talk to people. Because you can convey a message to a person just like we are talking with you and then a person would understand, but if you are going there with an attitude then it already it's a different game.

2.2. What attributes (i.e. values, qualities and skills) do you think need to be instilled or should be in the university curriculum to better prepare students for service delivery?

With regard to Social Work itself if they would study and then come to work in the public service, they should be already trained in the principles of Social Worker itself and the ethics, they include confidentiality, they include self-actualisation to say the person knows what he/she wants he/she just needs you to guide and assist him or her. You don't go there as an expert to a person to say I want to help you this way. So that's the thinking that they should be having. Not only that they go through them as if it's just a study and that they should pass. They should be practicing those in their practicals, they should be doing those in their communities already. Because in that way there should be some kind of assessment done in terms of your character as well. Because what we discovered with most of the universities is that they do not even have an orientation session for them because I think during that orientation session one might decide no this is not for me, but that is not done. Even the checking of when you are apply whether you want to do it because they supposed to be a counselling of some sort that is done, but it is not done.

They just enter into a programme, they go along and then they pass and then they come. The expectations as well when they come and work, the public service is not like your private sector where within a year or two years you have a house and a car, in the public service you have to be patient, you can't go just like that and move to all levels. Because you can't arrive today and two years down the line you want to be a Chief Director, it's impossible. There has to be that kind of balance that is created, that they are taught already at the university that the world out there is not as you see.

I think even if a person is not a social worker they will still have to abide with the same principles. These principles are self-determination, individualization, confidentiality, and respect for clients' rights, Professional responsibility, competence and care and concern for others' wellbeing. Most of them are the same as the ones in the *Batho Pele* principles, that you consult with the people you don't just budge into a community and do whatever you want to do. You first talk to the leaders in that community. so whatever training they get should already prepare them to say if you

now going to work as a public servant the expectation is that wherever you would be going whether it is a Hlasela project or what, you have to go through the leaders of that community you can't just go to a school or wherever and nobody knows that you are there. Even if you going to work in that area you have to identify yourself to them to say I will be working in this area, these are the expectations so that they will also be give you their expectations. I believe that these Social Work principles are also relevant for all public servants. The fact that one should respect the people, it doesn't matter how poor they are, if you are going to work with them or assist them you don't go there and be high and mighty you are at their level and you assist them at that level that is very important. It is therefore important to integrate these as well as *Batho Pele* principles in the curriculum as a way of preparing the students for being better providers of services.

### 3. Questions related to the understanding and implementation of the *Batho Pele* principles

Since the *Batho Pele* principles are the central component of the transformation of public service delivery in the South African government, please share your views and experiences in terms of the following questions:

#### 3.1 What do you understand by the concept of the *Batho Pele* principles as a public servant?

My understanding is that first I shouldn't think about myself. I should be thinking about the people that I am going to serve and everything I am doing should be for their benefit and not my benefit. That is the core for me.

#### 3.2. What would you say are challenges that the public servants experience in terms of implementing the *Batho Pele* principles?

For instance, we are expected to most of the time to have cars to go to all these communities, so immediately you have shortage of cars you won't be able to reach all the people that you have to reach and you won't be able to reach them on time, because the excuse will be I didn't have transport which is so bad in the ears of the people that are listening. With those that you are supposed to be assisting when you say I didn't have a car to them is like they don't want to help us. So I think it's one of the challenges we are having as public servants, the shortage of resources in general.

The personal attitudes of people, because you can train people as much as you want but if it's not in them then you can't deal with that its needs another intervention. The *Batho Pele* principles is not only about training but it needs a part from you as well.

### 4. Questions related to training for service delivery

#### 4.1 As far as you know, what are the main challenges that public servants face in terms of being trained for service delivery?

##### a) Within government

It is not happening as much as it supposed to be. Initially we would attend training sessions at every level where you are whether you are an Assistant manager or Director there where trainings right through and you were prepared for the job you are going to do. But as it is now its silent, there are no training sessions, it's once in a while. But then there is provision made which we don't know how it works or where it's going, the one that is deducted from our salaries. So we are expecting that to be utilised for training personnel so that they are ready to go out there. The challenges out there necessitates that they be capacitated to deal with. There is budget for this training, the 1% that supposed to be utilised for training, but it's not happening as much as we think it should. Because after they are trained from the universities and colleges and wherever they are, there is not much done in the workplace to equip them because is not the same like if you train to be something in the university. So if you are not prepared to deal with those issues there is no way you are going to handle them.

I think somewhere its people just not doing what they are supposed to do, mainly. Because that money is there, they can access from the SITAs. But it's not happening. Initially it was done in the public service for all the departments for a week and then there you share ideas with people who are not in your environment to say but if a matter is like this how can I handle it. People were trained in terms of labour relations, people were trained to do all sorts of things that are needed for managers and supervisors, but it is not happening.

##### b) Through universities or other training and development providers

There should be prepared that when they go out there that they already know the challenges and already have some idea of how to deal with those, that training should be equipping them to do that which in the moment is not happening.

Like with Social Work they would do their practicals but I don't think it's enough, its only practicals in terms of checking whether you know the methods. But they would still need your life skills education in order for them to be able to go implement whatever they learned at the university or at the college or anywhere.

4.2 What is your experience in terms of being trained on the standards expected by the *Batho Pele* principles?

a) Within government

*Batho Pele* principles is also not getting the attention it used to get. Every other year all the new incumbents in the public service will go through the induction plus the *Batho Pele* would be on its own, but not these days. I think it is an add-on because with us we only have one person responsible for the *Batho Pele* in the whole Province. In the Districts it would be like coordinators who are not solely responsible for that so they just give it their left over time not necessarily given the attention that it deserves. It is a very serious issue.

But I realised that DPSA is coming now down to provinces. They identify provinces per financial year to take them through what is needed and train personnel in the respective departments so I think that will also assist. For this financial year they identified us and Health, I can't remember who else. They are coming to help us also to have proper strategic plans and operational plans that are costed, that have dates to say this is going to happen on like this and who are responsible. I think this will also assist because sometimes we hide behind saying this is not my responsibility and it ends up not being done.

b) Through universities or other training and development providers

No response

## 5. Recommendations

5.1 What role can government play to ensure that public servants are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

They just have to ensure that there is training done, everybody is trained with the *Batho Pele* principles and that they are engagement so that people understand what that means. Also the fact that they should also get feedback from the communities to say we have these public servants but these are our concerns regarding them. They should deal with those issues that are indicated.

5.2 What role can universities play to ensure that students, as future practitioners, are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

In their curriculum the very *Batho Pele* principles should be embedded in that so that like I was saying life skills is something that you learn, that you can utilise everywhere you are going. So it is important that it be part of the curriculum. Because like we were saying those principles could be confined to let's say Social Work and community development but then there are so many people who will be going to the communities and not necessarily social workers but they can also be trained into those principles which are what would be expected of a person that would be going and doing service anywhere. Because that is the expectation created to the communities to say we will be doing 1,2,3 for you. But if we are not trained enough to see that, that is important we will definitely fail.

## 6. Final comment

The purpose of this interview was for you to share your views, experiences and recommendations regarding the challenges that public servants in South Africa face in terms of being trained for service delivery and the standards expected by the *Batho Pele* principles. Is there anything else you would like to add?

I think mainly it is about looking at what your NGOs and the private sector are doing because we keep on comparing that if it was in the private sector it would not be like this. But why are we not copying what the private sector and the NGOs are doing. Because if we would do that we will also manage and do better through learning from the respective sectors.

## • Interview 3 (JP)

### 1. Introduction

Please (1) introduce yourself, (2) briefly describe your key responsibilities and (3) indicate how long you have worked for government.

My name is JP. I have been working for the Department of Education since 1988. So 1988 I have been in different schools especially in Botshabelo. Where I have started is Dibabatso Primary School. I was then requested by the Department of the Education to go and assist learners with Afrikaans at Kgorathuto High School where my supervisor was Mr KK. He is my mentor and he also trained. I was quite lucky to serve under him because people of his calibre are people who really want hard workers so that's where I started.

In 2002 I was promoted to be an official for the Department of Education with the component adult basic education. Adult basic education we are involved in communities. We have centres for adults. Adults we cater for people of the age group of 15 up to 70. That is what I am doing currently. Although there is a function shift presently. We are no longer going to call adult centres. They are now going to be called community learning centres. Our department is now falling under the Department Higher Education under Dr Blade Nzimade, so we are the third component. It is Universities, and then it is Technicons and is also TVET which is the former FET Colleges, they are now called TVET and then we are the third under Higher Education. We used to be under Department Basic Education.

Presently I am involved in communities. My first involvement is in education and I am also involved in development that is why I am also assisting one of the community programmes of Non-Governmental Organisations like Age in Action.

### 2. General questions related to service delivery

2.1 How can you explain the current character or moral state of the public service?

Currently public service it's a demand and a high demand. It needs people who are committed, it also calls for people who have passion. People have to be passionate in what they are doing.

Presently the communities, the public really need to be developed, they need education throughout across everything. People are really concerned and the concerns are first they don't service us, we are neglected (negligence). Secondly, we are not catered for. When you neglect a person you actually you don't care. There is that don't care thinking in our communities. The government is not delivering though we are there but in actual fact we are not pulling enough as public servants to serve our communities. The picture is not looking good as it should.

I am part of, I am working for and I am also assisting in Age-in-Action and I am chairperson of Age-in-Action in the Province. We have got lots of things that are happening, cases that are being reported, and cases of abuse both in the community and the public servants, some abuse even the funds. There is a financial abuse, especially because I work with older persons. What is happening there is that some of us as public servants take advantage, say the Department of Social Development pays a certain amount in the bank of a particular luncheon club or sales club, we shouldn't actually fiddle with that as public servants. There should be a chairperson and a community established, but we have got cases where we as officials we step in there and fiddle and we actually control to an extent that even people outside would really say this person is abusing the funds.

2.2. What attributes (i.e. values, qualities and skills) do you think need to be instilled or should be in the university curriculum to better prepare students for service delivery?

Let me talk about skills. We want people who have community skills. People must be able to know what is happening in the community and how should they assist, how should they help people out there. We need people who have negotiation skills. People should be able to negotiate. Because right in our communities we have structures, we have political parties, we have councillors, we have churches, we have structures in our communities that is why I am saying negotiation skill is very important. People must be able to say I can work, I can fit in the communities with what I have I can able to assist the people. Those are the two skills that I think are key. How would you be able to assist in the communities when you don't have community skills? I have been trained in financial skills, management skills, but I also need training in community skills.

Community skills you must be able to communicate with people that is the first thing, communication. Communication plays a very big role. For instance if you are put in a community being a leader, say you a counsellor then your communication is not good you won't make and you won't be able to deliver, you won't be able to come closer to people. Secondly, be friendly to people, friendliness, approachable, be inviting. One of my lectures at the university who taught me in education, when you are inviting the manner in which you speak to people that is first, let alone the appearance just the manner you express your self can make people to come to you.

Let's say here is a community it's led by a particular public worker, say a councillor, you are able to see just when you pass there with your car you can see that here things are fine. But if you can go deeper you will find that it is because of the leader of that community, that leader can talk with people, the leader is friendly. O fihlella batho. How would you be there to the people and help them when you can't be with them.

### 3. Questions related to the understanding and implementation of the *Batho Pele* principles

Since the *Batho Pele* principles are the central component of the transformation of public service delivery in the South African government, please share your views and experiences in terms of the following questions:

#### 3.1 What do you understand by the concept of the *Batho Pele* principles as a public servant?

It simply means people first, come to people, serve people, be a servant, don't expect them to serve you, you must serve them.

It has to address the needs of the people. The people at the upper level, we need to be there for the people. As the protocol is being observed, I think there are those who are supposed to be assigned to go to the people in the community.

#### 3.2. What would you say are challenges that the public servants experience in terms of implementing the *Batho Pele* principles?

The challenges would be simple getting to them. I can say in my case it can be the transport, finance and the other thing facilities that is the major challenge. When I talk facilities some clubs don't have buildings, when they have buildings they don't have equipment, the equipment relevant toward what they are doing. Relevant equipment would range from things that they could use to assist the community.

### 4. Questions related to training for service delivery

#### 4.1 As far as you know, what are the main challenges that public servants face in terms of being trained for service delivery?

##### a) Within government

There is a lack of training. If you are not trained at all then you are not well trained. There are lot of issues. Every year we are being told to submit our needs. We indicate that I need to be trained in one, two, three. Training I remember at one stage there was from the Premier's office at Vista, there was a place where we actually we used to register and be trained and there was a lady who was responsible she used to work here. We were trained in service delivery, we were trained in financial management and other things. How would you begin to say this people service communities when we are not trained.

I am working for government but most of the skills that I have acquired, I have been trained by non-governmental organisation in many things, financial management, leadership and governance whilst I am here. It comes to the problem that we say we are not cared for as public servants. How do you expect to deliver when you don't equip me, when I am not satisfied? There is a lot of dissatisfaction among public servants. The morale is down. You get to these psychological centres like Care Cure, Bloem Care, you find them there. People are being stressed and a lot of problems at schools, at the department problem because we do not have funds. As we are talking now we are grounded, we don't have transport we can't visit communities.

##### b) Through universities or other training and development providers

One thing that is happening in Age-in-Action. We have been getting a lot of service from the Free State University. We have got learners there, the Social Workers who are in the university but come to Age-in-Action, they provide service to older persons and the communities. We also have learners who are in education sector who would come here and

we accommodate them in our department. I have an intern presently who come from CUT, others used to come from Free State University. This means that universities have mechanisms to prepare the students through their programmes.

The only gap that we find, they have been involved in the theoretical work, when they get to the practical that's when now we expect them to learn, that is why we accommodate them if they need help. They are here to come and learn, we want them to be hands-on, that is why I say Universities learners that used to assist and help us here, even in the non-governmental organisations they are eager to do something, they show passion, they show the willingness to learn as well.

4.2 What is your experience in terms of being trained on the standards expected by the *Batho Pele* principles?

a) Within government

There is nothing. We have been talking *Batho Pele* but if you can ask anybody, what do you understand about *Batho Pele*? The leadership are despondent about training officials in *Batho Pele*. First as I have indicated, there would be no money that is the first thing. We don't even know the budget. The training is not happening because of money. Each everyone who starts here has to be inducted but it is not happening.

b) Through universities or other training and development providers

No response.

## 5. Recommendations

5.1 What role can government play to ensure that public servants are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

If government can be prepared to finance people for further trainings and further learning in our institutions. I have been faced with a question whereby some learners the bursaries were withdrawn from a person who is still in the process. This person is studying early childhood development, that person's bursary was withdrawn without reasons. Only to find out that the university summoned this person through their lawyers. If government can support, if government can be there to assist and help people. If you can look at things, you will find that there are gaps or vacancies in our communities. There is a need for somebody who is equipped, who is knowledgeable in this skill, but you can't find that. We have good universities who can offer.

Projects collapse, Programmes collapse because of lack of monitoring and evaluation skills. For myself I do not have monitoring skills and my needs the skills. I once went to the University of Cape Town just for 8 days. I paid from my pocket close to R8000 to try to equip myself. This is just an introduction to monitoring and evaluation with my own funds and I have been requesting the department to give a bursary just to do a full course. I don't need a certificate I just want the knowledge. Adult Education as it is it is a programme but I am not equipped enough to run it. Hence you find in most of government projects things are not going well. Is because of that lack of skills.

5.2 What role can universities play to ensure that students, as future practitioners, are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

Through the research as you do, the universities can take from there, that lets come up relevant programmes – that is number one. Let the university be there as an institution to support and equip people with relevant information (relevancy is very important). If there is relevancy especially for things that are needed in order to serve people.

I was tried to study Adult Education, I wasn't able to fit, and there wasn't even a single course in the universities where I can fit. I went to a professor can you help me with a programme that is related to a programme related to Adult Education but it wasn't there. But at the later stage UNISA introduced programme in Adult Education. The qualification is now at the level of they can even go to Masters and Doctorate. It is a full programme.

## 6. Final comment

The purpose of this interview was for you to share your views, experiences and recommendations regarding the challenges that public servants in South Africa face in terms of being trained for service delivery and the standards expected by the *Batho Pele* principles. Is there anything else you would like to add?

I have said a mouth full, at lot of things is that at the end we don't really apply the *Batho Pele* principles that is why there are so many challenges in our communities.

## • Interview 4 (MM2)

### 1. Introduction

Please (1) introduce yourself, (2) briefly describe your key responsibilities and (3) indicate how long you have worked for government.

My name is Participant 4. I am employed by the Department of Social Development as a Social Worker. I am a Senior Social Worker in the department and I have been in the department for 8 years now. Prior to that I used to work for an NGO which was based in Johannesburg it was also working with orphans and vulnerable children.

My key role in the department is quite similar to what I have done before, is to work with orphans and vulnerable children and the HIV/AIDS programme. Within the programme basically the department funds organisations throughout the Mangaung Metro and the Province at large. But I am more responsible for the Mangaung Metro organisations which are funded. We are about 40 organisations across Bloemfontein, Botshabelo and Thaba Nchu. So my role is to provide monitoring services to them, capacity building to the NGOs, as well as to monitor the services that they provide within the communities they serve.

We have been funding ROC for the past 5 years to provide HIV/AIDS services to the community of Heidedal, in particular orphans and vulnerable children, youth and child-headed households.

### 2. General questions related to service delivery

2.1 How can you explain the current character or moral state of the public service?

Personally, government has politics, is driven by politics so in most of the time you may find as a professional you are driven by politics, your decisions are made by politics, you don't have the liberty to practice what you have studied in Varsity. I will also say what I have learned in school, I am hardly practicing it, I am more doing Admin work which is more politically related. So in a way what's the morale of the department or government, I don't think it's not that good.

It is more like a top-down approach in terms of services, implementation ideas, whereby sometimes it is important to have a bottom-up approach when it comes to services because we are the ones who are doing the work, we are the ones are implementing everything. So sometimes you may come up with plans but those plans will not be approved because somebody on top, maybe the MEC or the Premier they have their own targets, I am not saying those things are wrong. But maybe we need more consultations between the two parties.

Provincially I don't think the Free State is that bad, our Premier is doing a good job to reach down to the community, as well as our MEC, as much as there are challenges. The relationship with the MEC and the social workers is not that good. In a scale of 1 to 10 I would put the morale of the public service at 6.

2.2. What attributes (i.e. values, qualities and skills) do you think need to be instilled or should be in the university curriculum to better prepare students for service delivery?

Let me put it more on my profession – social work. In the past social work it was one of those calling professions, it is like nursing. You don't just take social work for the sake of having a salary. People went to the profession to help people genuinely, the salary is that great but you are there for a passion. You study hard and then you also implement whatever you learned at the varsity in your professional work.

But we have noticed recently due to the scarcity of the profession of social workers, government has introduced bursaries and scholarships for deserving pupils. It is a great initiative, but the selection criteria is not good because you may find that you have pupils or students who are taking the profession for the sake of just earning a salary and they are not passionate about the profession.

To answer your question more precisely, the values that we need to introduce back at varsity you should have passion for what you want to do, Because the world of work there are lots of challenges and you may become discouraged or anything like that, but if you have passion, if you have the will and if you know yourself what you are going to do with your life it's much better than just taking things for the sake of salary or just being employed. So we need to introduce passion and commitment and willingness is important.

### 3. Questions related to the understanding and implementation of the *Batho Pele* principles

Since the *Batho Pele* principles are the central component of the transformation of public service delivery in the South African government, please share your views and experiences in terms of the following questions:

### 3.1 What do you understand by the concept of the *Batho Pele* principles as a public servant?

I admire *Batho Pele* principles because it puts the customer or the client as the first priority. In that way I mean government is there for the people. People are the ones who put government in place, so we have to be very accountable to our clientele, our clients, our community.

*Batho Pele* came in place for a good reason, I take it highly. My clients comes first, the community comes first. *Batho Pele* is going out of your way to provide good quality services for the clientele. Social Development works with vulnerable groups the most desperate people, so as officials we should really take them serious not undermine them, so that is where I believe *Batho Pele* also comes through.

### 3.2. What would you say are challenges that the public servants experience in terms of implementing the *Batho Pele* principles?

I don't think it would be fair for me to say officials in general because I am only speaking in my circle of social workers. Social Development it's helped by Social Workers – they are the key officials within the department and I believe we are doing a good job as social workers, despite the challenges that we facing in the communities, despite the challenges we are facing with our employer.

We are professional, we studied 4 year degree, we are registered with the councils, we have values and principles that we are adhering to and our clients are very important to us. So sometime you may find it we have to forsake those values to please maybe the other side, maybe government, and maybe politicians. So it tends to clash.

There are so many challenges, sometime we have social workers, as a social worker our clients are very important, confidentiality and you have to treat a client with respect, the core values of social workers that you learn through theory and practice. Sometimes there are social workers who don't have offices. I am one of the fortunate ones who have offices. But as you can see I am sharing with three officials of which there not here yet. But sometimes I may have a client and confidentiality is an issue. They have to provide me with a space for me to have one-on-one with the client.

At the same time, office infrastructure does not exist it is a challenge for social workers. We lack resources, other social workers don't have computers, laptops. I just told you that my email does not work and I need to be in constant communication with my organisations, my clients. I have been here maybe long enough so I managed to get a departmental phone which is important, but new social workers don't have laptops, there are three years in the profession no laptops, no cell phones. We have challenges with government cars because we have to do home visits. You may get a call that there is a child who is being abused and you have to rush there but you don't have a vehicle. So those are the challenges. We lack equipment.

In terms of community challenges, there is few of us, we have high caseloads. I remember the first time I came in Bloemfontein I had a case load of 1200 children, one social worker in Peter Swarts, Phase 3 and children of Heidedal and Bergman. But Commitment and dedication to my profession I think it helped me. But there is danger for other social workers because you may get burnout. With burnout you don't function well with your communities, you lose interest, there is temp and thing like that. So maybe the challenge for us with communities is that there is few of us, yet the community expects much from us, the community is in desperate situation, there is high poverty level and we are the only ones who care there for them with little resources that we have.

## 4. Questions related to training for service delivery

### 4.1 As far as you know, what are the main challenges that public servants face in terms of being trained for service delivery?

#### a) Within government

Once you graduating from the varsity or your institution that you learned, once you are in government sometimes you may find that there is few courses available. Social Work, even the world, even policies they constantly change but you may find that you are not being equipped or capacitated on a regular basis. Courses hardly come by. I am talking about now generic social workers' courses. Workshops they hardly come by. So I think maybe that needs to be introduced



because the world is forever changing. So I would love to see Social Workers be constantly capacitated, even offered opportunities to study further, Masters, Phd's and things like that.

We are not just down, we have also made enquiries, but you would be told that there are budget cuts, it is not budgeted for. So the main challenge is that there is lack of money and that demotivate many of us because you tend to question what is the purpose of me taking this profession. The salary is not good, the prospects of you growing, career advancement is not existing. So in a way then you find many social workers resigning or resorting to other professions.

b) Through universities or other training and development providers

Universities tends to be more theory than practice. You learned a lot of text book things which are really important because those are the foundations but you may find that while you are now employed it is a different challenge all together of which maybe your study is based on that it important to also learn those things while you are still at the university that once you are employed you are able to cope much better, that you are able to implement what you have practiced or learned, you are implementing better for the purpose of service delivery.

I would say institutionally we need to also learn the methods of practice not just theory of which maybe it's a gap or a challenge. But I would say again, emphasise that the profession of Social Work in your last year you are now placed within the community, within the institution. Within the government sectors, we have fourth year students who are working in government as student social workers, they are also registered with the council, and it is also a good opportunity for them to fill the waters before they are permanently placed in government. So in a way the university or the curriculum of social work is doing their part I don't know in other professions.

4.2 What is your experience in terms of being trained on the standards expected by the *Batho Pele* principles?

a) Within government

I can tell that, when I first came into the department I never received a *Batho Pele* workshop, I learned from varsity, I learned as I went. In this department sometimes we tend to say it is the survival of the fittest. If you don't grasp any opportunity or anything that comes by you will never get. So maybe that is one of the things you can highlight that once officials are hired within the department it should be compulsory to receive these *Batho Pele* principle workshops or inductions. Inductions they hardly come. I can assure you there are officials who were hired last year if you can do research or enquire further of how many officials that went through the induction, little of them. I am not being negative but I am just telling the truth. *Batho Pele* is not a priority at all. *Batho Pele*, even if you can ask other officials they would not know even what is *Batho Pele* and it just a cliché.

b) Through universities or other training and development providers

If I can recall, it was a piece of a chapter that we learned within a week and that was it. So it is not big part of the course at all.

## 5. Recommendations

5.1 What role can government play to ensure that public servants are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

They should make it a priority for all official once inducted within the department, they should be able to know and understand from start to finish what is *Batho Pele*. It is not enough to just understand and know it, but you still have to practice.

We have many officials who might know it, but they don't understand and don't even implement what is *Batho Pele* principles. The quality of government services is not that ideal. As a public official I would rather go private than government, so it is very important. *Batho Pele* principles are important. I won't say all officials are like that but is only a selected few who take it seriously and who take all *Batho Pele* principles of your clients first which is important for professional serviced with limited resources.

So government or departments needs to constantly workshop officials on *Batho Pele* principles and maybe find ways in measuring whether these officials is implementing these principles seriously or not.

5.2 What role can universities play to ensure that students, as future practitioners, are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

Maybe the role that the university can play is to maintain a closed professional relationship with government or maybe the departments. There should be exchanged communication between the two, even personnel should be exchanged. So through that I think information that you have learned through the university can be easily filtered into a department or government more in particular *Batho Pele* principles.

University is a centre of knowledge, a centre of learning. Officials are the products of university, so they should also be in constant back and forth communication between the two institutions.

## 6. Final comment

The purpose of this interview was for you to share your views, experiences and recommendations regarding the challenges that public servants in South Africa face in terms of being trained for service delivery and the standards expected by the *Batho Pele* principles. Is there anything else you would like to add?

The document of *Batho Pele* is it easily available/ I would love to have one.

## • Interview 5 (MM3)

### 1. Introduction

Please (1) introduce yourself, (2) briefly describe your key responsibilities and (3) indicate how long you have worked for government.

Let me start by saying I have started working as a monitoring and evaluation officer since from 2003. In 2007 I became permanent as a monitoring and evaluation officer in the department of Social Development. My key responsibilities are to capacitate the organisations, ensure that when they get funding they are well capacitated because you cannot just fund a person because when you are creating a bond with an organisation or a person then you must make sure that you capacitate that particular person so that when it reaches a stage of funding that particular person or that particular organisation they are well equipped in terms of utilising the funds of the department – that is one of my responsibilities.

Another one is to provide them with the training, there is a training called the registration training. Some organisations are doing well but because of our national department of Social Development in Pretoria we have to help them to register of which it takes such a long time then we have to follow up sometimes and have to go to people to check with the NPO and then after they received the registration certificate then it will give you more power to train them, to explain to them what is NPOs all about. Because others they join NPOs because they want to attain something but it is not about money. Hence I am saying you must also think about passion, you really love what you are doing, you really love to help the society, you really like to help the community

As an official I must try by all means to engage with them, to help them, to make them to understand that they must have a passion to help. In our country we have got Social Development fund about 11 programmes, your older persons, HIV/AIDS, substance abuse and those are the critical programmes. Hence I am saying you must have a passion to work with those people. Because we train them so that they can be to train the community out there so they help Social Development to attain their objectives.

Another thing is that after we have done all those things, then we fund them, then you must make sure that at least within this 4 quarters you visited then at least twice or 3 times, when you visit them, when you conduct that monitoring, which is one of the most important thing with regard to what I am doing as a public servant, you check their check books, their funders' file, how do they utilise the funds, the equipment that they use, the maintenance of the building that is very important.

One other thing is that one must understand first and foremost exactly what is the NPO or NGO means. NPOs are non-profit organisations, they are helping each and every department to attain their goals. We are not expecting them to make a profit. It is based on the service delivery.

The *Batho Pele* principles must also be applied. When you are dealing with the NGOs you must also apply the *Batho Pele* principles because you are dealing with different people then you must also know how to treat them with courtesy, with transparency, you tell them about the value of the money that comes from the department that is very crucial thing.

One other thing is that you must also conduct the monitoring, you must also monitor them, remember we are dealing with the public funds, after funding them, then we must also train them.

There are emerging organisations, there are well established ones. The emerging organisations are those that are small, the community based organisations then we must provide them with the training. The purpose of providing them with the basic financial management training is to ensure that they utilise the funds of the department effectively, as according to Public Finance Management Act.

After that particular training we then visit them quite often as to see whether they apply the Act, we monitor them using the monitoring tool. We have the monitoring tool in the Free State that is very standardised. It talks about how they conduct their finances, their meetings and all those things.

NGO is not there because of one person is a collective effort. We are creating a partnership between ourselves and them, everything must be transparent. So it must consist of the committees. But the well-established organisations they do have the board members. Like for example you mentioned ROC is a well-established organisation, it started very small but it is a very good organisation and developed because now they are providing two services which is substance

abuse and HIV/AIDS and from those two programmes they are very good, I cannot say good 100% but they are trying by all means.

We are funding ROC, but there is a funding criteria we cannot just fund, we sit and say previously we did fund them then this year we can continue with the contract if they met all the requirements, then we can fund them. Hence, I am saying there is a funding criteria because we need to sit down as a panel to appraise them. When we appraise them we talk about the finances, the services that they are rendering to people, how they communicate to their clients. We also check ourselves that as public servants are we in line with the rules and regulations of the department in terms of interacting with them.

## 2. General questions related to service delivery

### 2.1 How can you explain the current character or moral state of the public service?

As you know, government it funds according to its available resources, so the most important part is that we are getting there but even though sometimes the resources that we have is not enough to make those NPOs to be well equipped but we are trying to get there.

I have never mentioned the cooperatives, because we also liaison with other stakeholders to help us so that we can fund. The organisation like SASCO, like NYDA to help them to make those organisations to be sustainable.

But the current status now as we speak we have a very serious problem of organisations that are chewing the funds of the department and yet we are under staff to make sure that we monitor those organisations. I think on that note we are a little bit slow because I think if there can be a regulation that if then now you have been involved in the corruption in terms of the funds, when we sent the memorandum of understanding between ourselves and them, there must be a clause that you will held responsible. On that side we are not doing anything concrete or to just set an example that maybe out of 40 organisations that has been funded two organisations that misused the funds members went to jail because corruption is one of the things we have to look at as the department. I think this is that stage that disturbs us, we are trying but it disturbs us a lot, hence I am saying the resources and everything that will help us to make that those organisation are performing very well.

I don't know if maybe you were part of the delegates during the CHINA week, whereby one of the delegates from CHINA said policies of the government in South Africa are very good but the implementation that is the problem. We talk about the *Batho Pele* principles but we don't practice them on a daily basis. We have very good policies, regulations, the Acts in place but we don't implement them. I think in a scale of 1 to 10, I will say maybe we are average because we still have more to improve.

### 2.2. What attributes (i.e. values, qualities and skills) do you think need to be instilled or should be in the university curriculum to better prepare students for service delivery?

I think one of the fundamental issues with regard to that is that students need to be told that when dealing with people, society you must be presentable in always.

The manner in which you interact with society it is very important – communication. We must also tell them what is the importance of communication. Communication is very important. In any course that we have done there is a communication because they have to teach you the channels of communication, how do you communicate with society, with the community.

If we can also talk about how do we disseminate information to the community in a very professional way because we are professionals. You disseminate information in such a way that the people will understand very easily.

People must also be taught about customer orientation.

## 3. Questions related to the understanding and implementation of the *Batho Pele* principles

Since the *Batho Pele* principles are the central component of the transformation of public service delivery in the South African government, please share your views and experiences in terms of the following questions:

### 3.1 What do you understand by the concept of the *Batho Pele* principles as a public servant?

*Batho Pele* is very clear, it says we need to serve our people with respect, with integrity. *Batho Pele* principles is there because we have said now we are dealing with the poor of the poorest then we must apply our minds professionally so when you helping these people. You must be very professional.

It talks about a lot of things, access to information. People must have that access to information and that access to information comes from us a public servants. It says very clear, it guides as to how to communicate, how to interact with the society, how to put yourself when you are talking to a client that is very important.

3.2. What would you say are challenges that the public servants experience in terms of implementing the *Batho Pele* principles?

We need to educate our public servants because now they will talk about the *Batho Pele* principles but they don't implement it. If they are educated, we talk about skills development so that people can understand. You cannot expect one to be trained by an organisation outside whereas this particular person is not well trained.

Lack of training may be contributing to public servants not implementing these principles. I think we still need to revisit these *Batho Pele* principles maybe if we can change them somewhere somehow. Amendments need to be made on annual basis as to check where did we went wrong because we talk about courtesy, people must be treated with courtesy but we don't explain thoroughly if you say I am going to treat with courtesy, what you mean, if you say transparency like you will find the public servants close the door whereas the clients are outside and is busy eating for one to two hours and the *Batho Pele* principles explains *Batho Pele*.

We are the foot soldiers, we are presenting our government. We have to ensure that whatever has been passed by our government then we implement it here in the province, national.

#### 4. Questions related to training for service delivery

4.1 As far as you know, what are the main challenges that public servants face in terms of being trained for service delivery?

a) Within government

I think there is no enough funds allocated to provide such a training. If there can be enough funds allocated to ensure training.

The most important thing is the orientation, the induction. People need to be inducted before they go outside there. They must know where to start and where to end

b) Through universities or other training and development providers

I think with regard to this one I will not say much, but what I can say is that some of the things that makes people not to understand is the language, maybe how do you interact with them. The language that they will be able to understand very easily in a university level the language that we must utilise so that the students can understand very easily. I think this is one of the challenges because at one stage I have heard Professor Jansen talks about it. We have to go back and check as to whether what makes the student not to perform on annual basis or you find that someone is doing 3 year course but is going to do it for 5 years, maybe the language plays a role.

But we are not saying we cannot utilise the English because it is the only language that makes us to communicate very easily. But we must also consider some of the languages that can make it easier for the students to understand. Like for example they are encouraging most of the students to learn Swayile - is the language that makes these African countries to communicate.

4.2 What is your experience in terms of being trained on the standards expected by the *Batho Pele* principles?

a) Within government

I am very glad that I have learned this *Batho Pele* principles. It taught me many things, immediately when a client come to you, you must know how to approach them. We are dealing with different clients, others are very poor and you know when someone is very poor you cannot come with a character of showing him or her that you are poor, you must be in his or her level. Customer service is very important.

The organisation capacitated me and I am falling under the committee that teach the new appointees about the *Batho Pele*. Hence, I am saying I think it is very important to revisit this because we are still using the old manual, I think somewhere somehow maybe if we can amend.

b) Through universities or other training and development providers

I remember when I was at Vista the first day one of our lecturers when he talked to us he taught us that even here we are still going to practice *Batho Pele* principles because there will be a communication amongst ourselves so we are *Batho*, so this communication must rotate. If you don't know how to communicate with a person, then you will not be able to communicate with the clients out there so you must start preparing yourself here. This thing does not start here at government it also applies at the university, how to communication with your lecturer, how to communicate with other students using *Batho Pele* principles.

## 5. Recommendations

5.1 What role can government play to ensure that public servants are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

I think we really need to invite different stakeholders from different organisations, well learned people who can come at least explain to us further about how to practice *Batho Pele* principles in a workplace, for example the well-established countries they come with their delegates and explain to us what they are doing in terms of serving their people, the model that they are using.

Because you will go to the United States and the model that they are using is different as you compare it to South Africa. So government must play a very major role to ensure that the *Batho Pele* principles plays a very dominate role in terms of making sure that we help our people out there because like you have said we are the mirror of the government.

5.2 What role can universities play to ensure that students, as future practitioners, are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

Maybe they can interact with other universities from abroad and then learn their models of how to practice like Howard University they are well established universities. Maybe they can sent their delegates here as to teach our students. I think it was said one seminar that to ensure that we strengthen this we will communicate with other universities. The models are not the same even though somewhere somehow they can match but they are not the same. Sharing good practices amongst universities.

## 6. Final comment

The purpose of this interview was for you to share your views, experiences and recommendations regarding the challenges that public servants in South Africa face in terms of being trained for service delivery and the standards expected by the *Batho Pele* principles. Is there anything else you would like to add? For each and every organisation there is no organisation without problems but it depends how you solve those problems. The organisation without the problems is going to die. But hence I am saying there must be a professional attending to that particular problems. Dealing with the society, dealing with the community you will always face the challenges but you must have passion and I really want to thank you for this interview the manner in which you conducted it. I remember way back when I was interviewed. I think if maybe the newly appointees, the students at the universities can apply whatever we have discussed here I think our country will go forward, there will be an improvement, there will be an improvement in an NPO sector and also in a government sector.

## • Interview 6 (RL)

### 1. Introduction

Please (1) introduce yourself, (2) briefly describe your key responsibilities and (3) indicate how long you have worked for government.

My name is (RL). I have employed in the department of Social Development for 13 years now. I am a Social Worker working with NPOs. I am responsible for the programme of substance abuse. My role is just to monitor them and make sure that the services that they do render are in line with the specifications of the department in terms of the programme and also to make awareness.

ROC, is one of the organisations that the department is funding. They also render prevention services in terms of substance abuse, so mine is just to make sure that they do render the services effectively and efficiently and monitor the financial implications – what they do with the money.

### 2. General questions related to service delivery

2.1 How can you explain the current character or moral state of the public service?

Currently I would say to be honest and to tell the truth we are just here because we are here. I have lost confidence in our government, in the department as a whole. Because you find that we need to put people first and we are here for the public first and foremost, but the powers, the principals out there it is like they just don't understand. Like now for instance we are sitting in a room and there are about 5 of us, we work with people, their problems, there is no confidentiality. That is the rule that we are against in terms of *Batho Pele* principles.

In terms of transportation when we have to go out to make sure that services are rendered correctly, we struggle with that, the finances is number one, the funds that they are supposed to be paid, there is no funding, it takes time. Like now the organisations were supposed to be paid April already, some of them is only now that they are receiving their funds. It is disturbing the services. Services have gone down, they really have gone down. On a scale of 1 to 10, I would put the public service at 5.

Resources is the main challenge. We also need Social Workers still because the programme itself of substance abuse I also have to deal with individuals who are abusing the substance so you can imagine if I have to share myself between the organisations and the individuals. There is no time cover them all. So one is suffering because I can't fully fulfil my mandate. They are suffering.

2.2. What attributes (i.e. values, qualities and skills) do you think need to be instilled or should be in the university curriculum to better prepare students for service delivery?

If we can try and just make sure that first and foremost that theory and practice are totally different. You come here thinking this is what I am going to do and you get here it is a total different avenue all together.

So we need to be emotionally prepared because the cases that will come up across they are taxing on your emotions as a person, as a mother, as a daughter, as a son to your parents because we see things that are horrific it is not nice.

We need to have that confidence in ourselves to say you know what this is the career that I have chosen, this is the path that I decided to go, I need to be confident in it, I need to have passion for it because if I don't have the passion you just goner die yourself, in everything you just goner lose yourself in the work, it will overwhelm you like there is just no tomorrow.

Even the practice, like when they come to do their practicals that is when they will see the reality and some of them will be like I choose the wrong career. They should not make it as if it is all roses, it is nice, they should give us the reality because it's really demoralising when you get into the practice and you find out that this is not what I wanted. Because we all come here with the aim of saying I want to make a change, I want to better the lives of people. It is difficult because you will find one social worker will be servicing 200, 300 people how is that normal? You will not get to reach everything, so yourself, it really gets to you, especially in the early years when you start working you can't even sleep at night. You will be worrying about I didn't attend to this case, I didn't do this, I didn't do that, how I am going to that if I don't have 1,2,3. But as time goes on you get used to it, you find a way of coping.

We struggle also with supervision, you will find that one supervisor is supervising 7 to 10 people so you it doesn't really work, you don't get the support that you actually need especially you are coming from the first time in the working environment.

### 3. Questions related to the understanding and implementation of the *Batho Pele* principles

Since the *Batho Pele* principles are the central component of the transformation of public service delivery in the South African government, please share your views and experiences in terms of the following questions:

#### 3.1 What do you understand by the concept of the *Batho Pele* principles as a public servant?

Motho ke Motho ka Batho. You put people first. We need to come after. We need to make sure irrespective of all those challenges that we do come across you do your level best to make sure that person you are assisting gets the best help they can get. It is also about making sure that they learn for themselves to say tomorrow I can be able to do this on my own. Because it is not going to be of use to spoon them, give them everything they need. Teach them to fish so that tomorrow they can do it on their own.

#### 3.2. What would you say are challenges that the public servants experience in terms of implementing the *Batho Pele* principles?

I can say there are no service standards. Like in this unit of NPOs. We expect our organisations to report every month but they don't, but you will find like, last month if not August we were told non no the source documents have changed and is in the middle of a financial year, now we have to run around to the organisations to say but these are wrong. You have to take out all the information, transfer it to the new source documents. It is confusing and is also saying to us we don't know what we are doing, we don't know what it is that we want so for us that becomes very frustrating. We need to consult before we make changes. We will be just told these have changed and we will be told call a meeting with the meeting, you call a meeting tomorrow is meeting, and then tomorrow morning you will be told the meeting is being cancelled. There is not consultation is like we don't take our service standards seriously we just do things as we do and is fine but that just doesn't work.

### 4. Questions related to training for service delivery

#### 4.1 As far as you know, what are the main challenges that public servants face in terms of being trained for service delivery?

##### a) Within government

I can't remember the last time I attended training, it doesn't happen - It's been years.

##### b) Through universities or other training and development providers

Let me say maybe is us as public servants who don't take the initiative to try and say let me go and register for this so that at least I can improve myself in terms of what I am doing, it is us ignoring that. But also even, I don't think they do encourage us enough because sometimes others you will find, yes we are employed, but your finances don't allow you to pay for yourself then you find that you cannot get a bursary or something like that or we cannot even help you with that, so others get demoralised that way.

#### 4.2 What is your experience in terms of being trained on the standards expected by the *Batho Pele* principles?

##### a) Within government

It happened once for me to be trained on the *Batho Pele* principles. It was just like something just to make you aware that there is this *Batho Pele* principles and that was that, no interpretation of these things, no follow up to say but people are you still adhering to this or what, no monitoring of it. They will tell you only about it during the time of the audit then you will know that staff is missing, staff was not done, people did not follow this, only then you will be told.

##### b) Through universities or other training and development providers

The only training that was done for us it was just in –house, not by any other institution.



The trainings that we did was from UFS, the Social Work department in terms of the methods that we are working with. The social work environment has its own principles that are taught like we need to keep confidentiality, empathy, you also need to be caring which is more or less replicating the *Batho Pele* principles.

## 5. Recommendations

5.1 What role can government play to ensure that public servants are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

What they have on paper it's fine, as long as they can make sure that they do have manpower or make sure that all these information does reach out to people. Even if in a year they can do it twice, every 6 month to say people this is what has been happening. Conduct research to say are we still on the right track, are we still using this correctly. They should be involved more.

Create that component, there is a component that deals with *Batho Pele* but is like if they have to make that things are happening they do it out of pressure, it should be something that is ongoing, and it should be the culture of the organisation.

And make sure that when you employee people there are enough manpower for everyone because you cannot just hire me and then I don't have anybody to talk to, anybody to support me.

Introduce people properly in the departments that we are working in to say this is the component that is responsible for this, this one is responsible for that, so that we know exactly how to follow things and how to do things.

5.2 What role can universities play to ensure that students, as future practitioners, are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

As long as they still align themselves with what government has and included in their modules and make sure that when they send out their students for their practicals that it's part of that then they mark on that to make sure that they do follow. Because for the assessment, PDMS quarterly assessments that part is there of *Batho Pele* but I don't even remember if is followed correctly because we just hear that you are good, you arrive on time even if you don't arrive on time, such things do happen, but we need to follow things properly.

## 6. Final comment

The purpose of this interview was for you to share your views, experiences and recommendations regarding the challenges that public servants in South Africa face in terms of being trained for service delivery and the standards expected by the *Batho Pele* principles. Is there anything else you would like to add?

None.

## • Interview 7 (DL)

### 1. Introduction

Please (1) introduce yourself, (2) briefly describe your key responsibilities and (3) indicate how long you have worked for government.

I am Participant 7. I've been working for government since 2006. So first I was a public servant within the municipality and in 2011 I became a councillor. So I've got a bit of both worlds, which helps a lot because I know what happens behind the scenes and difficulties experienced and then also from a political side.

My role within the module is a lot of the time students or this is was my experience, a lot of the time you go to university or CUT or wherever and you get a lot of information but you don't necessarily get the opportunity to implement it on a practical level or I have just seen how it actually works because what is written in the book is not necessarily what's going to happen in practice. So I like to take the students out into the field and go walk with them in the streets and show them what's happening on local level and then I like them to think a bit on problem solving so not just a straight forward book answer of there is a pothole it needs to be fixed. How are you going to fix it? What budget are you going to use? Who are you going to contact? Who is responsible to fix it? What's the role of the councillor, the role of the ward committee, and the role of the community? and then we also go out where they need to interview members of the community and ask them how they experience problems and what do they think should be done to fix it because what we find is that a lot of the times the community have got very interesting ideas, out of the box ideas where you can take that and implement it or sometimes for example people don't really understand the difference between a councillor and an official. They think each councillor for example gets their own budget with their own team which is not the case. You don't get that, there is one municipality, with one team or maybe two teams and the councillor's job is to report the issue and then the official's job is come and fix the issue so you are basically the link between the community and the government. I am not allowed to take a spate and go fix some hole myself because then the municipality can sue me because if I don't do it properly according to standards somebody gets hurt there then I am responsible. So those kind of things to show them what exactly that we do and how everything fits together. I have been involved with the module since last year and this year but hopefully we will be able to continue with it.

To what extent the students' action plans gets implemented: If I can put it this way, you've got your IDPs and your budgets etc. Now of course there is not always enough money. So I am going to use the example of the dr park as an outside the box solution. There is not enough money to maintain all the parks in Bloemfontein and we also share the feeling that for example you've got your bucket eradication system. Of course that must get first priority because that is a health issue, its dehumanising etc. So there money must go there first before it can go to beautification, but there is need for beautification. So what was done is the dr park policy was created and members of the community and businesses may now adopt a park where they then take responsibility for that park, they maintain it, they upgrade it and it looks beautiful and in return they may put their advertisement there. So it shows that they care about the community, it gives them publicity and it helps the municipality because is one less thing they need to look after. So those are the kind of things we look at. Speed humps is another factors, is a huge problem speeding in Bloemfontein. We have struggled with that because there is just not enough money. So we have put it on the IDP for many years and at the municipality there is programme where wards are allocated an amount of money and you must come up with a project which will also create jobs and for our ward we then said but let's then do the speed humps for the project so you could make use of another budget to solve the problem. We did via petitions from the community, so the community was involved and they said this is what we want. So they are cases where different solutions are implemented and it is important to get the inputs of the community because they live, they understand the problems and they maybe have a very nice solution for it so those are the kind of things we look at.

These ones which I mentioned now didn't directly come from students it came from the community. But for example there was an issue regarding the safety in Brandwag with the students so someone suggested to perhaps speak to the students before that we had a project where we had a cleaner campaign and we invited the different student houses to take part and it was a huge success. The police is going around in Brandwag, they now have a little sub-station in Brandwag which helps a lot with that. Things like street lights that's not working, that's contributing to the safety issue if the students now know who to contact with that because it's also informative this is your councillor, contact your councillor, report it there and then it can be escalated. So a lot of the times we find it from the other side as well that the community they know about the problem but they don't know what to do with the problem and once they get the information they can escalate it to the correct person and it can be addressed so those are just few examples of that. But I think it is very important to get different inputs and different views on problem solving and also to develop students

because it doesn't help they have a lot of knowledge and they step into a job and they don't know what to do with that knowledge. So it's a bit of problem solving for the students as well for their development. So then they know what to do they learn a bit about different budgets to know that you cannot just do this out of your operational budget so we try and teach them that, that there are different budgets, that there are different methods of getting approval for a specific project within a budget.

## 2. General questions related to service delivery

### 2.1 How can you explain the current character or moral state of the public service?

Well that is another thing which I try and I won't say teach because it is not something you can teach someone but to bring home. Is that first of all public service is about caring. It doesn't help you go sit in that position and you think it is going to be a nice job with a lot of money, etc. etc. then you are there for absolutely wrong reasons. We try to bring home that you in your personality you need to have a need to help people because that is why you should be there. The people elect you to be in that position if it is political or their rates and taxes pay your salary to be in that position in order to help them. That's your main purpose, to help the community. Whether it is fixing a wrong account, whether it is fixing a pothole, whether it is fixing a drain that's been flowing for three days, you are there to help and that is what we try to bring home. Of course like in any job you will get people that's not in it for. They are in it for the money, they are not where their heart is. You get that everywhere, with teachers, you will get that everywhere. But if you as a student, as a young person decide on what you want to do in life, you need to know that if you go to public service you need to care really, really care otherwise it's going to be absolute hell.

But when I look at our government in general I don't think people see us as a caring government because I think there is a lot of wasteful expenditure. I think issues such as bucket eradication systems do not receive the attention they need. The health system, the education system, those are your key aspects which can improve people's lives health, education. If you started those things it uplifts people, it takes them out of a depressing situation and gives them hope where there is a lot of reports where money is just simply wasted on parties, on travel costs and I just think huge salaries which I don't think is appropriate and I think that government can do so much more with the money that's available to them. Adding to that is if you go and look at the capital budget, there is not a 100% expenditure on the capital budget. Sometimes it is about 60% to 70% which means 30% of your capital budget is not spent, why not? and there are many needs, it has been budgeted for, it is being budgeted on the IDP, it's simply a case where management must now implement it. So when it gets to the implementation it simply does not happen. Your problem with grants which you receive is, if you only underspent you can lose that grant which means that it can be spent elsewhere in a municipality who did spend 100% of its grants. So specifically with Mangaung I don't see us as the municipality, I don't think it can be seen as fully caring. I think there are things which they try to do, but I think there is so much more that they can do.

Using a scale of 1 to 10 in Mangaung Municipality, it's a difficult thing because on some issues they spent a lot of time and there are officials in certain departments that do so, so much. And then you get other departments where the management is just not up to scratch. I think of the SDF (Spatial Development Framework) where there is supposed to be new developments to bring people closer together, to uplift a city, create jobs and we have been hearing about the N corridor for how many years, the Cecilia Park development, the Brandvlei development. So many years we have heard about it and year after year it's the same presentation, we are going to do but not we have done. So there is just so much more that you can do. So it's difficult to put it on a scale because different departments will perform differently. If you look at your Parks department, they do extremely well, they go out of their way with the minimum funds that they have available. It is a difficult thing.

### 2.2. What attributes (i.e. values, qualities and skills) do you think need to be instilled or should be in the university curriculum to better prepare students for service delivery?

First of all they need to have empathy. In the last month I am going to take two cases I am not going to go into details because of the sensitivity of it but two cases where I have visited people in my ward and at the end of the day we discussed things which have nothing to do with the municipality or service delivery but you need to understand the person behind the complaint. That's very important because sometimes you will get somebody who phoned you with a drain and they say the drain has been flowing for a week now. It's a huge health issue and if you look at it simply out of a task orientated, there is a drain which needs to be fixed, it's been flowing for a week and it needs to be cleaned as well and some people stop there. But say for instance the lady who phoned is a single mom with three children at home, financially perhaps it's not going so well and this is the cherry on the cake, this drain, the tipping point. You need to understand that if this drain is sorted for her it won't just be a drain that is sorted it will be a massive thing taken off her

shoulder which doesn't have to worry about because she doesn't have a husband which who can sort it or dug a farrow or keep the dogs inside or it's for her a major thing. So you need to understand a person behind the phone call.

Other things an old person phones and he complains about the state of the area around him, the parks, it's dirty, it's not cut etc. Now you think to yourself, yes but there is people who don't have toilets or running water what do you care about a park. But the person behind the complaint is an old person, he I looking at retirement, he needs to sell his house and get the best price for it for him to go to an old age home. So he needs for that park to look good because if it doesn't his house is not going to sell - that is the kind of things. So you need empathy. You need to be able to put yourself in that person's shoes and think for yourself if it was me how would I feel about. And we try to bring that home with the students.

We take Brandwag as an example with the illegal tuck shops and illegal hawkers. So I specifically went out and I took them to an area where illegal hawkers was standing and I said to them what is their feeling about it, is it a good thing or a bad thing and all of them immediately said is a good thing, this guy is an entrepreneur, he is doing his own business. I said yes that is so, but what if I told you that I received complaints from the school that this person is selling illegal substances to the children and they changed the whole issue, or I said to them imagine that you were the owner of the shopping centre just across the street, you need to pay R80 000 rent per month to sell exactly the same goods, would you then be happy if someday does that across the street not paying rent and they said no at all, so I said you understand you need to look at from different points of views.

The illegal tuckshops, you are a young person you just started out working. You bought your first home. You bought the home you could afford. So all the money the bank was willing to give you, you took and you put into this house and in a month's time somebody comes and he opens a tuckshop next to you and this tuckshop needs to receive goods so there is big trucks coming there, there is a lot of people walking there, your children cannot ride with their bikes in that street because the trucks are going to drive over them - would you be happy? and they said definitely not. So we try and explain to them, we take a situation and we try and put them in both shoes to understand it. So they ask me but then how do you decide who is right, so I said to them that's the beautiful thing about it, you don't have to. The law decides who is right, you must implement, and that's your responsibility. You must be able to understand the situation and then implement the law.

### 3. Questions related to the understanding and implementation of the *Batho Pele* principles

Since the *Batho Pele* principles are the central component of the transformation of public service delivery in the South African government, please share your views and experiences in terms of the following questions:

#### 3.1 What do you understand by the concept of the *Batho Pele* principles as a public servant?

Well, we should take hands. We should all take hands. One person cannot do it alone, it's impossible. We should set our differences aside, that's the main thing. People should set their difference aside, we should take hand. We should do what needs to be for the people, for the community, for your children because they need to have a future in this country.

I was speaking to somebody the other day who was very negative about the country and I said, I hear you but I like living here, I love it. So I would rather fight for what's right than take my things and move. I don't wanna go sit in London, in a flat with no sunshine, not nice. But we need to fight the fight together. We need to stop fighting each other and we need to fight the problem. The problem of poverty, of not growing economy, those are our issues how do we fight that? We need to stop wasting money on government level. We need to fix up the education level so that the level of education is the same throughout the whole country. We need to have teachers that is accountable. There is so many teachers who just pitch up for work drunk and nothing happens to them. We need to fix up the health care system, it's insane what's happening in this country.

We drove past Thaba Nchu on Sunday and usually you see like at the graves and there were so, so many people standing around the graves, it's just so sad and why? Our whole system is failing the people. If you go to Pelonomi, there are some people who believe that you have a death sentence if you go to Pelonomi because of the service that is not existing. If you break your foot, you might probably lie there for a week before they even operate on you. Is that fair to the society, well government drives around in fancy cars. The people don't have medical attention, it's a sick, sick world.

3.2. What would you say are challenges that the public servants experience in terms of implementing the *Batho Pele* principles?

I would like to say I think there is a lot of officials who's hearts are absolutely in the right place. I think in some cases it's very difficult for them. Issues or problems which they experience are political interference, political agendas, infighting within political parties especially where those parties are in government it bring a problem. Sometimes it's very interesting, political infighting can even promote service delivery in some cases where one is trying to out shine the other, but in other cases it is negative when they fight each other nothing gets done, lack of intergovernmental relations, lack of proper implementation of the budgets. I wouldn't say that lack of money is there problem, money there is but the implementation of that, processes taking too long for example, your Supply Chain Management processes which aren't implemented correctly or in time and you do have a human factor where some people just simply don't care and they do their job. So if this guy does place the advertisement for the contractors, the contractors cannot be appointed and the work won't be done. Lack of other resources such as vehicles, petrol, diesel, and the vehicles we do have don't get serviced. So there is a lot of frustrations and those things are things that demotivates you to do what needs to be done. So lack of proper management.

#### 4. Questions related to training for service delivery

4.1 As far as you know, what are the main challenges that public servants face in terms of being trained for service delivery?

a) Within government

A lot of your key positions within municipalities have got prescriptions on what kind of qualification you need. I would say the big problem is in a lot of the cases people are not appointed for their qualifications they are rather appointed for their political affiliation. So that is a huge problem. So if you stick to those principles and those requirements the people in key management positions will have the necessarily training because they would have gotten the necessary qualification. So they would know how to do the job, those are the key positions.

Then you get positions under management. It is necessary to train people and continue with training that is very necessary. I know when I worked at the municipality we did get training depending on your field. So there was training when I was there - that I can say.

In terms of I know what they also do is they make use of a lot of outside contractors, the SMMEs. Now the question is let's take for example the removal of refuse, there is now issues with the trucks the municipality has bought, so we've got the truck standing there which needs to be paid. The people of the municipality who is appointed to work with the trucks, who now can't do their job, who still needs to receive a salary. Now the refuse still needs to be removed. They make us of external contractors. I don't if you have seen the kind of vehicles they use to remove it, it's not sufficient. The question is the external contractors, the people who they appoint, do they have the necessary training to know what to do for their own safety, to use cloves, to be careful when they pick up other people' refuse, those are the kind of questions. So I think it goes much further than just inside the municipality with the officials for the municipalities. Does the other contractors prescribe to those needs? Do they give the necessary training or do they just appoint any people to do the job? I think that's where our big problem comes in and if you look at fixing of water pipes, fixing of opening of drains. Does the people that the municipality appoint outside the municipality have the necessary skills to do what's needed and why do they do that. Its costs a lot of money especially in the case of refuse removal because it's actually now, you're paying double for the same service those are the issues.

b) Through universities or other training and development providers

I did the course, a political course at the university and I must say we went into a lot of the theory and they did challenge my way of thinking because there was a scenario sketching module, there was a problem solving, we did look into the IDP, community involvement, etc. But I do think that the fact that I already worked in the field assisted me a lot to understand the theory.

I am crazy about the module Dr Tania is now giving, because it gives the students the opportunity to see what's actually happening because a lot of the time we will walk and then they will say but why doesn't the councillor do this? and then I need to explain to them because the councillor will be sued if he does this. So then they see how the theory is implemented. So I think I am now talking about the University of the Free State. Perhaps there is a huge need for people to do a practical year before they are appointed in the public service.

When I say practical year I am thinking of if you want to become a Doctor or a Dietician you need to do a practical year within a hospital before you can get to work, so an internship of so sort. I think if we do that, an internship it is a wonderful thing because both people gain. You, the municipality will gain, people who can assist and it won't cost them so much whereas the students will gain a lot of information. So I think that something like that will help.

4.2 What is your experience in terms of being trained on the standards expected by the *Batho Pele* principles?

a) Within government

As councillor you don't really get training at the municipality. It depends on which political party you are associated with and I don't want to make your study a political thing. But I can just say it depends where you are affiliated and the professionalism of that political party and the investment that political party does with its councillors.

I can mention that for the party I am representing there is an organisation within the party who does continuous training and on my assessment which helps you to understand things like the constitution, systems acts and the structures act and they also look at the implementation problem solving in the kind of assessments they do and in the kind of training they do.

So from the government's side there is what you call SALGA where they do give you training in the begging on the acts and everything but I think to the minimal in terms of soft issues. I don't know if is sufficient and you cannot through this into a three day course it should be the culture of an organisation. SALGA do visit the municipality from time to time, but I don't know if it's sufficient the level of training. I do think there is more that can be done.

b) Through universities or other training and development providers

I would say in some of the modules where it was a requirement yes. We did a module in specifically looking at the IDPs, specifically community participation and you had to go evaluate what the constitution and the systems act and the structures act and your rules of order specify regarding community involvement and what your role is as councillors, what the role of ward committees and in that sense yes. But not everybody are fortunate enough to go through that course, that course help a lot and expanded my knowledge and the way I implement the knowledge a lot. So I would love for all councillors to be able to do that course because I think it would make a huge difference and that's the kind of training I feel councillors need. I think it's good that SALGA does it but I don't think it's quite the same thing.

## 5. Recommendations

5.1 What role can government play to ensure that public servants are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

The problem we have is most public reps are appointed for 5 years. So it would be wonderful to make a bursary available to do a specific course in Governance and Political Transformation. The problem you have is, well fortunately that's a year. So you do have the councillor or member of parliament, etc. for another four years. But I would say that they should do it at the beginning of the term. So the person can get the necessary knowledge and information within their first year of the term in order to implement it for the rest of the term. But to do it at the end of the term, there is a lot of political things that pay a role that can make that a person does not come back in the next term. So I would feel that's a waste to do it at the end. So they must look at sponsoring a course for the first year of a term and I would say that if the person does not pass you he or she must pay for it themselves. So it must be a free ride for all and a party and they must look at for example, Mangaung must do it in Mangaung so that there is no travel costs or anything like that or accommodation things like that. That could be very useful. Perhaps the university can look at the course specifically designed for Local Government councillors which they can then enrol on and do every time the first of their term. I think that would make a huge contribution.

5.2 What role can universities play to ensure that students, as future practitioners, are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

I think the module that they are doing now is excellent and I would recommend that they continue with that to get a feel of what is actually happening on the field, to have the opportunity, to discuss issues with councillors, to ask councillors questions, to have the opportunity to look at problem solving, how they would solve a problem with the knowledge they now have and to then ask can I do this? Is it within the law? Is it within the budget etc., etc. So I think this is a great start and I would recommend it they continue with that.

I would add to that and say that an internship would help a lot at the right institutions and at the right departments to see how it actually functions and to also get a feel of what it is happening because I'm sure that people that go into government initially want to change the world and to go and experience government as it is today and to then make that decision whether you are up for it or not and how you would change things. What would you do? Because it doesn't need much to change the world. One little problem each day you might not change the whole world today but you have changed somebody's world today - that's where you start.

## 6. Final comment

The purpose of this interview was for you to share your views, experiences and recommendations regarding the challenges that public servants in South Africa face in terms of being trained for service delivery and the standards expected by the *Batho Pele* principles. Is there anything else you would like to add?

Not really. We were discussing it this weekend and I said to my husband the moment a public official, a public representative realises that he or she is no longer in it to help someone, they should make a change because then they are not there for the right reason - that's the key aspect and if you love what you do, if it's a passion to help people you going to do this job with a smile and it won't be a job it will be a way of life and that's my advice to people. If they are in it to help someone, if they are not in it to care don't pick it, pick something else, become a mathematician or something like that, stay away because you will do more damage, it will frustrate you. Because I always say helping someone and seeing that gratitude in their eyes is a lot more worth than a salary you get at the end of the month and that's what it should be about.

## • Interview 8 (MN)

### 1. Introduction

Please (1) introduce yourself, (2) briefly describe your key responsibilities and (3) indicate how long you have worked for government.

My name is participant 8. I'm working for the Free State Department of Health. I have been with Health since 1974 that's as far back as that. Although I have been in different institutions, I am currently at Head Office working as provincial manager for Geriatric Care. Geriatric Care is about caring for older persons, because as Health department, we have a legal obligation in terms of the National Health Act to provide comprehensive health care to older persons.

We do this in collaboration with other departments. As I am speaking we have those key departments that we normally work with, the Department of Sports, Arts & Culture as they are concerned with active ageing which also helps us in terms of improving good healthy life styles to our older persons, the Department of Social Development which is also key. They have a core mandate for the wellbeing of all older persons. These are the three key departments not withstanding other departments we're also collaborating with in terms of service delivery. Like I am saying, with the Department Social Development they are involved with all the activities that involves older persons based on the Older Persons Act and I am involved with care of older persons in due to my own legislation the National Health Act that is why we have that co-relationship. The Department of Sports, Arts, Culture, as I have indicated have legal obligations. We also have other departments that we work with closely like the Department of Agriculture, supporting departments.

In essence in our sub-directorate the component that I am working with is called the Non- Communicable diseases sub-directorate which has three Provincial Managers. We are responsible for non-communicable diseases which would entail our chronic diseases management, care of the older person's that I am dealing with, which we call in our health term the Geriatric Care and the gentleman that we are with in this component is dealing with Long Term Domiciliary Oxygen Therapy (LTDOT) and over and above the LTDOT programme, we also deal with the Palliative Care which deals with quality care, that we give to people who are having terminal diseases. All those conditions are interrelated that's why we are in one component.

As you were talking about the soft issues, our component per se has to do with internal stakeholders, those that augment our services as well as external stakeholders like we have already talked about and we deal with outside support like our NPOs because unless we work hand in hand with them we cannot really reach all the community because of the vastness of the Province. We are having this huge Province that needs the attention of only the three of us, so unless we enhance our efforts, working together and integrating our services we really can't win. So the three of us work with both internal and external structures.

### 2. General questions related to service delivery

2.1 How can you explain the current character or moral state of the public service?

You know it's unfortunate because even our training as nurses used to orientate us to the comprehensive approach that you have to do when we deal with a person. A person is not only a person in terms of the physical aspect, but you consider the social, the ethical, all the other aspects that makes a person to be whole - that's how we have been taught. You realise that all those orientations that we had previously as the trained nurses, we used to take them very seriously as well as the type of oath that we subscribe to. We kept to them because we even had those ethos that orientated us that before you even go to a person you need to understand that all people are individuals and how you approach them, you approach them as a person, as an individual, as a unique person. So as you go along realising the type of professionals that are produced now you realise more and more it looks like we are more academic than we used to be. For instance what also concerns me is the fact that, initially you would be incorporating your theory and your practice closely because at the same time that you would be at the school you'd also be doing practicals to the patients. So it means the two would be married very closely, that is why you could understand the emotions that goes to through the patient, all those areas that makes a person whole.

What I have realised now currently is that with our new professionals, I do understand the stand in terms of saying it can now be included in the curriculum as part of the mainstream of education, but I believe that particularly with nursing because you deal directly with human beings and you touch on the soft areas of a person. What I noticed now is that, it looks like that ethical aspect or the ethos that we were trained on, is no more as inculcated as it was. So that is why you will find a person qualifying and having so many qualifications but when it comes to the real nursing of the person that's



where now we lack. That is where you'll find us now as professionals we would be having the skills but in terms of application to the person or to individuals, this is where I believe we are failing in that sense. You will be treating a person as your theory, but not as a person like as I indicated, as a comprehensive and total human being.

On a scale of 1 as weak and 10 as excellent in terms of the province's performance in terms of the morale and character I am not really in the position to say so that because I am in a limited sphere of work provincially, but I can talk in terms of the experiences that you have once you have events like our campaigns, interacting with the junior personnel. When you interact with people you would be considerate of the confidentiality or the privacy of a person and so on, but sometimes you find people just divulging information and it really saddens you to hear that. So that's why I am saying I would really not be giving the provincial view but it will be a personal view that at the moment really I think we are losing it somewhere in terms of that and so maybe the scale I would not be giving for the province, but I would really say its below average.

2.2. What attributes (i.e. values, qualities and skills) do you think need to be instilled or should be in the university curriculum to better prepare students for service delivery?

You know at some point we even went to the extent of saying, like I am mostly involved with older persons, did presentation to the fourth year social work students indicating that, particularly with this vulnerable groups we really don't give them attention or the support that they need as older persons in order to age gracefully. I might be talking more now in terms of my area of focus which is older persons, but this is one of the interventions that I took to say let's go to our students, make them aware of the plight of our older persons, inculcating that spirit of saying all of us at the end of the day we gonna be aging one day and unless we take care of older person at this stage whilst you are still young what will happen at the time that we reach the stage ourselves? It means we wouldn't have catered for those services that are so pertinent to older persons. So I gave them that type of a presentation indicating the types of abuse that they come across in our communities and how to manage those forms of abuse. Meaning that, with every discomfort that older person have, it is not only about one area of the community that needs to take part but all of us in a way we really need to be involved and play a role, because we are bound by our legislation as departments that have to take part in terms of making sure that we honour or/and we keep up the dignity of our older persons. I remember that at the very presentation, we were also involving other departments like Police Service, Justice Department, us as Health, Social Development, Sports & Culture, as I have said we work together and the NPOs, saying that all of us and including the academia, as we leave that environment of learning we cannot just leave it thinking that we are already there in terms of education and what have you, but we need to know for whatever services that we have practiced for, we still need to include that human element as we offer our best services to the people. Unless we do this, we would be in parallels in terms of providing services to our people out there.

The specific values that I would recommend even if you are not a health worker but any public servant, I think the very basic principle of *Batho Pele*, that one of building that trust relationship with your patients, is key because unless the patient trust you and unless you give them information about their status you just assume that a person should be knowing. You yourself must have integrity and the simple values of just being cheerful, approachable and friendly to people because once you get to people and you are already loaded so to say, you already don't give that readiness to assist, to help people. The other thing is this openness, because sometimes we don't have the openness where we have transgressed as service providers. Like for instance if patients bring about their discomfort to us, even if is not patients but the public out there we tend to over-react and we want to cover up our transgressions. We receive it negatively, whereas we can just be open so that at least we can show the public that we can also fault as people but how can we assist each other going forward is crucial. So unless we have those basic characteristics of allowing people to feel that they are also part of us and from both of us we are helping each - that is the values that will carry us far. I can mention more but I am just saying this are the basics.

### 3. Questions related to the understanding and implementation of the *Batho Pele* principles

Since the *Batho Pele* principles are the central component of the transformation of public service delivery in the South African government, please share your views and experiences in terms of the following questions:

3.1 What do you understand by the concept of the *Batho Pele* principles as a public servant?

To me *Batho Pele* is the core of realising the human element in terms of your soft elements, in terms of interacting with our communities or our patients per se if we are in health settings. Unless we observe those principles, we are already saying we are above our communities as professionals or public servants. Like for instance, most of the values that I talked about are already inculcated in *Batho Pele* principles like openness and the type of treatment that you give to

people and the willingness to even say you know what, I am wrong here as a professional. It is not always that we want to accept our mistakes, we want to be defensive about our actions and already we are halfway through defeating the *Batho Pele* principles once you want to say I am above you and there is no way that you can touch me. So to be honest with me, once you implement all those principles, you are half way through reaching out to our communities.

3.2. What would you say are challenges that the public servants experience in terms of implementing the *Batho Pele* principles?

From my experience one of the areas that I really think hinders us, is working in silos. You would find us telling ourselves that we have the same vision, the same mission, the same purpose in a particular government department but in honesty in terms of how we implement all those principles or whatever, this is where we fail because you will find us still working in isolation. Let me make an example from us here in Health, we are doing under Health Programmes and our components that I talked about in terms of the ones that I am involved with, but you still have others like your Nutrition unit, Oral Health services, Eye Care, Rehabilitation, etc. All those services are interrelated so there is no way you can divorce any other service from the other. You still need the support that you also require from the powers that be in terms of realigning how we function as public servants. I think is also one of those areas where I think we really need to collaborate closely and integrate our services so that at least they work towards a whole. I honestly think this is one of the areas where we will be on the table talking about collaboration and teamwork but in terms of implementation we fail. I believe that it could also be that the approaches that we have in terms performance appraisals and what have you, you'll find that instead of people working together they tend to compete with one another because somebody wants to score high or to be recognised for whatever reason and because of that, people turn to be inward and work on their own instead of having the pool of resources working towards the same goal also that all of us at the end of the day we can at least achieve more working together.

#### 4. Questions related to training for service delivery

4.1 As far as you know, what are the main challenges that public servants face in terms of being trained for service delivery?

a) Within government

You know within our Department to Health I can talk on behalf of the department that I am with. I think there also we still having some loopholes in terms of coordination. Training is centralised and you might find that we sometimes have so much red tape. For instance you would need to organise training for health care workers in terms of how they deliver services to the communities, but you cannot just do it right away you still have to follow processes. By the time you get that right because you have so much involved in terms of the controls, you have your supply chain, you have to get people together and so on. Then you realise that training the days are gone and some processes have already expired also. So I really think there as well, in terms of coordinating training and making it a focused training for realising the goals of service delivery, this is where sometimes you might not find the synergy that you expect. You would be having a group of people that need to be trained but at the same time when you look at the areas that they are functioning at, sometimes it might not have that type of outcomes that you would really be expecting. So I really think it's still a challenge at the moment and also the main challenge as well is the budgets, because half way through you would have thought that you had so much in terms of budget but by the time you realise is used somewhere. I think it's really not organised and coordinated well.

b) Through universities or other training and development providers

(Already covered in the preceding discussion but you can add if you want to Mme Ntechane)

4.2 What is your experience in terms of being trained on the standards expected by the *Batho Pele* principles?

a) Within government

I remember as part of orientation, the induction process, you would find this being one of the areas that were inculcated as part of your training. I am not really bad mouthing the department or anything. It is still done but I don't really see it happening as it should in terms of you know seeing that robust action taken to say every public servants must be inducted and as they are inducted they must be having these *Batho Pele* principles inculcated as they deliver services. because that in itself is already winning half the battle of making people aware of how services needs to be delivered before they even start into the field. I really think it is effective if it starts with the orientation phase, where people are

inducted. The induction used to be organised and prepared accordingly. Now you find that a person will be almost 6 months without induction and only then people will be probation cannot be approved unless you go for induction, so somewhere it is not as organised as it used to be and if a person is already there and getting influences, it will affect how they implement the principles.

b) Through universities or other training and development providers

There I don't really want to lie in terms of knowing exactly what is happening but it can only be from my own experience. It can only be a wish that if such principles are already inculcated as students, it can be incorporated even in the curriculum to say this is what we expect you to behave when you deliver the services out there regardless of what form of communities that you encounter. For as long as you have those principles then you would be knowing that once you are in the working environment you don't tell people that you know what, I am going for tea while people are sitting there waiting for services and you just tell them point black like that and you don't even have that kind of sensitivity in how you address them. So you'll find out that honestly speaking if you miss that as part of your curriculum training for the very students, by the time they go out in the field, they just think that I really need to make sure that I go to work every day, I really need to make sure that every month I get my salary not having those principles inculcated as part of their training.

## 5. Recommendations

5.1 What role can government play to ensure that public servants are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

You know I think that starting with our leadership, if this can be one of the areas that really is highlighted in terms of all the public servants that goes through the induction phase, to say each and every person at least even if they are not formally trained, but every person that enters the public service must have this as part of their minimum package of service delivery so that at least in future when you evaluate a person, evaluate a person on the information that you have given on these *Batho Pele* principles to say but at least these you were trained on initially so this is what I am expecting from you as employer. This should be kind of a contract between an employer and employees and they should be monitored as to how the people implement because people tend to be want to be closely controlled sometimes just so that you can observe the outcomes of what is expected.

5.2 What role can universities play to ensure that students, as future practitioners, are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

I think I have already emphasised on that. I have indicated that particularly with the health professionals that element of saying, people should not just be purely trained on the academic part but they should still be every now and again be exposed to the real human beings because you find that most of the practicals are done in the controlled environment where you have your laboratories and staff like that, you are not really touching on a person, because the minute you touch on a person and the person indicates that I am feeling pain here, I am feeling discomfort, then this is something new to you. So unless we inculcate that sense of saying even if they get a formal training but they should really revert to that old system of saying let people be exposed to the real person so that by the time, the nurses, and the Doctors, complete their training, they do know the theory of how to implement, but that true element of soft issues of how to approach a person, is missing. You would find people in the same space but they will never react in the same way into the environment and how they cope with situations. So such things used to really assist because by the time you really practice as a professional you already have that background that prepared you.

## 6. Final comment

The purpose of this interview was for you to share your views, experiences and recommendations regarding the challenges that public servants in South Africa face in terms of being trained for service delivery and the standards expected by the *Batho Pele* principles. Is there anything else you would like to add?

Thank you very much also for the opportunity. Maybe it was also a way of expressing what has been boiling inside. Somewhere things are not as they used to be but not because you cannot do anything about it, you do but on a small

scale. But If issues can be escalated so that at least it's a concerted effort of everybody to say that let's just take these principles seriously, because they are basic, they are not expensive but it's how we put them into action that really matters can say that I am really comfortable having this interview with you, because it has helped me to give my own reflection of the current situation.

## • Interview 9 (RB)

### 1. Introduction

Please (1) introduce yourself, (2) briefly describe your key responsibilities and (3) indicate how long you have worked for government.

I am participant 9. I am ward councillor of Ward 25, the specific areas of Fitchardpark and Pellisier. I am from the Democratic Alliance where I form part of the opposition of the Mangaung Metro Council and I am dealing with a couple of things. Specific to link to the question that you have raised of the students, we help the students in the sense, for better service delivery because I think any municipality right through South Africa always want good service and I think we only try to see if we can better the position of the municipality to deliver a better service to all the residence of any suburb, any town, any city right through South Africa.

The extent to which you as councillors use the action plans of the students: It's helpful in the sense that we hope when they become (I have mention it at the previous discussions with the students), when they become let's say a City Manager or Executive Mayor or a Councillor, or a Member of the Executive Committee somewhere or Member of Parliament or Legislation, I hope that can help them a little bit. Because we are also struggling to come to the point that we understand what is service delivery, what we must do and we only try to forward that message to the students so that they are in the better position when they enter the world of work in a sense to give a better service delivery to older residents depending on what sort of role they play or politics or in the public sector, it doesn't matter where they are operating. But from our side I think it's so crucial to come to a point more for the students to help them. Because you can ask any citizen of South Africa if they happy with service delivery and I think 9 out of 10 will say to you no, because due to water quality, due to water restriction, due to electricity problems, potholes, etc., etc. and we try to take hands and I am always saying in Council when I discuss this point in Council and also with other people from the ANC. I am not trying to make politics out of certain things, I think if I can make an example of that, if we specific mention the supplying of water, according to the constitution is a must, not a nice to have. So that means the municipality must supply them and always when we intervene in this issue, sometimes they think we try to attack them as ANC members and that's not the issue. My explanation in that case is every time if you can show me when we open a tap and the first 20 litres is printed on ANC water or COPE water or DA water then we can say let's make politic issue out of water. But according to the constitution I think we sit with the best constitution right through the world and I think according to that we only try to supply water to all the resident, it doesn't matter which party you belong to. Is only to help the community and also the issue of water specific to mention that now, there is a total difference on service delivery between water and all the other things, let me take electricity as an example if you sit with a power failure or something you can at least go to gas or to any another sort of electricity or energy but water there is no replacement for water that's why is so crucial, we can't live without water. Like electricity is more a nice to have, but water is a must and is not a nice to have. So with that background, with the explanation, we trying to see if we can help the students also when they enter the public sector where they can operate in a more sense to know what to do with this due to certain explanations and backgrounds and information they receive.

### 2. General questions related to service delivery

2.1 How can you explain the current character or moral state of the public service?

I think firstly if you are appointed by somebody or a party and the day you sign that document you must say to yourself, now I commit myself to serve the community. A public representative is a person who must do his best or more than his best to serve the community. And with that sense I think we must do that to see when we can better situations and also in a sense you will get the mileage out of that in the long run if you can really serve the community to the best of your knowledge. So for that reason, a public representative must definitely not think he can sit on his chair and at the table and wait for something to come to his side. You must rather go one step further and see what you can do for it doesn't matter which community as long as you serve them on a public representative base.

If I am honest with you, I will say somewhere yes, in certain places yes, good service delivery is happening, but I am so sorry to say, I don't mention any political party or any person's name but I think you won't find it right through all the public representatives, so that is the sadness of the whole thing I think.

2.2. What attributes (i.e. values, qualities and skills) do you think need to be instilled or should be in the university curriculum to better prepare students for service delivery?

I think we must not appoint somebody because he is playing a good role in a political party. So if I can mention sometimes the wording of the leading party to say that we mustn't appoint people from background that was in the struggle time part of us. Rather see if you can appoint somebody with knowledge, with skills, with information that can better the situation that can bring something to the table that can invest in the problems to solve all the problems as far as possible. So you mustn't make a political thing, it doesn't matter who is that person, if he is sitting with the skills and knowledge to make a contribution to the people.

### 3. Questions related to the understanding and implementation of the *Batho Pele* principles

Since the *Batho Pele* principles are the central component of the transformation of public service delivery in the South African government, please share your views and experiences in terms of the following questions:

#### 3.1 What do you understand by the concept of the *Batho Pele* principles as a public servant?

I think the *Batho Pele* is excellent on paper but what happened in the practical sense is not always the same as in what in the policy. When I am saying that and I am sorry I did not want to mention any political parties but I think they sometimes they try to get mileage on the political side instead of helping the community and the community must come first.

#### 3.2. What would you say are challenges that the public servants experience in terms of implementing the *Batho Pele* principles?

Well, I can't proof what I am saying now but is my own personal view. I think some of that civil servants who supposed to forward this programme is not people who is sitting with the correct skills and the knowledge and even sometimes they need some training to promote that and I think sometimes politicians influence this whole situation of programme and I think the influence of politicians the civil servants might think now I must rather see if I get more mileage on the political side instead of the issue that is driven by this policy of *Batho Pele*.

I always say there is two ways when you are a public servant. Sometimes you can speak and you can discuss and you can fight the politics, but sometimes when it comes to service delivery, then your aim, your goal must be to see what you can do to better that service delivery without politics.

### 4. Questions related to training for service delivery

#### 4.1 As far as you know, what are the main challenges that public servants face in terms of being trained for service delivery?

##### a) Within government

I think over the couple of years there is still a backlog on training on certain government departments. I know there is people who is sitting with quite good skills but remember if you are only one or two persons you can't carry the whole department on yourself so you must rely on the rest of the civil servants whose also supposed to sit on the same level after they received the training and we are not so sure of all the civil servants received the training, secondly if they received the correct training and thirdly if they evaluate them, if they really sit with the correct skills after training to implement the programme on the ground level side.

In terms of the mentioned backlogs, I think money can always be a problem, the budget, because we live in a country we always struggle with finance and with the budget issues, so that can be one of the things. But I think if we do a proper planning and a correct planning then at least we can say a certain proportion or certain amount of the budget must go to that training and it must be evaluated to see if there is any progress on that and if there is any benefit which is coming back to the community and to the certain civil servants and the department of the government to see what is the progress in total.

##### b) Through universities or other training and development providers

Yes, I think that's an excellent sort of a group of public representatives coming through after their studies at the University or the CUT but then we are not sure if those people where employed correctly and that's why I am saying and I am so sorry to mention that and I am not negative when I am saying that. But sometimes there is better person to employ in the department but that specific civil servant was not playing a huge role in politics somewhere and then they go to number 1, number 2, number 3, number 4. According to me is not correct, we are not giving the correct person the correct job to do for the department.

4.2 What is your experience in terms of being trained on the standards expected by the *Batho Pele* principles?

a) Within government

I was not personally involved in that but due to what we hear, what we saw and what we read in newspapers and documents and statements I think there is still a backlog and I think there is still a huge need to train the people correctly. If you train correctly it means you will get the benefit, you can't put a normal person out of the street in a clinic to look after patients if he is not a Doctor. But if you put a doctor there, you will get it correct, the 911 diagnose of all the illnesses.

b) Through universities or other training and development providers

O yes, in the party as well on one side. But also I was studying Public Management and Administration years ago but if it was not of that background I think personally I was not in a position to serve as ward councillor that helped me a lot with that background. But I am not saying all the people must get a degree but sometimes that can help you because is one step forward to put you in a position to see if you can do something better for communities, for service delivery, and in the long run it means there is a contribution to better the country in total.

## 5. Recommendations

5.1 What role can government play to ensure that public servants are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

The first thing I know is not so practical, so easy to implement, but leave politics aside and concentrate on the civil servants with the correct skills, with the correct background, with the training to put in certain departments where you can get the benefit first for the community and secondly for the political party. But sometimes I think is so close, it's so over flawing the service delivery issue that you not concentrate and that you will rather go for the politics and then you can see what you can do for the service delivery – so that's my first point and with that correct training, and correct employment is always the best.

5.2 What role can universities play to ensure that students, as future practitioners, are sufficiently trained for service delivery with specific reference to the *Batho Pele* principles?

They already if they become a civil servant as from tomorrow and then it means automatically they give one step forward because they sit with a lot of background, they know what is really the issues, so then they must only first see what is the policy of that department where they employ them, what is my function here, what is my role to play and what contribution I can make to get a better benefit for the community and for the department and at a long for the government of the day.

## 6. Final comment

The purpose of this interview was for you to share your views, experiences and recommendations regarding the challenges that public servants in South Africa face in terms of being trained for service delivery and the standards expected by the *Batho Pele* principles. Is there anything else you would like to add?

No, thank you.

# APPENDIX P

## Transcripts of all semi-structured interviews

### (GOVE3724 Academic Staff))

- **Interview 1 (TC)**

#### 1. Introduction

1.1. Please introduce yourself and briefly describe your role in the GOVE3724 CSL module?

I am Participant 1. I am a Senior Lecturer at the University of the Free State. I teach the service learning module since 2007 for the undergraduate and for a couple of years it was also running at post-graduate level. I have been involved with the undergraduate third year students specifically for service learning. I have been the only lecturer for this particular module ever since it was developed - that's my role. I am the lecturer, the facilitator, the motivator and the bad guy in the process as well.

I have never thought of changing it or taking it to somebody else. It's my baby, it's my passion. I live for this module. I don't want anybody to take this module away from me in that sense. Maybe in the long run somewhere, but not for this time. I enjoy it too much.

I have put in a lot of effort and development on the module and I could see how it has changed over the couple of years and how the students have improved to get to a better product at the end of the day.

#### 2. Questions

##### 2.1 General questions related to the infusion of attributes through the GOVE3724 CSL module

2.1.1 Do you think the GOVE3724 CSL module has instilled any attributes (i.e. values, qualities, skills) in students?

Yes for sure.

a) If yes, please mention the specific attributes and explain in what way the module contributed to this. (E.g. mention activities, teaching and learning approaches and strategies or learning environments students are exposed to in the module)

Ever since, each and every year when I start in the second semester with this module the students are a bit reluctant they do not understand or do not know exactly what is the intention of the module, no matter how I explain it. The minute they go for their first visit to the community then it opens up their minds, their hearts, and their thoughts.

The value of the module lies in the actual practice. We can go through the theory of what is the service learning, they understand it and they know it. But until they have not experienced it and they come up with the changes in their own mind and their own value system is until then that there is actually only a change in the students.

I have been fortunately marking also the assessments with the reflection reports and the assignments and I can greatly say from the beginning of the semester until now I can see the change in the students. They have committed themselves to support of the community; they have committed themselves to thinking and allowing themselves to change their own perspectives on communities and on people's values; they have changed and see the value of interaction with community members to listen to them; to bring a better understanding and to bring value to the community members who can partake in decision making within governance.

So they can see the benefits, they understand people better to interact with people better in a certain way; to have more confidence in relating to people to understand their viewpoint; to change their own pre-conceptions in terms of what it is to be a civil society member; to have poverty; to have non-development. They have been excluded from that until now, now they have seen how people live and how they experience their own communities and how they have to grapple with everyday issues in social and economic problems of life.



They have also gained skills in terms of working together as groups and changing one another's viewpoint in that sense. In their own perspectives have changed, they better understanding of what it is to be responsible, what it is to be responsible as a civil servant in that sense and that they must take people's values and people's participation and people's ideas into consideration when going to the working environment.

All of them or many of them have indicated in their work when they are going to work, they will be working with people, they want to work with people, they want to take their viewpoints not only decide for them what's going to happen, they will include them to participate, to hear their voices, to hear their participation, to identify issues for them, to assist them, to empower them, to bring about better a understanding of how government is actually working. Because some of them indicate to me they have done a lot of explaining to some of the community members of how politics is actually also working. So it is better for the students to put their theory into practice, to explain to people what did they learned and how they can assist people to better understand the political environment in which they live, how does policies work, how does implementation work, how does budgets work.

So the community gained information and knowledge from the students in the one hand and the students gained then knowledge and experience and a more softer kind of approach to people and to see but they are living people, they are people just like they are within the different cultures, within different religions and they have to take that into consideration.

When working with people, when going to their workplace and to have different perspectives, I think that's the most important, they change their mind-sets. They have different beliefs and these stereotype beliefs of what different group members or members in communities will think or might think and the people are thinking in another way or in a different way.

For this year specifically the students went to Brandwag community so they were engaged also with the Social Housing and the department there and they had a site seeing visit to the community and the two ward councillors that were part of the whole exercise bombarded the students to ask them what is wrong in the vicinity, in the area that they see. The burst pipes for instance, the side works that are not working, the park that are not there for the children, practical situations. They go to the physical environment of Brandwag where the people are living and they have to assess the environment of the people. In other words, all the practical service delivery problems. The fact that they were not garbage bags collected in two weeks, the reasons for that; the fact that there are open power points, power lights in the street lights that are no working that people are disposed people are not attending to it; the fact that they do not have water; the fact that some of the people do not have the electricity in those areas. So it was a practical situation where students are confronted to identify issues within the community, physical issues that they can see and then they are confronted by why are they seeing these and what is the reason for it. So the students must come up with possible reasons for the situation in Brandwag. So the councillors explained also the situation on the budget that there is no money for enough development, for developing of a park, for water, for whatever the situation is. For this time they went to Brandwag but then in previous occasions also in this module they were confronted with issues in Fichartpark and Pellesier. So the students are confronted and then they must come up with solutions and say what they are going to do if they are in power, if they are in a position to do something what will be the action taken for them in a work situation to address these needs and these issues of communities. So the first activity was only just to view certain things and to identify all the problems and then also important to link it back to the theories of public administration and political science. The political science and public administration, legislation and the Municipal Acts, all those kinds of different things, and the responsibility of the Ward and the Ward Committees, and the Ward Councillor exactly what it is, what are supposed to be doing and what the Ward Councillor is confronted with and how the students should actually help her to identify how can she do it differently or deal with it differently from what the students have learned in terms of the theoretical how will they will apply it, in other words in practice what she have to do to improve the living conditions of people in Brandwag for instance.

The second situation was in the class. It took place where one of the Councillors from Fitchardpark and Pellisier also showed slides of all the problems and issues within their vicinity and within their environment. The water shortages at the old age home and where he actually had big containers of water to the old age home that was his role and what were the different problems of water situation in South Africa or in Bloemfontein specifically and what can be done. So they confronting students with problem but the students must find us solutions and within the groups already identify there the problems and the discussion with the ward community or ward council members of what is to be done in those kind of issues.

The third session was where the students actually interacted with the Brandwag community, in the other words, the members, the public where they have confronted them and asked them about their experience (consultation), what are the issues, where do they have issues. They went to the different shops in the Brandwag, the Bloemgate specifically and they confronted all the different people where they could in terms of what are the experiences, what are the problems. There are also different people from different areas where they can also access the information from different areas not only from Brandwag as such because some people buy at Brandwag but they don't stay in Brandway. So they were confronted the whole time with issues and problems and then they must come up with the solution for it.

The fourth visit was with the old age home. They went to Mooihawe and they talked to the older people as well and what came out there was that the fact that the students realised their language barrier in the first place. They could not as easily communicate with older people because of language and because of generation gap in terms of age but they had a nice experience. Many of the students said to me they really felt that they were there for the older people for them to listen to. In other words, they were listening to the older people and taking notes and making sure that they hear the voices from the older people because those are the people that are sometimes neglected and they do not have sometimes the voice, they cannot go to community meetings or ward meetings so they have a voice in that sense. So some of the students said they had a wonderful experience with older people where they gained some information and knowledge and others said it was experience to see different cultural settings as well in that sense and that they have to respect different cultures and that they cannot just assume because you are white and you are old this is got to be your perspective. Because some of the older people said but they are satisfied, they are happy with government at this stage because they are living in an old age home in which everything is provided, so they cannot complain about anything. There was a mind shift that the student said what's happening over here, we thought this and that will be the case but instead they are happy they are satisfied, they welcomed us, they engage with us. We thought they will be hostile with us but they were not. Some one or two were, but that was expected because we invaded their privacy and we did not want that situation. So those were the activities.

The previous occasion last year they went physically then to Pellesier and Brandwag with the similar experiences then at Brandwag. LangehovenPark was also included were they did the site visits and then the community members engagement and they engage also with the ward counsellors. They had a couple of members and they interacted with the ward councillor and they asked a lot of questions. So that was more or less for this year, that is what this year happened.

The previous ones were similar in Mangaung. Every year I identify different areas, I don't revisit. Sometimes I do revisit, what happened in the previous occasion I attended to a ward at Freedom Square and the ward councillor was not very effective so they were problems he did not turn up for the sessions that was scheduled. The students got angry because he did not pitch so that was another way of teaching them that things are not working out the way you think they will work every time. That was for them also important to realise but this is reality things do not work the way you plan it. You have to have different options and different plans in place, different alternatives in place if things does not work out. They could clearly identify that the ward councillor was bias. He did not want the students to talk to the community to hear the voice from the community. They were angry because he was not doing his job and he did not have any qualifications at all so they could see also the negative side on ward councillors, and they were quite angry with it not personally with him in person but the whole set up, the whole environment. That was a good experience for them as well, for them to see the other side as well.

It is difficult because I don't go back so I don't revisit every area each time but you do find that the last ward committee or ward council member from the Mangaung I gave him some documentation and he came back to me he said we have to build a better relationship because of the hostility with the students and the fact that he was not effective I could not actually go back because it won't help the students to only learn the negative things and see the negative things. I needed them to see how it should also be done in that sense. It's now the second time at Brandwag for this year so I will hear from the relevant councillor as well, you could follow up with the councillor in your interview if things have changed, if she has listened to some of the students' solutions and problems and things and implemented it in that sense.

b) If no, please explain what could be done to ensure that attributes (especially those required for the implementation of the *Batho Pele* principles) are introduced in this Community Service Learning module.

Not applicable.

2.1.2 How would you say the CSL experience has contributed to a sense of social responsibility in the students, if at all?

I think through the interaction that they realise they can make a difference, that they are responsible because of their knowledge they gained they can bring about change. So they can actually take responsibility for people's development in that sense to assist them. Many of them have written in their reports as well in a written and in verbal and said I am going to go back to the community, I am going to see how I can make a change, I am going to take responsibility for this community, to uplift them, to empower them, to assist them where I can, to bring about change. So they could see the need on the one hand, the problems, the issues and the fact that they are responsible, they feel obliged, they feel they have to make a change, they can make a change, they've got the ability to make a change. So they want to make a change, they want to be involved, they want to participate with changes and some of them indicated they will leave the Brandwag but they will go to their own communities and they will engage within their ward committees with similar processes of engaging with people of making them part of decision making. Because we emphasise that people must be part of decision making and they are not at this stage and they want to bring about change. So it's about being change agents and taking responsibility upon themselves to bring about the change in that sense.

That's also my feeling that we have changed the students' minds into being passive, now active and realising but wow I can really make something out of this, I can contribute in a small way.

2.1.3 How would you say this CSL module has better prepared students for the world of work, if at all?

Taking responsibility for what they have done, in other words accountability for what they have done and that they are sensitive because they are working now with people they cannot just go talk and just live it like that or be rude to them because there will be consequences. So within the world of work they will learn to also communicate with different people and to work together with different people to make a change.

It is not about being alone is about being part of the team and teamwork is the most important. Many of them said to me within a work environment they've learned how to work in teams and to have a common destination and a common goal to actually bring about change.

So it's about being accountable for what they do and how they do it and also be transparent. In other words, that they can share with one another, I have done this, I have done this... this is all I am giving in terms of how I am attending to the position or the situation or whatever. This is my contribution to a part of the essay or a part of the presentation. So they are open they can speak to one another and say but I differ from you because of the following reasons and this is the reasons why I took the stand. They are much more open and they realise that they are different people with different values with different views. Within a work environment they have to take that into consideration. It's not about them, it's not about myself, it's not about me only, it's about other people as well. So within a work environment I think they have realised that they have to work hard to bring about change it's not going to happen and you need people to work with and to communicate with people thoroughly, to understand people and to communicate what you want to do and how you want to do it.

## 2.2 Specific questions related to the infusion of the *Batho Pele* principles through the GOVE3724 CSL module

2.2.1 Would you say that this CSL module has contributed towards citizen- or people-oriented students? If yes, please explain in what way. If no, please motivate.

Yes definitely, that was the key, that was also for me the most important thing for the students to engage with because the students engaged in Brandwag with their own students, in other words also living within Brandwag - their fellow students and they got the whole spectrum of elderly or middle class people or middle age people and then the older people. So it made them aware of people and working with people and working with different groups of people and different people to respect their cultures, their values, their norms and not only dominate and say but I believe this you have to believe the following as well. It has sensitised them a lot in terms of the experiences, seeing things from a different perspective, seeing people from a different viewpoint, asking them, being able, have the confidence to ask people, to talk to people to bridge the gap. Because some of the students said to me I am very shy, I don't talk to people and this module forced me to be interactive with people and to get over that scaredness of people and to ask people about their view and that their view is important and that we cannot ignore other people's views.

### 3. Recommendations

#### 3.1 What further role can universities play in instilling attributes in students relevant for improved service delivery (such as the *Batho Pele* principles)?

More of what we are doing because the students said to me in a class this is the first time, the first module in their whole three years that has exposed them to this kind of experience and learning experience and they need more, they did not know it was an eye opener. They have now a new module that has opened up for them. So I think the university must emphasise more on this issue specifically and make it more for students possible in different modules even if it is a smaller part or smaller section to engage with the communities and to bring them to a point of saying but wow this is what reality is actually all about because they keep themselves distant from the reality from the adult world because they are still not adults in the formal way. So they have not bridged that gap really of making a difference or becoming adult viewing that this is my responsibility, my community is my responsibility.

I think we need more of community engagement, more of civil values, more values instilled in students, identifying those values specifically and focusing on them within the students and giving them more confidence. They lack confidence. Students are being put down by a lot of lecturers by saying you are lazy, you don't work, you cannot write, you cannot type, you cannot formulate sentences, they hear only always the negatives, they don't hear the positives, they don't think that they can actually do this. If I motivate the student even if that student got 40 % and I tell them this is not your best work, here is the way you can improve and I can see the improvement the following assignment being say 58% that is an improvement, I can boost that student and tell him listen see what you have done. We have to create that environment of being positive, being investing in the students' believing in themselves that they can do this. They only hear the negative, they hear the positive always. They don't hear you can do this, I believe in you. Even my Master's Degree students when I had the session with them the seminar, I said to them you must believe in yourself and the people that attended some of the lecturers said to me wow how can you say this and I said but that's my job, I must make sure that the students believe in themselves. How else if he only hears the negatives, he is not going to do that, he is not going to perform because he does not believe in himself. So if I can see that that's my whole approach as well in the class for if I for each and every student tell them you must be able to do this, this is the following way, it did not go well with the first test, you still can improve, you not only satisfied with your mark, this is how you will improve, if you improve them I give them confidence, more positive psychology if you want to talk about it, but that's what we need at this stage. We need students to be more positive about themselves and about where they are going and about what they are going to do.

Another important thing that the university can do in terms of career days we need to get the public and the civil servants to be part of the open days that they can see and talk to the students and say but this is what you are going to do - they don't know that, they've got their degree, they going to shop around with their degree. They don't know the world of work, they don't know what's going to happen. So my job is to tell them as well this is what you can do with this qualification, this is the place where you can work, this is what you can expect to be doing in the work but we need that engagement with your public sphere for them to make them more of a reality to them and tell them this is examples, this the people that is going to be working with, this is you going to be doing, that's important to me.

#### 4. Final comment

The purpose of this interview was for you to share your views and experiences with regard to the extent to which specific attributes (i.e. values, qualities and skills) are instilled (i.e. introduced or enhanced) in students by means of the GOVE3724 CSL module. Is there anything else you would like to add?

I just see this module as my passion. With all the modules, with all the students especially with undergraduate students I think we can do more by supporting them and not only pulling them down.

## • Interview 2 (GS)

### 1. Introduction

1.2. Please introduce yourself and briefly describe your role in the GOVE3724 CSL module?

My name is Geoff and I am currently doing my Masters in Governance and Political Transformation, probably goner finish in the next week or two, hopefully. Dr Coetzee asked me if I would like to be a facilitator as I am doing a Masters. Let me also just add that I didn't do an undergraduate study in Governance, I did Quantity Surveyor which is at the natural science. I landed here because I think I am more of a social science type of a person than a natural science type of a person and it's easy to go from natural science to social science, the other way around is not possible. So Dr Coetzee asked me if I don't want to be involved because it's good to do a theoretical Masters and you don't really have any practical and because I am doing it fulltime I decided let me do this, let me get involved.

My responsibilities were to go with the students into Brandwag community. I think we went on 4 visits, one I did not attend because I was out of town so three I did attend. We basically went in and identified issues, the students identified issues, so I was there to assist with that, so if they have questions I can help. I started this year to facilitate, I obviously facilitated in the Brandwag area which is just across the university from spur that side, big group of students. The last trip that we did we went to the old age home, can't remember the name, but you can just check that. So that's where my involvement is, is accompanying the students to that and I did give one lecture. Dr Coetzee was gone last week or the week before where I just covered the assignments that they had to do as well as the presentations. Basically I gave them some guidelines with regard to that, some presentation skills, what I would suggest they do when giving presentations, just everything from speaking clearly, body language, communicate to the people which is exactly what we did in the community engagement and is actually about speaking to people. I didn't directly speak to people but I observed the students speaking to people, so that was my involvement, a couple of trips out into the community and the one class that I basically took over from Dr Coetzee.

### 2. Questions

#### 2.1 General questions related to the infusion of attributes through the GOVE3724 CSL module

2.1.1 Do you think the GOVE3724 CSL module has instilled any attributes (i.e. values, qualities, skills) in students?

Certainly.

- a) If yes, please mention the specific attributes and explain in what way the module contributed to this. (E.g. mention activities, teaching and learning approaches and strategies or learning environments students are exposed to in the module)

Let me tell you I think the most important thing they study in Governance. In Governance you need to be able to talk, you need to be able to communicate, you need to be able to speak to people at any level. So if you go to the street and you are to speak to a student, you need to speak to a student, if you goner speak to somebody who is working in the roads you goner speak to that person, if you goner speak to somebody in an old age home, you can't speak the same way to somebody, student walking in the street that you are goner to speak to someone who is fragile and old and setting their ways at the old age home. So there is definitely skills developed when a student is part of his curriculum to go and speak to people. Otherwise if you just do a theoretical study you never really get that involvement and then the day comes when start working after your degree they have to start working with people, you don't have confidence, you don't have any of these communication skills, you don't know how to address different people from different backgrounds. That includes everything from age differences, gender differences, political views everything. Because you will walk outside and you will find people with extreme differences. So definitely I would say to sum it up would be communication is vital and to go out there and actually get that practical skill instead of just theoretical knowledge.

Specific skills is that like I have said you work with people from diverse backgrounds is number one would be patience. Working with different people you goner have to have patience, you going to have to not change your character necessarily but you are going to have to adapt to who you speaking to – I think they have learned that. To give one example when we were at the old home I set with two students who I actually watched when we were in the streets as well and they definitely had a different approach, it was an older lady they had softer approach towards her, they really could read the situation and where can you learn in a book how to read a situation you can't. So they've literally in this

practical through this subject they've got these experience of how to adapt the situation, how to read the situation and then implement the practical, which is vital, it's critical. I will give a small example it's got nothing to do with this, I studied quantity survey I got no practical experience, and if I am goner have to work on a construction side right now I am not going to be able to do it. So patience is a very important skill and really determining who you talking to. One day when they are in office or when they hold a specific job they are going to have to deal with people from all different types, you goner have people that are goner complain about roads, you goner have people that are goner compliment you about specific things, there is goner be so many different aspects to it and you must be able to adapt (but there is a better word for it), you need to make yourself comfortable with your surroundings.

b) If no, please explain what could be done to ensure that attributes (especially those required for the implementation of the *Batho Pele* principles) are introduced in this Community Service Learning module.

Not applicable.

2.1.2 How would you say the CSL experience has contributed to a sense of social responsibility in the students, if at all?

I think in many ways. Number 1 I am not sure because I don't know the theoretical work that they do pre this, but I for myself can personally say that when I went there I didn't know that you could just pick up a phone and call somebody and say listen there is problems on the road or there is water leaking, I don't know these type of things, so I don't know if the students knew, but I think the students realised that they have a big responsibility. How did they realise it, coming into contact with people that have questions, when they engage with people, people have questions, people wanna know why in the whole time that we were there for an hour we only saw one police man who drive past us and there is a lot of crime going on. Why is it that the water is leaking this week, next week that we are there is leaking again, they have these kind of questions.

This means that the university' role is to make them aware, to make them realise that they have a responsibility especially in the field that they are going in so responsibility I think would be the key word that comes out there and if that responsibility comes as a result of an engagement with the community through that the students will realise what responsibility is but at the same time the community members are also realising that there are people we can hold accountable for this poor service delivery.

2.1.3 How would you say this CSL module has better prepared students for the world of work, if at all?

There is absolutely no doubt about it. I think it covers gain the previous questions that you have asked. To be able to go out you are not gonner sit in your office and do what you are doing, one day when you work you going to engage with people and to able to go out of your comfort zone and engage with people, you move out of your comfort zone. You goner be faced with challenges and they are already faced with challenges so if they can see that now already at an early stage while they are studying, not like me who studied and then finfishes his degree in Quantity Surveyor with no idea what's going on. They at least have some sort of practical knowledge, they already have met with people like Dulandi and people who are representatives I think, they have met with the representatives, so by meeting with representatives the networking has already been made. You can through engaging with somebody like Dulandi you can already get more tips not only for credit or for mark to pass your subject but to gain the experience you gonner use in the future, get additional tips to only the theoretical that you are getting.

## 2.2 Specific questions related to the infusion of the *Batho Pele* principles through the GOVE3724 CSL module

2.2.1 Would you say that this CSL module has contributed towards citizen- or people-oriented students? If yes, please explain in what way. If no, please motivate.

Yes I think so. The fact that there wasn't only one community engagement is very important. I would not maybe stop at 4 though, I would maybe do a little bit more. So what I would do is great that you have community engagement with people on the streets and in centre like Brandwag because there you gonner speak to shoppers, you gonner speak to students, you gonner speak to military personnel, you gonner speak to people on the street – I don't know what's the politically correct term for a hobbo, I don't mean to use a bad word, then as well you've got the old age home. So you have met two different groups of people.

But you must understand there aren't only two groups, there are more groups, there is such a broad variety. There is children's home, it's limitless how far it goes. So I would suggest great that there is not only one, four is good but if you could only add one or two more and if I can make one more suggest I don't if that is my place is difficult because is not already practical I understand that, is smaller groups so that there is intimate communication. When the group is big, when there is a bigger group of people speaking you don't have heart to heart conversations, it is superficial you don't break through. Where I saw breakthrough, where I saw good conversation with one on one or two on two (smaller groups), so when the groups really divided and split up I could get input from one specific person, because one specific person's input could be relevant to everybody else and you would never have got it because there wasn't that engagement that real deep intimate engagement.

### 3. Recommendations

3.1 What further role can universities play in instilling attributes in students relevant for improved service delivery (such as the *Batho Pele* principles)?

I am gonner tell you, multidisciplinary. Community service is not only at Governance, you have community service at Nursing, you have community service at Occupational Therapy, I even recently heard that one of the professors at construction management department won a price for service learning. So to engage and to incorporate more departments with each other I think will benefit in the long run. I think it will benefit immediately actually as well but definitely in the long run because you are getting again from a different point of view.

There are so many things, so many factors playing a role. Guaranteed boundaries are falling away I am not saying that a country will lose its natural identity. But involvement from people especially at institutions, universities, professors' students is definitely gonner give you again a broader view of things, is gonner increase your understanding, increase knowledge and students are gonner become wiser and you are gonner be able to function so much better when you have input from international which is a different perspective.

### 4. Final comment

The purpose of this interview was for you to share your views and experiences with regard to the extent to which specific attributes (i.e. values, qualities and skills) are instilled (i.e. introduced or enhanced) in students by means of the GOVE3724 CSL module. Is there anything else you would like to add?

I think in conclusion what I would love to say is, this is not from the point of view of a student or not from a point of a lecturer but from a facilitator, I think is an amazing subject, I don't know how the credit work, I think where a subject is majority practical at university level is great, that is so important so I think as the GOVE3724, I don't wanna say it's perfect but I think it's 100% as it should be but it could be fine-tuned, little bit more involvement with this or a little bit multidisciplinary just fine tune it. I don't think you have to make big changes – not at all. I think as it here is amazing - fine tune it.

As a facilitator this had an impact on me, so as a facilitator if it had an impact on me I can just imagine what impact it had on the student who had to go reflect every time. I also reflected, I didn't write it down I reflected in my mind they have to reflect , to write down, they have to come with solutions, phenomenal I think that's great.

## • Interview 3 (TM)

### 1. Introduction

1.1 Please introduce yourself and briefly describe your role in the GOVE3724 CSL module?

My full name is participant 3. I am 25 and what I do with this module is basically facilitate the students with whatever questions they need answered. If they have an issue in a way I assist them with giving them a suitable answer that makes them feel comfortable and makes me feel comfortable as well. July second semester of this year it was the first time I started with this module. At the beginning of the year February till June I was a tutor for Political Science first year module in the Political Science, that's what I did. I tutored the student as well. This year is the first time facilitating in Governance.

We had a community visit here in Brandwag and I was part of it. We went with them there and we met with the councillor, we walked around the community as well. The second visit I unfortunately could not do but the last visit they did as well I was with them in an old age home here in Brandwag. I also had an opportunity to observe the students, how they would engage with themselves and how they would engage with the community as well.

### 2. Questions

#### 2.1 General questions related to the infusion of attributes through the GOVE3724 CSL module

2.1.1 Do you think the GOVE3724 CSL module has instilled any attributes (i.e. values, qualities, skills) in students?

Yes.

a) If yes, please mention the specific attributes and explain in what way the module contributed to this. (E.g. mention activities, teaching and learning approaches and strategies or learning environments students are exposed to in the module)

I have seen that most of the students have their own personalities in which they are outspoken, they know what they want, and they know how to get it. You also get other students that are kind of quiet and like to be reserved and a bit back laid. But with this module I have seen that those students have also moved forward they are able to engage with members of the community, their classmates too, which I think gave them a good exposure, as well as it boosted their self-esteem and confidence.

With the community visits they were subdivided into groups where there was a group of 5 to 6 students maybe they wouldn't talk within a classroom set because they didn't feel comfortable but within those groups they would come out and say this is what I feel because is smaller and they feel more comfortable, this is what I feel I think we should do this, that's what I saw it makes students more comfortable. Because I did this module in my undergraduate I understood and kind of carried the skills from then till now as to how to approach students. So whenever they come to me and ask me a question I would be like guys if you feel this is the way that you should do it then you are probably right nobody has a wrong answer and that made them feel comfortable in sense like you know what my voice can be heard as small as it is it still can be heard. So we are creating like an open environment. I would tell them that you know I am not here to give you marks or shout at you, if you feel uncomfortable or you wanna say something just approach and look for solutions for it.

Because with students I have seen a whole lot of confidence boost. I will use my personal experience as an example when I did it. I realised that we became more open to what the world outside is really about because when you are in school you only learn about your teachers, your classmates, your peers and that's it. When you actually get an opportunity to step out of the classroom and interact with the community you realise that you know what the world isn't what it is, something must be done about it. I also realised that although government is doing enough as well as NGOs and private sector companies there is room for improvement. Yes it might not happen overnight it will take time but something can be done - that's what I have realised.

b) If no, please explain what could be done to ensure that attributes (especially those required for the implementation of the *Batho Pele* principles) are introduced in this Community Service Learning module.



Not applicable.

2.1.2 How would you say the CSL experience has contributed to a sense of social responsibility in the students, if at all?

I will use the first community visit as an example. You get some students that live in privileged areas where they have running water, electricity on the daily basis, where the refuge is removed on a daily basis as well. Then you get other students from other environments where water is accessible but it cuts off from time to time, electricity the same thing and the refuge if they just walk outside the gate there is nobody there to collect it. With those students I realised that there once in the privileged areas would realise ok I have lived this life but there are people out there that live this different life and therefore if I can make a difference in my own community I am sure I can take those skills and bring to those other communities so that they can too enjoy what services are brought to them.

2.1.3 How would you say this CSL module has better prepared students for the world of work, if at all?

One community engagement, two a sense of helping those that need help the most. I feel like they have realised that you know what my life isn't as perfect as it is. There are people out there that need help and therefore one day when I am working I wish to change the way that things are done now to a better way to benefit those that don't have what I have.

They have also realised that though the community has its problems and ways of doing things they too have learned from the community that you know what if this person speaks out then nobody is there to listen at least I am here I am listening therefore I can make a difference by talking to the university to do something about or if I don't talk to the University maybe my local ward councillor or anybody close within the society.

## 2.2 Specific questions related to the infusion of the *Batho Pele* principles through the GOVE3724 CSL module

2.2.1 Would you say that this CSL module has contributed towards citizen- or people-oriented students? If yes, please explain in what way. If no, please motivate.

I would say that because they have this need to engage with people and make a difference although they know it's not happen over night it's going to take time but they are willing to through every step in order to make that change come through. The people skills I saw it in the first community visit whereas they saw that let's say they were burst pipes and they were not fixed or they were unsafe conditions for children to play with, they realised that you know what something needs to be done for this people that if kids wanna play in play ground that they created for themselves and is unsafe they realised that you know what maybe a play ground should be build for this kids to feel safe and to feel accommodated. With the last visit I went on the students they understood what was going on but they still didn't understand why the people in that community were so reluctant on talking to them because all they wanted to do was to find out what their needs are and are they comfortable, are they happy and they were like no we don't have much challenges, we don't want to talk because you are political module or students and others were just not talking at all because they wouldn't feel comfortable. In terms of dealing with it most of the students set down and said why are we here, we don't understand why we are here and I was like but guys you have to try engage with them and create a relationship with them and they were like these people do not want to talk so what must we do and I am like try again then you have other students that would meet other people from the community that would say to them, ok this is how we live, these our family. You get others that are open and others closed. I guess the closed one made them to feel like ok maybe they need help at all so I will just focus on something else.

## 3. Recommendations

3.1 What further role can universities play in instilling attributes in students relevant for improved service delivery (such as the *Batho Pele* principles)?

I think honestly I think the university is doing enough but obviously where there something is being done there is more room for improvement as well. I think that if possible the university can have like days whereas different departments

come together with the faculties as a whole, they go to these communities and probably have a fun day for them. They can have basically an interactive day when they people of the community because they are so used to having councillors and political people coming where they don't feel comfortable talking about the issues they can have students who are like their children they feel conformable and tell them this is what I going through. With that information the university can probably give it out to governmental departments where they can see that you know what although we have been doing something the university is trying as well - that's what I think the university can do.

#### 4. Final comment

The purpose of this interview was for you to share your views and experiences with regard to the extent to which specific attributes (i.e. values, qualities and skills) are instilled (i.e. introduced or enhanced) in students by means of the GOVE3724 CSL module. Is there anything else you would like to add?

I am thinking of the last community visit we went to. We went to the old age home where they had predominately white residents there so they all had this mind-set that you know what we get that you are students but we don't feel like talking and the students for them they kind of felt attacked by it that's why they kept asking why are we here why couldn't we go somewhere else where members of the community will see us and say this is my problem or this is my issue. Because there they felt attacked in the sense that I will give reference a the lady they spoke to there so they asked her do you have any challenges, are you comfortable living here, what you think about the government today and she said that you know what I don't understand this government and they asked why would you say that and she said I don't understand why black and white people should live together I think apartheid was a good thing therefore we should go back to that way. So the students for them they felt, because most of them were black at that time attacked by this old lady and I said to them guys that's the way she grew up, that's all she knows and you can't crucify her for it and the students were like somebody should change her mind-set about it and I said it will take time and she is old and this is what she grew up with and unfortunately we can't change it now because it's all she knows.

## • Interview 4 ( CN)

### 1. Introduction

1.1 Please introduce yourself and briefly describe your role in the GOVE3724 CSL module?

My name is Participant 4. I am a facilitator in this module. I actually started this January but in the first semester I was not involved in service learning so we started service learning the second semester.

I can describe service learning as one of the important modules in terms of that students are exposed in depth so instead of just being engaged in theoretical they are also involved practically, what they are being taught in class they are able to face it when they go out so is like they are being I can say imparted with something extra rather just in a traditional module.

### 2. Questions

#### 2.1 General questions related to the infusion of attributes through the GOVE3724 CSL module

2.1.1 Do you think the GOVE3724 CSL module has instilled any attributes (i.e. values, qualities, skills) in students?

Yes I can say so.

a) If yes, please mention the specific attributes and explain in what way the module contributed to this. (E.g. mention activities, teaching and learning approaches and strategies or learning environments students are exposed to in the module)

What I noted is that the students were so excited in a way that sometimes we take it easy like there is a councillor sometimes you don't actually know what that councillor does so when they had the opportunity to meet the councillors they were able to express themselves, ask different questions and they had of course some certain insight about what they do and again even in terms of when they went out the challenge which they come across with they were able to understand that ok we learnt about this but now this is the truth because they saw it as witnesses so now is like to help them to understand like yes indeed these are the challenges but as students how can we come in so I noticed that everyone was at least excited because they were able to take part.

In terms of teaching and learning approached especially on the side of us facilitators we had to explain to the students to understand the reason why they have to be involved in this module because some of the students they didn't understand what really it entails. So after explaining to them about the reason why, it showed that some of the students they had to take it seriously that's why they were coming and attending to take part. now in terms of engaging themselves, expressing themselves is like if they were given a task for example like go to Brandwag you have to interview people they had carry that task interviewing people so it was upon themselves because if they didn't want to interview the people they were not going to know the challenges so they took up the challenge of interviewing the people, coming across the different people like we heard yesterday somebody was talking about language barriers but still they had to it because they have to submit a report about all these activities which they were doing.

b) If no, please explain what could be done to ensure that attributes (especially those required for the implementation of the *Batho Pele* principles) are introduced in this Community Service Learning module.

Not applicable.

2.1.2 How would you say the CSL experience has contributed to a sense of social responsibility in the students, if at all?

I think I can say there is this thing that people say it is easier said than done so we have said many things as students and at the end of the day you do not know what contributes to that thing so as long as you go and see with your own eyes it gives you a certain motivation that this is the challenge but how I can I come in so I saw most of the students

were like motivated to being involved like when they finish their degrees maybe to work in the government, like what can I change, what type of change can I bring because of what they saw for example the garbage which was laying around most of the people said this is not good for hygiene so I think we can do this citizen participation, even on your own if no one tells you want to through something you like withdrawn no this is not good, so it's like it gave them a certain motivation.

2.1.3 How would you say this CSL module has better prepared students for the world of work, if at all?

Yes I can say it prepared them. For example coming back a little bit about myself because I did this module backward. But after that I noticed that this module can help me to effect change so I started effecting change on my own because of what it contributed to me. So again to the students I saw that some of the students they have already they have anticipated that they will take a change in different ways like yesterday again this other girl said I have started to be part of citizen participation because of what I saw. So which means it is a call to everyone like something has to be done.

## 2.2 Specific questions related to the infusion of the *Batho Pele* principles through the GOVE3724 CSL module

2.2.1 Would you say that this CSL module has contributed towards citizen- or people-oriented students? If yes, please explain in what way. If no, please motivate.

Yes I can say that because when we went to Brandwag the student met some few people who are residents in that place so after they have explained their various challenges it's like if there was a certain or something which made the students understand that even though we are tolerating such things but some of these things are beyond measure it made them to realise that it is important to be like the community should.

## 3. Recommendations

3.1 What further role can universities play in instilling attributes in students relevant for improved service delivery (such as the *Batho Pele* principles)?

I feel if there can be opportunity like to train some of the students. The training which I am talking about is that sometimes you can have knowledge but when you are put in an office then you cannot apply your knowledge practically. So if the university also could have some training sessions once in a time just to train the students like when you are in your final year this is what you should expect in the offices just to give them the assistance. I don't mean everyone because the modules are different, the degrees are different but especially if it is in relationship about what we are talking about.

## 4. Final comment

The purpose of this interview was for you to share your views and experiences with regard to the extent to which specific attributes (i.e. values, qualities and skills) are instilled (i.e. introduced or enhanced) in students by means of the GOVE3724 CSL module. Is there anything else you would like to add?

Not really. I think we have covered everything. Just a comment which I could say about yesterday's topic which came in terms of language is for me on my side if you are a student because we said that to some of them you are a student and you are the one who wants to benefit so you to have to know why you are here and what you are doing so at the end of the day because you know what you want you will do what you want then you get the information irrespective. But I noticed that some of these issues there were not like wanting what they want that is the different view. So next time like some of them said maybe the department will just have to tell the students like you will meet various people who speaks different languages just be prepared so that in your group because they were in groups, in your groups there

should be someone who understand Sotho, someone who understands Zulu, someone who understands Afrikaans so that the other can be able to interpret.

# APPENDIX Q

## Focus Group Discussion Transcription (NPO Managers)

**QUESTION 1: PLEASE INTRODUCE YOURSELF AND BRIEFLY DESCRIBE WHICH GOVERNMENT DEPARTMENT(S) YOU HAVE A WORKING RELATIONSHIP WITH AND HOW LONG YOU HAVE HAD THE RELATIONSHIP.**

### **BLOEM SHELTER**

- L1 - We support homeless people with accommodation.
- L2 - We find people who needed support to change their lives.
- L3 - We help them to reach their goals.
- L4 - (They do not have a direct relationship with any Government Department) Government
- L5 - departments bring people to us because they do not have enough facilities from Social
- L6 - Welfare, SAPS, Correctional Services, and all the Hospitals. However, we receive no support
- L7 - from Government because they say we do not fall in the right category.
- L8 - We are here to help the people. We get all ages, pregnant ladies, sick people, and older people.
- L9 - We are a family for those who do not have family.
- L10 - Hospitals do not want to take people in without family because what will they do when they
- L11 - need to discharge them.
- L12 - They just drop the people in front of the gate.
- L13 - We would appreciate if Government can support us with programmes, with facilities and
- L14 - give us social workers, pay people to come and help us.
- L15 - We rely on other Welfare Organisations for assistance which are our partners. We can't keep.
- L16 - on asking assistance from them because they also have their own needs.
- L17 - The reason we are there is to care for people.

### **AGE-IN-ACTION**

- L18 - It is a developmental organisation for older persons from the age of 60 years old upwards
- L19 - according to the law.
- L20 - We are working with Department of Social Development, Health and Education and lately
- L21 - the Department of the Premier is also involved.
- L22 - But the struggle for us lies with the absence of a social workers.
- L23 - We have two satellite offices one in QwaQwa and one in Frankfort with no social workers
- L24 - which mean there is no supervision for the two ladies working in the satellite offices.
- L25 - This means there is poor service delivery when it comes to the actual social problems
- L26 - relating to older persons.
- L27 - Developmental we mean we look at whatever needs of the older persons and we develop
- L28 - them.
- L29 - Lately we start with intergenerational programme where we transfer skills from older
- L30 - persons (crocheting, knitting and sawing) to the younger learners especially the Grade 7
- L31 - learners (girls). From the children's side they transfer basics of understanding a computer.
- L32 - But there are lot of challenges we are facing now. Money is always a problem and think to
- L33 - all the NPOs is a problem. You want to cover do all the older persons and other people in the
- L34 - other filed but you can't due to lack of money and not proper funding from Social
- L35 - Development.

## **LAW CLINIC**

- L36 - There is no direct relationship with Government Departments
- L37 - From the Law side we have what we call the Free State Justice
- L38 - We take an Attorney from our offices and go to the areas in the Eastern Free State. When
- L39 - we have established a relationship with a parastatal office. We will go to assistance with
- L40 – legal related matters but some are not legal orientated but needs Government
- L41 - Department's intervention.
- L42 - The Law Clinic does not have a direct relationship with any Government Department. But
- L43 - the NPOs that the Law Clinic is working with they have relationships with Government
- L44 - Departments.
- L45 - The Law Clinic sometimes plays a mediator between the citizens and a government
- L46 – department.

## **NEW HORIZONS**

- L47 - We focus on Home Based Care.
- L48 - We are getting the stipends from the Department of Health.
- L49 - The challenge that we have is food because the patients' needs to take medication.
- L50 - We only get debriefing sessions from Health but the actual training.

## **AORORA CENTRE AND MEMBER OF THE AVOGO CASE**

- L51 - Aorora Centre deals with people with substance and drug abuse
- L52 – We do the treatment of ill people and we also do community based and also training
- L53 - We mainly involved with the Department of Social Development as the subsidising.
- L54 - Department. But we are also involved with Education and Correctional Departments.
- L55 - We started a relationship with Social Development many years

## **ROC/REACH**

- L56 - ROC stands for Reach-Out Community
- L57 - It's a multipurpose centre we trying to address community problems
- L58 - Sometimes people refer to us as "Jerk of all traits"
- L59 - We provide services to the children and youth and the community
- L60 - With Social Development we had a relationship since 2004 also with the Department of
- L61 - Education we do youth programmes with them.

## **TOWERS OF HOPE**

- L62 - We address people in the city that are vulnerable (e.g. kids or families that are struggling)
- L63 - We also form partnerships with other NPOs.
- L64 - We have no formal or informal relationship with any Government Departments
- L65 - We have tried since we started in 2009. We went to see them and fill out the papers we also
- L66 - went to see Correctional Services and Department of Social Development. We have tried
- L67 - with no success. We are still trying.

## QUESTION 2: GENERAL VIEWS ON GOVERNMENT SERVICES

### 2.1 NPO-RELATED CHALLENGES REGARDING THE DELIVERY OF GOVERNMENT SERVICES?

- L68 - Helping building capacity because with that you can do a lot of things.
- L69 - We need people who can be involved in the programmes and provide training.
- L70 - We are creating jobs by cleaning in from of the shops where Municipalities do not clean or
- L71 - do not clean often enough. So they can give us brooms to do that, the resources
- L72 - Capacity Building is the main for me
- L73 - Social workers from Government just drop the people and never follow up and you never
- L74 - hear from them again. For example pay for the person to stay there like the private
- L75 - organisations are doing.
- L76 – NPOs render 60/70% of this social work in the Free State and are a huge amount of work
- L77 - that we do on behalf of Government. It is possible that the Government can say it is not
- L78 - their priority but it is still working that needs to be done.
- L79 - The burden on NPOs is getting bigger and a bigger to a point organisations close down or
- L80 - some people are retrenched because the funding decreased. This led to the court case. On
- L81 – numerous occasions we tried to get hold MEC from Treasury to engage with us on
- L82 - that without any success.
- L83 – Then the subsidy paid late for 6 months and that happened in North West. Eventually only
- L84 – first 4 priorities on the list where prioritised and the rest ignored. If you do not pay an NPO,
- L85 – there is no other money. You can't lend at a bank and say you want to pay this and that.
- L86 – This leads to huge closing down of organisations.
- L87 - Is also under resources especially facilities. There are many NPOs that are running business
- L88 - in people's homes and it is so costly to rent this places.
- L89 - It boils down to capacity building.
- L90 - Social workers do not get to the need areas. There is a shortages of social workers. If you do
- L91 - not have social workers you can't provide statutory services to the community.
- L92 - The trust relationship is very weak between the NPOs and Government. Subsidy in on a one
- L93 - year basis so NPOs are vulnerable and always unsure if they will be subsidised in the next
- L94 - year. You can't operate a business like that.
- L95 - Finances
- L96 - If Government can hire many nurses especially at the clinics. We have so many patients who
- L97 - defaults medications and the rate for TB increases as a result. This is caused by shortage of
- L98 - nurses at the clinic where the patients wait for many hours at the clinic and leave without
- L99 - the medication. When they default their medication they are afraid to go back to the clinic
- L100 – because they will be ill-treated by the nurses and therefore they decide to go to other places.

### 2.2 MAIN CHALLENGES THAT CITIZENS WHOM YOU SERVE EXPERIENCE IN TERMS OF GOVERNMENT SERVICES?

- L101 - Poor services because they say they have to wait for so long and they wake up so early and
- L102 - when they are there they do not know if going to be opened the clinic. They sit there for the
- L103 - whole day and somewhere there is a cut off without some of them being assisted.
- L104 - The sisters at the clinic take longer to see patients. They need a way to be encouraged to
- L105 - produce better work.
- L106 - They must take pride in their work. Sometimes you refer people and they just saying I am
- L107 - not going there because of the treatment.



L108 - One incident a guy is addicted to alcohol but for the whole week he did not drink and then  
 L109 - on a Friday he went to the Clinic and the nurse said go back and have your last beer and you  
 L110 - come back on Monday.  
 L111 - The way they handle people is not on for me.  
 L112 - Their approach is the breakdown of humanity and the dignity - they touch that of people.  
 L113 - In general civil servants they have no respect for the general public.  
 L114 - They have almost like animosity against the people. When you come there for service they  
 L115 - treat you like.  
 L116 - The citizens are very angry with the civil servants and in retaliation they also have an  
 L117 - attitude that they do not care and that is becoming worse and worse.  
 L118 - Somebody said dehumanising people.  
 L119 - It's like they do not have right to good service  
 L120 - This thing is the other way round. The citizens must be the one who approaches the civil  
 L121 - servant with a good attitude such that they can be helped. But isn't supposed to be the civil  
 L122 - servant who is willing to assist no matter who the person is.  
 L123 - They are actually getting paid, getting salary to deliver that service.  
 L124 - The community feel they do not have the right to served.  
 L125 - We pay them but they do not want to serve us.  
 L126 - I work in a nursing college and the voice of the nurses is that I have the power and you  
 L127 - have nothing so you will do what I tell you to do. This is a very difficult situation because is  
 L128 - right the opposite of what the Batho Pele is saying.  
 L129 - One incident shared that a patient had to clean their own mess because a nurse said you clean  
 L130 - it yourself - she is 86 year old, so the citizens are getting the that they are  
 L131 - promised.

### **2.3 NPO-RELATED NEEDS REGARDING THE DELIVERY OF GOVERNMENT SERVICES?**

### **2.4 POSITIVE EXPERIENCES THAT YOUR SPECIFIC NPO HAVE HAD WITH GOVERNMENT?**

L132 - We are very grateful of the clinic and hospitals; I mean what we would have done if they  
 L133 - were not there.  
 L134 - One of the NGOs said that they have a good relationship with the doctors. If the child  
 L135 - after delivery they release them but they first check and keep them if there are problems.  
 L136 - There are definitely positive feedback and working relationship and mostly with  
 L137 - the individuals.  
 L138 - I found that if you get to know some of them they get to understand your problems"  
 L139 - They feel they can't do the job so they get rid of this guy  
 L140 - Shouldn't the system be friendly, I mean why do I have to see someone I have met at a  
 L141 - tea party to receive a proper service.  
 L142 - There are many civil servants that really take the job serious.  
 L143 - Turnaround times has improved  
 L144 - Why the SARS work so well? Is it because they work with money and why other  
 L145 - departments can't?  
 L146 - There are lot of things that we can streamline departments with and make things easier.  
 L147 - I think if we start looking at certain things to make it easier.  
 L148 - People would like to interact with Government Departments.  
 L149 - As NPOs we also provide services to them. It is not a one way process. We are willing to  
 L150 - serve them as well.

L151 - It is not about pockets of success or good civil servants that you find here and  
L152 - there but it's about correcting the entire system. It is not about an individual in a  
L153 - department.

### **3. CHALLENGES RELATED TO THE IMPLEMENTATION OF BATHO PELE PRINCIPLES**

#### **3.1 UNDERSTANDING AND THE IMPLEMENTATION OF EACH BATHO PELE PRINCIPLE**

##### **CONSULTATION**

L154 - From the point of view of the NPO they should consult the NPO (Because  
L155 - Government is also providing services to the NPOs)  
L156 - We would like to know if there is a change in the policy or in the amount of money  
L157 - that they are going to subsidise, our experience is that we just hear that they  
L158 - [government] have decided and then you the amount that you get. There is  
L159 - absolutely no consultation. I have even asked that Social Development please from  
L160 - a substance abuse point of view can you let us know if you have made changes to  
L161 - the policy then we can have a look internally how to assist internally the people that  
L162 - we work with (especially if the changes have a direct impact on the finances or how  
L163 - the NPO operates).  
L164 - I understand consultation as good communication and that is open communication  
L165 - and not only one way communication bias where you just see oops now the money  
L166 - is now less than I expected because that is not even communication but you get the  
L167 - report that you are not going to get any more money. I think have an open  
L168 - conversation I don't know how to get that but work towards it, .they  
L169 - [Government Departments] has to let you know [if there are changes] because you  
L170 - are part of their system.  
L171 - We all have links and partners and cannot function without our  
L172 - partners. We are partners in service delivery & so they need have to communicate with us as  
L173 - well as we need to communicate with them.  
L174 - I find Consultation to me to be to communicate, to find the answers to deliver good  
L175 - service both ways.  
L176 - From a citizens point of view: There are certain instances where government and the  
L177 - citizens have breakdown of communication and at certain stage that will lead to  
L178 - citizens revolting against government because they will be saying you failed  
L179 - consulting with us on government issues. I really think they have an obligation to  
L180 - really push their mandate to the individuals in order to make people to be aware of  
L181 - this is what we are doing this is what we want to achieve."  
L182 - Generally the understanding of consultation boils down to  
L183 - communication and not one way communication because this is partnership and all  
L184 - the voices must all be heard. There was an agreement that as they explained  
L185 - consultation they are actually saying that is not happening.

## **SERVICE STANDARDS**

L186 - My experience is that there is a power play ...government is playing a game of we  
L187 - are in control whereas they are actually mandated by the law to inform the  
L188 - community.  
L189 – The community is not informed of their powers that they are having [entitled to].  
L190 - Those same civil servants they know that the Municipality Acts say they we must  
L191 – inform the people but they don't tell the people that we are obliged to tell you is to -  
L192 – give the power over to the people. So our communities are in the position that they  
L193 – feel they don't have the power to say we have the right to get the information, they  
L194 – feel powerless this is about the voice of the community. They are actually shamed  
L195 - and they are shut out because there is power with the police and power with the  
L196 – army and all those forces when the people speak out. Firstly people do not know  
L197 – their rights and that boils down to its not made public.  
L198 – I have seen it so many times that Batho Pele principles are put there on walls in  
L199 - certain places and not everywhere but the people don't take to heart and they don't  
L200 – challenge the service standards.  
L201 – I understand that it is difficult to spell out the level and quality [of government  
L202 – services] in public but if you have competent supervisors who train people and this  
L203 – is one of the problems in Social Development is that the social workers don't get  
L204 - supervision so they are on their own, they do as they please, no checks, they don't  
L205 – send reports. But if you have supervisors who enforce BPPs and say  
L206 – you treat a client or a member of the public as follows and he must know there are  
L207 – ears and eyes watching him. That is how we learn, maybe that's a solution.  
L208 – The thing is if you stand up and say you are supposed to give me this service then  
L209 – they even treat more worse [victimised].

## **ACCESS**

L210 - Access to services means there shouldn't be so many long queues. It's like you  
L211 - have to provide more points of service where people can have access whether is  
L212 - elderly or youth or even disabled people.  
L213 - The place where they get the access to service must be conducive that we can  
L214 - handle the amount of the people out there. It is a public ...a vast public."  
L215 - I feel that sometimes it seems that they [government] don't think, they  
L216 - [government] don't plan. If you have for instance Clinic days you have two days but  
L217 - you have to cover 10000 people.  
L218 - You shouldn't be judged by where you live, where you come from, what colour  
L219 - your are, what race you are, what are you women, men or whatever a child even a  
L220 - child [should have access], all the people.  
L221 - The fact that we do not have people who are supervisors, if there are then they are  
L222 – not doing their job in terms of ensuring that ...they are really executing their duties  
L223 – as required. Because should they be doing their job then we will have people who  
L224 - will be at work on time, attending to the needs of these people on time and  
L225 - ensuring that should there be long queues measures are devised in order to ensure  
L226 – that they speed up. So it means someone out there is really not taking their work  
L227 - seriously.

L228 - On the other hand what I also had to say about older persons when it comes to  
L229 - queuing there is different departments, the three, especially the three we are  
L230 - working closely with [i.e. Department of Social Development, Health and Education]  
L240 - they are working on fast lanes for older persons. When it comes to Clinics all older  
L241 - persons they must be helped first. But I am not sure about the Post Office because  
L242 - Monday I saw it with my own eyes, an older person queued there and it was a long  
L243 - queue and unfortunately she couldn't stay long on her feet and she went down to  
L244 - take a sit and when it was her turn to be helped she got out of a chair & she went  
L245 - there. I know it will be a process to achieve that goal of fast lanes for older  
L246 - persons but somehow they are working on it maybe the process is a bit slower than  
L247 - we thought.  
L248 - Don't be judgmental when it comes to the person in front of you, otherwise the  
L249 - process will be delayed due to that judgmental approach to people.  
L250 - Why there is access to services because it's the government offering services in the  
L251 - community so why do they do that because they feel that they are people in the  
L252 - community that are in need of the services. So how come they offer services but  
L253 - when they have to deliver the services they are not there?  
L254 - It could have been that all the services was private services in this country and we  
L255 - would have adopted to that I am sure and it would have been different but now  
L256 - they are providing something that they don't want to provide.

## **COURTESY**

L257 - I just wanna emphasise that we do have a lot of rude service providers, blatant  
L258 - rude to the extent that they are victimising some of the customers or the public and  
L259 - it also links to discrimination to a certain extent where some people where you can't  
L260 - speak their language they will just ignore you or blatantly treat you bad or if you are  
L261 - not their culture or their colour so I think it boils down to the voice of the people.  
L262 - We should be able to voice this discourteous people. If they [public servants] are  
L263 - rude to us we should be able to say you were rude and I do not accept this  
L264 - behaviour this treatment but then it depends on whether the supervisor is willing to  
L265 - address the problem because you have to complain to a high level authority.  
L266 - I think we should start small like training children in school about good manners and  
L267 - about integrity and values ...to put good values into people because if you are  
L268 - valued then you will also value.  
L269 - We mustn't only focus on now I think we must already start small and focus on  
L270 - service being this excellent person who wants to give good service to anybody who  
L271 - needs it.  
L272 - Somewhere you said the students you are going to train on the principles but if it  
L273 - does not come from your home if you don't see this with your parents how on earth  
L274 - is the university going to change that ...If you haven't had the example of what it is  
L275 - like to be courteous it is difficult to imagine while you stand and serving the people  
L276 - with courtesy.  
L277 - We don't know even where to go to complain most of the times. There is no place  
L278 - or somebody taking responsibility for that [complains]. You can go and complain  
L279 - nowhere.  
L280 - I know in the hospitals there is a lot of Batho Pele principles and there is a box  
L281 - where they [patients] can put in their complaints or their problems but I don't think  
L282 - but I wonder if there can be a study of how many persons are being redressed after

L283 – their complaints.

L284 - Sometimes somebody want her/his complaints to be attended very soon that's why -

L285 - you going to see some of us seems like they are mad they are going to the radio

L286 - station straight to address their issues there so that the government can hear it very

L287 - very quickly. Some of them are going straight to the office of the MEC or the

L288 - newspapers.

L289 - I think the primary problem is that actually no one is taking responsibility for

L290 - something saying that this is what we need to do if something goes wrong.

L291 – Redress is an issue people complain but there is no response.

## **VALUE FOR MONEY**

L292 - We are not getting value for money because of lack of access, lack of

L293 - consultation, lack of courtesy, openness and transparency. If we question or

L294 - have a for all the above BPPs then value for the money will stay a

L295 – problem. You only experience your money is valued if you receive services with

L296 - dignity, courtesy and all of the principles that are above.

## **4. PLARTFORM FOR THE VOICE OF THE NPOs (REPRESENTATIVESOF THE CITIZENS - GOVERNEMNT CLIENTS**

### **4.1 CURRENT PARTICIPATION OF THE NPOs ON HOW GOVERNMENT SERVICESARE DELIVERED?**

L297- I think most of the time is the discussions with individuals in government and we tell them

L298 - these things [views, challenges] and sometimes they even invite us and ask us but there

L299 - comes nothing from it. So my feel is why waste my energy on something not happening.

L300 - We have been knocking on doors for few years and some have been knocking longer but

L301 - then I rather go and sought energy from other places than wasting energy.

L302 - Our experience with Social development and maybe Age in Action, they [government] try-

L303 - to establish for each field of service forums where that group of people go and they talk to

L304 - officials about services. Becausewe are fairly small there is no such forum for us. I think they

L305 - have tried and they have promised that things will be picked up but I don't know if anything

L306 - has happened but I think there is an idea it must happen.

L307 - There is no platform for us as NPOswith government

L308 - When we tried to contact the Councillor of Heidedal we saw an old clinic then we decided

L309 - we can do something with it and went to the Councillor and only to found out we can't, we

L310 - failed.

L311 - They [Department of Social department] tried to establish a forum but then there were two

L312 - things happened the people that we speak to I don't know whether they don't conveying

L313 - our message over to the next level of authority but it never gets there and the second thing

L314 - that is also happening is that they actually resign before any action is taken.

L315 - In the government departments there is a lot of movement - people come in and move out

L316 - and information stuck somewhere and is very discouraging to people in general.

L317 - We also found with the Ward Councillor there is lot of party politics involved if you are not

L318 - voting for their party you can forget about addressing the communities' needs and that I feel

L319 - is very wrong. There is lot of favours – Baantjies vir Boeties.

## 4.2 WHAT PROMOTES THE VOICE OF THE NPOs?

L320 – Openness to the high fat cats.

L321 – At the university we have got an open door system with our Vice Chancellor, we have got

L322 - Facebook with him, the students Facebook with him, they can make an appointment, me as

L323 - a lecturer I can go and make an appointment and I go and speak to him and I can voice the

L324 - problems of my students so I think there should be a channel [of communication]." "I know

L325 - that they are busy or they must [appoint] a big person an authoritative person to help with

L326 – that can open a channel of communication to promote that voice [of the NPOs].

L327 – Redefining the work partnership if you realise that this NPO sector renders about 70% of

L328 - the services that we as government were supposed to render then you go and you say

L329 - humbly how I can assist you unless that idea of a partnership is not changing its going to be

L330 - like this.

L331 - Is like I am the big brother I am giving you money you going to do as I say. We are really

L332 – helping us how can we make it easier for you?

L332 - I think knowledge is power so municipalities in government are mandated by law to give

L333 - knowledge to the community and that is not taking place. There is not enough information

L334 - drive and there are not enough billboards that inform people about their rights and

L335 – responsibilities. I feel that if people right to this service.

L336 - We should know what other layers of responsibilities if this person doesn't help who can I

L337 - speak to in the next in line but that information is never that accessible you get to a point

L338 - where you get stuck and you can't go beyond that and nobody knows who is responsible for

L339 - what and so you can't voice that concern. "So I believe knowing those people directly is

L340 - important.

L341 - If you look at America where everything turned around in 2001 because it was also the

L342 - same as the NPOs sector was serving and giving most of the things to the people but they

L343 - did not realise how much they needed the NPOs until 2001 with the World Charity Centre

L344 - thing after that there is big big shift that came from Donors as well as the Government that

L345 - is actually putting in more resources and money into NPOs because they know that NPOs

L346 - has a more bigger basis foundation a stronger foundation and a purpose and the

L347 - sustainability of the NPOs is much longer. So they [government] must actually start seeing

L348 - that NPOs can be a hand ..., they know how.

L349 - If you look at Kids Welfare they are 100 years of service, yhaa so it's NPO, 100 years WOW!

L350 - That's something to be proud of ..."So something of knowledge of that NPOs is actually the

L351 - higher one on service delivery.

L352 - [Government] can change the policy in one meeting and it can do it the next day and so all

L353 - the NPOs can actually change direction immediately where the need. Government can't do

L354 - that it's a big ship is a lot of people that needs to be informed and so that's one of the

L355 - benefits of the NPOs is the ability to change direction to bring the service to the people.

L356 - In America if you go to the government and you tell them I want to start a shelter they

L357 - give you the building they give you the money for the building & they pay you for each

L358 - person you keep in that place. It is a complete different spirit. But it was not always like

L359 - that 2001 most of these things started.

L340 - I think we [NPOs] are promoting our voices between other NPOs very well because we

L341 - network very well because I know those people are the guys that are really helping me so

L342 - my relationship with them it's good and I do anything that they want me to do for them but

L343 - the government has been distanced far away from me so nothing is going on.

L344 - The thing is to promote it actually you need to know where to go what to say when to be

L345 - where but there is no communication system we need to go to. I think to promote it there

L346 - must be something done on the communication system where can you  
L347 - write it then how will I know they have received it. We can try to promote it but if there is  
L348 - nothing from the other side [i.e. government] so how can I try to promote it?  
L349 - My proposition I think at the university we have congresses so I think if you can have a  
L350 - congress that you can provide a platform where the NPOs can invite government and so  
L351 - they can see what we do and where the NPOs present all at once but they, do not only with  
L352 - one NPO but standing together or the different NPOs that network and present to  
L353 - government and make it an issue that is on the news to draw attention.  
L354 - I think in big institutions it happens that some of the persons do not know what the  
L355 - issues are about so I think if you can provide an open space like that where they can  
L356 - stand together and they can invite government and stand as a collective voice.  
L357 - We had a conference like that in April [2013] at the Vista University and we had  
L358 - 27 NPOs there & it was like you could see all different NPOs & that is the idea of that we  
L359 - are going to have another one in the first week of September [2014] of which the university  
L360 - is going to be partner of this thing. Last year they saw [university] this thing and they came  
L361 - and Billyboy Ramahlele was one of the speakers there and he saw this thing and he said ok  
L362 - now the university is prepared to be partner of this thing. We are trying to do something  
L363 - because government is not involved at all.  
L364 - I was actually thinking linking the government with the university with the third sector  
L365 - starting to infuse those.

#### **4.3 WHAT HINDERS THE VOICE OF THE NPOs?**

L366 - I think we must not be beggars we [NPOs] must be leaders we must find something way  
L367 - that we can generate money and do our own thing and then the government will  
L368 - follow.  
L369 - There is not openness from both side of the government and the NPOs- you have to  
L370 - have both.  
L371 - It seems as if we are working against each other the NPO against the government I  
L372 - think that mind-shift must take place with government. Government must understand  
L373 - that this is actually the wing of society that is helping us most or to great extent.  
L374 - Put it [NPOs] high in the agenda give authority to people that is speaking like a forum of  
L375 - NPOs give it authority in the legislation - that will give us a voice.  
L376 - Government also do not acknowledge the service that we [NPOs] render they think  
L377 - we are.  
L378 - Maybe they [government] can buy in on the objectives or some of the objectives of the  
L379 - NGO and then they can take it from there not working against each other but to take  
L380 - hands and to partner with them on programmes.  
L381 - They [government] actually prescribe the objectives that we should do. So they tell me  
L382 - this is the services that I am subsidising for. So we are basically in agreement on the  
L383 - objectives.  
L384 - What about the visibility of the departments with the NPO. They [government  
L385 - departments] must be more visible, they must reach out to the NPOs.  
L386 - One day I was sitting in my office and Ms Winkle Direko came in, she walked in at the  
L387 - front gate with her guards she sat down and she said I want to see somebody who can  
L388 - help I with pamphlets and I gave somebody to talk to and she stood up and she left  
L389 - and she was normal. That's the type of thing that is really nice if you meet the people  
L390 - even if they don't come to you. If you ask to see them, if you want to meet them at a  
L391 - place, at an event that's nice to see that.  
L392 - As we are the Third Sector I think there must be also a law that states that certain  
L393 - portion of that same money that SARS is getting should go to NPOs and make sure that  
L394 - the allocation is correct because government power plays with the money and then  
L395 - business are the same story. Private sector power plays with the money. We don't  
L396 - have a voice because we don't have money - we rely on them. There is no legal  
L397 - allocation to the Third Sector.

L398 - A case against the MEC I have made it clear to my staff that when we participate in  
 L399 - this forum we can animosity from government we suddenly hear we have no  
 L400 - funding so it's really not fair.  
 L401 - An NPO they are actually the voice of the people in the community so if the NPO sees  
 L402 - violation of human rights and government is covering up the NPOs is the one that  
 L403 - you actually start shouting it out and I think we felt that you can see that the funding  
 L404 - the service recipients so that's why we started to make the noise well aware  
 L405 - that this is going to happen ...but somewhere I think it opened some officials eyes in  
 L406 - terms of you can't treat people like that.  
 L407 - The issue of Social Enterprises of NPOs moving rather not calling themselves NPOs  
 L408 - but they call themselves Social Enterprises because they have now looked for ways to  
 L409 - generate for money actually to fund themselves and they have got very good  
 L410 - cooperation with the government in that way but they also have that issue of the  
 L411 - government must not have too much say in what they do otherwise they will be then  
 L412 - that submissiveness I think that's the way to go forward with NPOs going over to Social  
 L413 - Enterprises and they are really promoting themselves and the people that have money  
 L414 - buy into the Social Enterprise and that uplifts.

## **5. PERSPECTIVES ON THE IMPROVEMENT OF THE DELIVERY OF GOVERNMENT SERVICES**

### **5.1 IMPROVING THE IMPLEMENTATION OF THE BATHO PELEPPRINCIPLES**

L415 - The managers should take their role.  
 L416 - Charity begins at home. It should not be about government or HEI infusing them it should  
 L417 - start somewhere earlier and home is the perfect place.  
 L418 - More awareness campaigns on the ground level.  
 L419 - Everyone should take responsibility [Accountability]  
 L420 - There should be a Department that should know what NGOs there are and their job should  
 L421 - be to see that government works so that there could be correlation.  
 L422 - Service learning like we are doing from the university's side and we are taking modules  
 L423 - with the NPO that very same thing can happen from government and NPOs where there is  
 L424 - service and learning entails. Training  
 L425 - Modelling - How do I answer a phone, How do I deal with a guy standing in front of me  
 L426 - with a huge problem with this or that show them. Some of these people haven't seen  
 L427 - service in action that's why I sometimes feel if someone can just tell this person this is how  
 L428 - you do it.  
 L429 - Put it as part of an incentive for government employees, to be rewarded not in fiscal terms  
 L430 - but recognize and make it a huge story and say we have a competition and which  
 L431 - departments are rendering the best public service and there will be a prize but really push.

### **5.2 WHAT ROLE HEI CAN PLAY?**

L432 - There should be module which deals with Ethics so that when I go out there and finish  
 L433 - up they know I should be able to handle people.  
 L434 - I think even more how are the university staff and even admin actually helping students,  
 L435 - how are they serving them. Because if you start going to the admin and it's almost like  
 L436 - government so you don't ever see good service. In South Africa if you want good service I  
 L437 - will go to Kloppers because I know I get good service there and that's going to push me to  
 L438 - say I want to be like this. So something of the university, more structure and management  
 L439 - must also step up because that where they actually. Students are customers they are  
 L440 - paying for the service [modelling and the university]  
 L441 - In service-training - training is really power you will not maybe catch 60 people to change  
 L442 - their attitude maybe you can change one but that one person can make a difference.





24 February 2012

ETHICAL CLEARANCE APPLICATION:

*BATHO PELE PRINCIPLES: SERVICE LEARNING AS A TOOL FOR PREPARING STUDENTS FOR PUBLIC SERVICE IN THE FREE STATE.*

Dear Mr P Pitso

With reference to your application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence, is:

**UFS-EDU-2012-0012**

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension in writing.

We request that any changes that may take place during the course of your research project be submitted in writing to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise. At the conclusion of your research project, please submit a project report stating how the research progressed and confirming any changes to methodology or practice that arose during the project itself. This report should be under 500 words long and should contain only a brief summary focusing primarily on ethical considerations, issues that may have arisen and steps taken to deal with them during the course of the research. Upon receipt of this report, a final ethical clearance certificate will be issued to you, which will form part of your final dissertation.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours sincerely,



Andrew Barclay  
Faculty Ethics Officer

## **APPENDIX T**

### **DETAILED PRESENTATION OF DATA OBTAINED THROUGH THE PRE- AND POST-IMPLEMENTATION STUDENT QUESTIONNAIRES**

#### **a) Presentation of data obtained through the pre- and post-implementation student questionnaires**

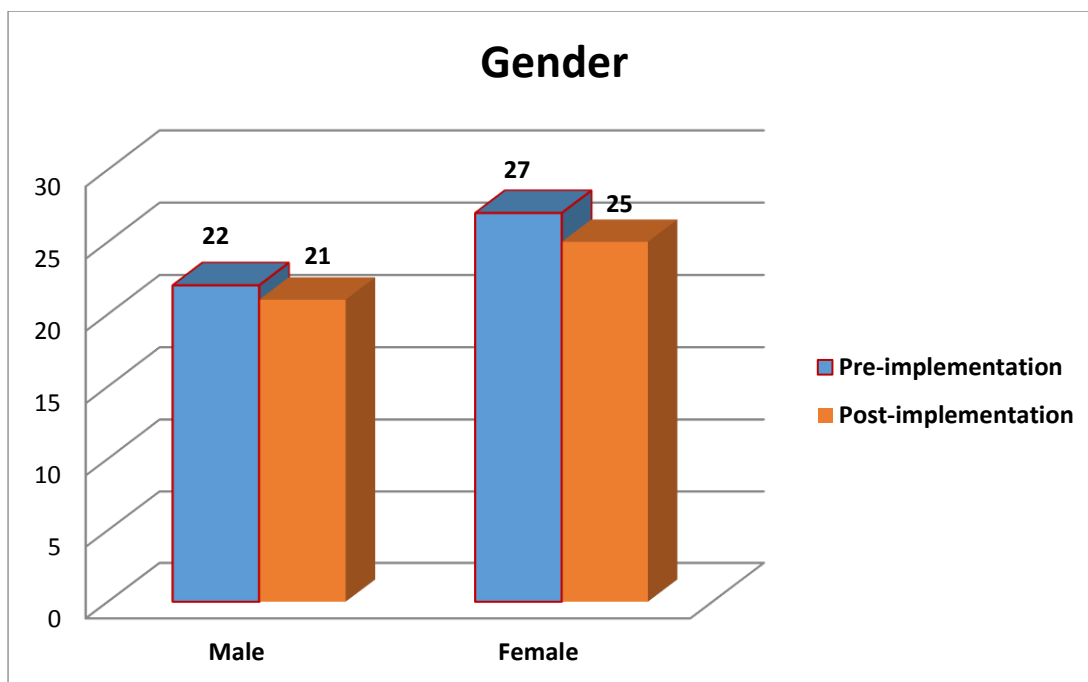
The data obtained from the pre- and post-implementation student questionnaires will be presented and explained in terms of the seven sections that were identified in the respective questionnaires. Each section includes various subsections and/or statements. Subsequently, a summary of the research results as per the respective sections s also presented.

#### **SECTION 1: STUDENT INFORMATION**

Section 1 focused on the student information and includes the subsections on the gender, home language, age and the current year of study of CSL324 students.

##### **Subsection 1: Gender**

The gender distribution of CSL324 students who completed the pre- and post-implementation student questionnaires is illustrated in Figure 5.1.



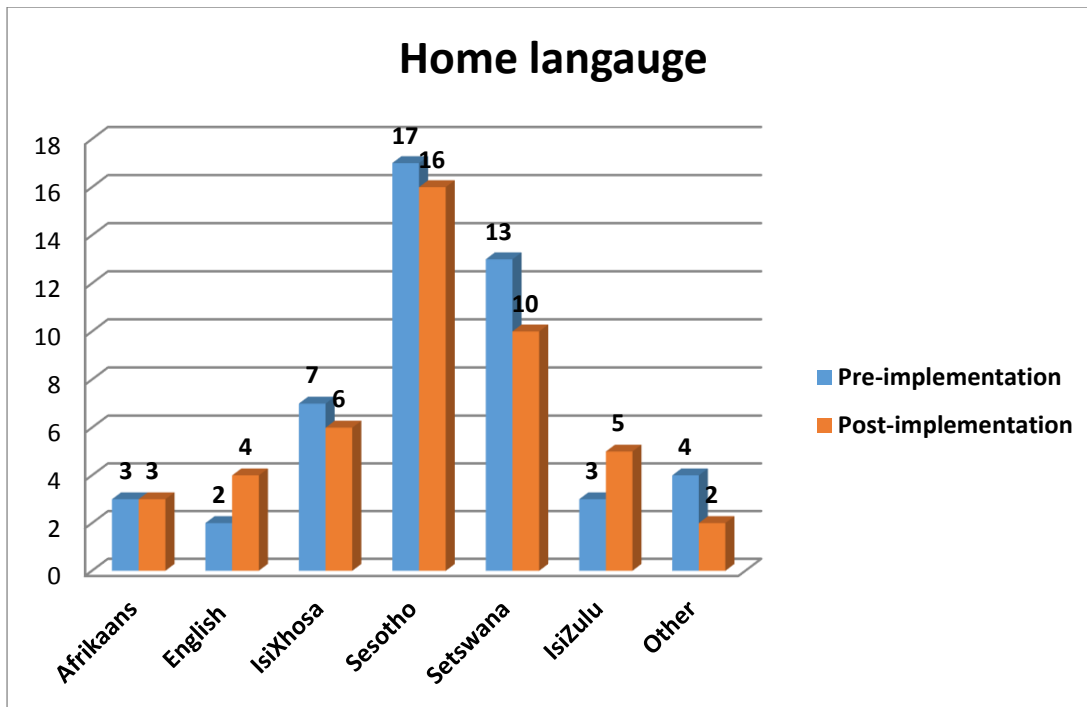
**Figure 5.1: Gender**

Out of 54 registered students in 2015 for CSL324 module, figure 5.1 indicates that 49 (91%) students completed the pre-implementation questionnaire and 46 (85%) students completed the post-implementation questionnaire respectively. This implies that at least 85% of the total registered students in CSL324 module participated in the study, which is indicative of a sufficient sample population.

When comparing the gender distribution of the CSL324 students who responded to the respective student questionnaires, it is evident that out of the 49 students that responded to the pre-implementation questionnaire 27 (55%) were females, and out of 46 students that responded to the post-implementation questionnaire 25 (54%) were females. This implies that the majority of the participants (i.e. above 50%), that completed both the pre- and post-implementation student questionnaires were females.

### **Subsection 2: Home language**

The home language distribution of CSL324 students who completed the pre- and post-implementation student questionnaires is illustrated in Figure 5.2.



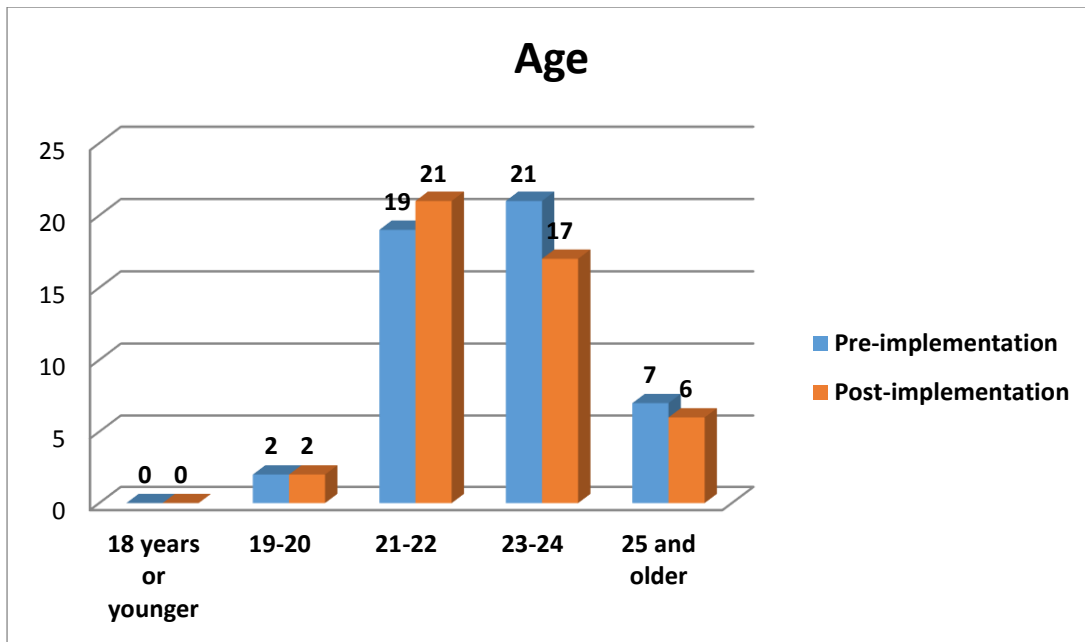
**Figure 5.2: Home language**

According to figure 5.2, the home language distribution of the participants who respectively completed the pre- and post-implementation student questionnaires, reveals a spread across all the home language categories, with greater representation of Sesotho-speaking and Setswana-speaking students. This is evident in that 17 (35%) out of the 49 participants that completed the pre-implementation student questionnaire, and 16 (35%) out of the 46 participants that completed the post-implementation student questionnaire, were Sesotho-speaking. Additionally, 13 (27%) identified Setswana as their home language in the pre-implementation questionnaire and 10 (22%) in the post-implementation student questionnaire.

However, there seemed to be a marginal representation (i.e. not more than 4) of English-speaking and Afrikaans-speaking students, as well as those that speak other languages, that completed both the pre- and post-implementation student questionnaires.

### **Subsection 3: Age**

The age distribution of CSL324 students who completed the pre- and post-implementation student questionnaires is illustrated in Figure 5.3.

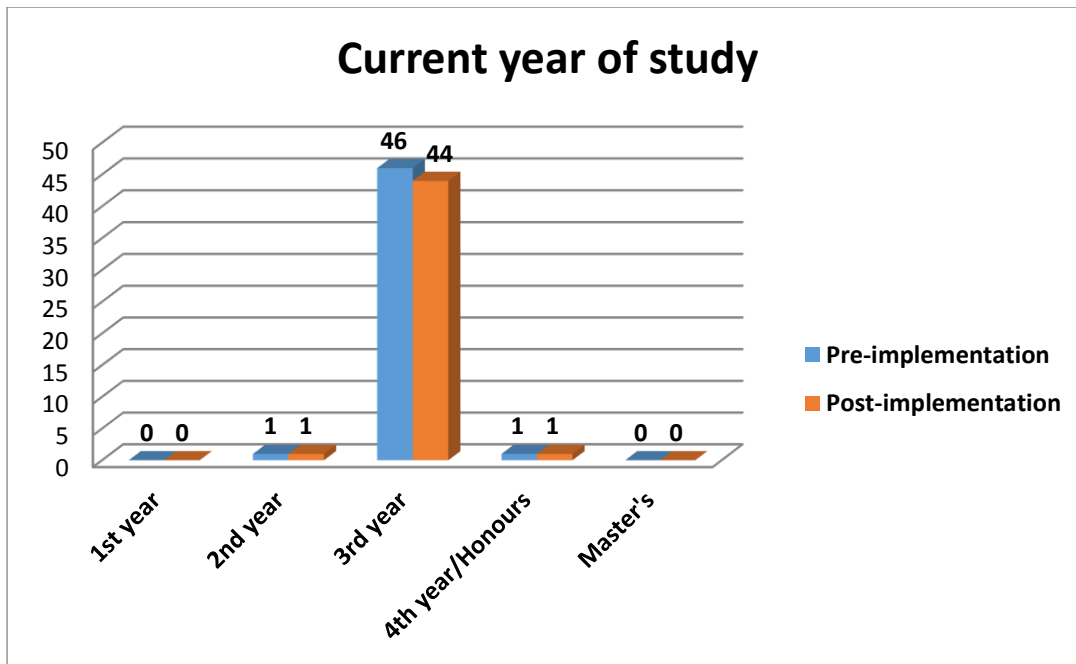


**Figure 5.3: Age**

In terms of figure 5.3, the age distribution of the participants who respectively completed the pre- and post-implementation student questionnaires, glaringly indicates a greater representation of the students that participated in this study to be between the ages of 21 – 24 years old.

#### **Subsection 4: Current year of the study**

The current year of study of CSL324 students who completed the pre- and post-implementation student questionnaires is illustrated in Figure 5.4.



\*Number of participants for the pre-implementation student questionnaire was (N = 49). However, one (1) out of the 49 participants did not respond to this subsection.

**Figure 5.4: Current year of study**

With regard to the current year of study, figure 5.4 depicts that 46 (96%) out of the \*48 participants in the pre-implementation student questionnaire, and 44 (96%) out of the 46 participants in the post-implementation questionnaire were in their third year of study. This infers that the majority of the students that participated in this study were in their third year of study. This could be explained by the fact that the CSL324 module under study is a capstone module, designed for three majors (i.e. Political Science, Public Administration and Management, as well as Communication Studies) in the third year of a Bachelor of Arts (BA) Degree in Governance and Political Transformation Programme.

## **SECTION 2: SERVICE SECTOR AND COMMUNITY**

Section 2 focused on the two main subsections firstly, to acquire students' perspective in terms of benefits they gained through their involvement in the community (i.e. students as beneficiaries), and secondly, to gain insight regarding how the students themselves contributed to both the service sector and community (i.e. service sector and community as beneficiaries). The latter is also just students' perceptions regarding how they think they have contributed to both the community and service sector partner.

In addition, this section included introductory questions in both the pre- and post-implementation student questionnaires, in which the focus was on the understanding of the

students regarding the name of the service sector partner and community prior and after the implementation of the module. Based on the pre-implementation student questionnaire, the participants provided varied responses regarding the name of the service sector partner with which they will work during the module. On one hand, the participants indicated the public sector, in particular, Ward Councillors as community leaders in the local sphere of government. On the other hand, the broader community of Brandwag was identified as the service sector partner. Additionally, several of the participants seemed not sure or knowing who the service sector partner was. In terms of the post-implementation questionnaire, most of the participants correctly indicated their service sector partner as Ward Councillors from the community of Brandwag and in several cases their exact personal names were indicated.

Furthermore, in both the pre- and post-implementation student questionnaires it was apparent that the participants were well informed regarding the community in which the CSL took place, as the majority indicated Brandwag community in Bloemfontein, as the name of the community involved in CSL324 module.

### **Subsection 1: Students as beneficiaries**

#### **a) Students as beneficiaries from the service sector partner**

In order to gain a better perspective regarding the involvement of the CSL324 students with the service sector, a question was asked in terms of what the students have gained or benefitted from their involvement with the service sector partner. The majority of the participants were of the view that they have gained or benefitted in some way from their involvement with the service sector partner. Since, various benefits were highlighted by the participants, the following were the identified themes in terms of the benefits of the students from their involvement with the service sector partner. Some of the participants' responses are included. Verbatim quotes are used where applicable and only significant remarks as recorded are presented. Table 5.6 provides a summary of the themes that were identified.

**Table 5.6: Summary of themes and codes identified regarding the benefits from the students' involvement with the service sector partner**

<b>Themes</b>	<b>Code</b>
Communication skills	CS
Knowledge on community affairs	KCA
Knowledge on good governance	KG



Knowledge on the functionality of municipality	KM
Importance of moving from individualistic to partnership approach	PA
Personal Skills	PS
Problem solving skills	PSS
Preparation for world of work	PWW
Sympathy towards community	S
Increased sense of social responsibility	SR
Teamwork skills	TWS

- **Communication skills**

The majority of the students indicated that through their involvement with the service sector partner they have learned how to interact and gained self-confidence in interacting with community members, as well as their fellow co-students. Therefore, they see communication as key. This is supported by the following statements:

“...I have learnt how to interact with community members and also communicate with my fellow colleagues.”

“...self-confidence [jn] the ability to voice my opinion...”

“I learned the values of working together as a team player and that communication is very key in that regard.”

Correspondingly, the majority of the students through their reflection reports also reiterated that the CSL experience has contributed to their communication and listening skills, as stated by some of the students:

“... I have developed skills of knowing when to speak, and when to let other people to speak ...”

“This has helped me to build my intrapersonal skills with others. More specifically speaking to people and forming relations with them ...”

“The community visits have taught me how to communicate with different people in different situations ...”

- **Knowledge on community affairs**

A greater representation of the participants indicated that they have benefitted through learning about the challenges and issues facing the community. Some of the respondents commented as follows:

“[I] had an opportunity to be educated and informed on issues in community.”

“...The critical information they shared about what’s happening around the community.”

- **Knowledge on good governance**

Some of the students indicated that through their involvement with the service sector partner, their understanding with regard to good governance, especially on the local sphere of government was enhanced. The following responses were recorded:

“...my understanding of how the system of governance on the local government level works [increased].”

“...I have learnt that there is no way in which the concept of good governance cannot be achieved without the principle of transparency, accountability.

“...it gave me a clearer perspective of Governance.”

Correspondingly, the majority of the students’ reflection reports reflected that the students acquired knowledge on governance and political transformation, as the module comprised of both the practical and theoretical part.

- **Knowledge on the functionality of municipality**

The students strongly emphasised that their involvement with the service sector partner highlighted knowledge on the overall functioning of government, particularly, in the municipality regarding service delivery related matters. Responses such as the following were recorded:

“...they highlighted some of the functions of the municipality that I never learned during my undergraduate degree... This shows that, indeed the field is different.”

“...I was able to learn about the municipal budgets put into place...”

“Yes, they were able to share critical information on how the government works with its different actors. I learned more about how work budget and how they benefited the community.”

“...exposure to the municipality and how it operates ...with day to day service delivery matters.”

- **Importance of moving from individualistic to partnership approach**

Several of the participants were of the opinion that through their involvement with the service sector partner, the importance of partnership approach, especially in terms of involving the clients of government became apparent, by stating the following:

“...partnership participation is important involving citizens.”

“I have benefited the trust from the group I was working with and if it hasn't for those visit I would have still stayed in not knowing some of the classmates of SL.”

“...I learned how to get out of my comfort zone and ask the citizens about how they feel about the capacity of service delivery.”

- **Personal skills**

In their involvement with the service sector partner, personal or human skills such compassion, friendliness, self-confidence and motivation was apparent. This statement is supported by the following responses:

“...I learned how ...to be compassionate and friendly.”

“I have learned self-confidence... It has also motivated me...”

In the same note, the students' reflection reports also reflected that the CSL experience has contributed to their personal skills, as some of them commented:

“My people skills have certainly been enhanced. I am able to communicate better with people, including strangers. I am able to approach people and interview them without being shy. I am able to work with elderly people and understand their unique needs.”

- **Preparation for world of work**

One participant indicated that the involvement with the service sector partner “...motivated me and prepared me for my future career.”

- **Problem solving skills**

One participant indicated that through their involvement with the service sector partner, problem solving skills were gained, by stating as follows:

“... I learned how to solve problems...”

Also, the infusion of problem-solving skills was reported by the majority of the students through their reflective journals, as one of them stated:

“... I learned to come up with possible future solutions ... include the practice of good governance ...”

- **Sympathy towards community**

Several participants indicated that through their involvement with the service sector partner they became more sympathetic towards the community's circumstances. As stated by one of the respondents:

“...the ability ...to be more sympathetic of people's conditions and situations.”

- **Increased sense of social responsibility**

Some of the participants mentioned that through involvement with the service sector partner, they have learned to help the community with the skills they have acquired. One of the participants commented as follows:

“...I now know that I as a student can offer the skills and talents that will help my community.”

Correspondingly, similar findings were highlighted by the majority of the students through their reflection reports. As stated by some of the students:

“I will stay involved in the community in terms of attending meetings and encouraging people to attend ward meetings.”

“I intend to make a meaningful contribution to my community, and that is why I intend to run for councillorship of my ward during the coming local government elections whereby I hope to make a contribution by implementing what I learned in this module ...”

- **Teamwork skills**

Teamwork skills were identified as some of the benefits by the students. As stated by one respondent:

“...I learned the values of working together as a team player...”

The infusion of teamwork and networking skills was further confirmed by the majority of the students through their self-reflection reports, as stated by some of them;

“... This [module] helped me fundamentally to form relationships with people who I have been studying the same course with but hardly speaks to them ...”

“By forging bonds with each other (students), as well as other members of the community to be able to enhance interpersonal skills and increase social network ...”

It is noteworthy that most of the students through their reflection reports indicated that their exposure to teamwork enhanced their leadership skills, as stated by one of participants:

“... I decided to be the unofficial leader, coordinate where necessary ... This helped me to foster a culture of leading and learning with my group ...”

In contrast to the above, a marginal representation of the students were of the opinion that the societal issues related to the communities that were involved in CSL324 were not “real problems”, since most of their services were effectively and efficiently provided. Hence, they stated that they did not gain from their involvement with the service sector partner.

### **b) Students as beneficiaries from the community**

Correspondingly, with regard to the students’ benefits from their involvement in the community, most of the participants also indicated that they have benefitted in some way. Their motivations for this differed. As a result, the following were the identified themes in terms of the benefits of the students from their involvement in the community. Some of the participants’ responses are included. Verbatim quotes are used where applicable and only significant remarks as recorded are presented. Table 5.7 provides a summary of the themes that were identified.

**Table 5.7: Summary of themes and codes identified regarding the benefits from the students’ involvement in the community**

<b>Themes</b>	<b>Code</b>
Communication and listening skills	CLS
Community-mindedness or orientation	CM
Diversity skills	DS
Knowledge and application of good governance	KAG
Knowledge on community affairs	KCA
Knowledge on the functionality of municipality	KM
Personal skills	PS
Problem solving skills	PSS
Preparation for the world of work	PWW
Increased sense of social responsibility	SR
Teamwork skills	TWS

- **Communication and listening skills**

Some students indicated that they benefitted from their involvement in the community because they improved their social interaction and listening skills. This statement is supported by the following comments:

“Yes, I benefited a lot because I managed to improve my social interaction and communication skills.”

“Yes, I benefited or gained experience on how to encounter the people and listen to their worries involved in their area.”

“Yes, I was able to listen to community member’s problems and I reported back to councillors about the problems in which the community members experienced.

- **Community-mindedness or orientation**

Several participants indicated they benefitted from their involvement in the community because they developed an interest to consider taking a career in community service and for some a motivation to engage more in community participation. This is supported by the following statements:

“... as an individual that wants to take a career in [community] service...”

“I benefitted because I’m motivated to engage more in civic participation...”

“Yes ... they have sparked interest in the students to be more involved in their community.”

- **Diversity skills**

One participant indicated that their involvement in the community exposed them to dealing with different people, as stated:

“Yes, working with different people and dealing with their emotions...”

Concurrently, the majority of the students further reiterated the infusion of diversity skills through their reflection reports, as the following comments indicate:

“Being part of group also allows me to forge relationships with people of different religious, races and cultures. After this experience I have been able to befriend a Rasta-Farian, a colored, a muslim and a Venda girl who originates from a village in Thouyoundou, Limpopo.”

“... this module gave me the opportunity to work with people of diverse backgrounds ...”

- **Knowledge and application of good governance**

Some participants mentioned that they gained an understanding on the “art of governance” and how it can be applied in a community. As stated by these students:

“...knowledge was gained through the practicality of the module because then I understand how good governance can be applied in a community.”

“...I learned the art of governance, its practices and strategies.”

“...what has benefitted me the most is applying some of [good governance] techniques.”

- **Knowledge on community affairs**

The majority of participants indicated that they acquired greater understanding and knowledge on various needs and challenges experienced by the community. Responses such as the following were recorded:

“Now I have a greater understanding of the challenges faced by community members.”

“...open mindedness to reality of problems facing the community.”

- **Knowledge on the functionality of municipality**

Some participants indicated they benefitted from their involvement in the community, as they learned about the role and services of municipality. As stated by some students:



“I learned about municipal services and that municipal is in charge of serving the people.”

“I’ve benefitted a lot with regards to the role of municipality and different departments within the community.”

- **Personal skills**

One participant mentioned that through his involvement in the community, he learned that “patience” when dealing with people is important, as stated:

“I have learn[ed] that one has to be patient when dealing with other people.”

- **Problem solving skills**

One participant also highlighted problem solving skills as one of the benefits gained through involvement in the community, as stated:

“...I have gained knowledge and skills to know how to deal with public issues.”

- **Preparation for the world of work**

One participant mentioned that her awareness in terms of how to do “things” in the workplace was raised. As stated by the respondent:

“...It is essential that we understand what will be expected from us in the workplace and now I have an idea of how to do things.”

Concurrently, the majority of the students through their reflection reports highlighted that the module has contributed towards their understanding of workplace practices, as reflected below:

“... this [the module] will help me in my career to be able to work with different people and furthermore respect the cultures of other people. It will also help me to be a leader and knowing the principles of accountability and transparency.”

“It has taught me that in the workplace one day when we work for government I should encourage my colleagues to go out and talk to the community and hear which problems they are faced with.”

“... this module will assist me when I get employed within government as ... it provides me with a golden opportunity to obtain recognised knowledge concerning practical experience, problems surrounding good governance within a community.”

- **Increased sense of social responsibility**

One participant mentioned:

“...I have witnessed the pressures of having to work hard and give back to the community.”

- **Teamwork skills**

Several students indicated that through their involvement in the community they learned how to work effectively with other people, as stated:

“...I gained experience in how to work with people in the future.”

“... I have learnt on how to work effectively with people...”

In contrast, some of the students were of the opinion that they did not gain anything from their involvement in the community by stating the following:

“No, there wasn’t much interaction with the community with the last two visits.”

“No, I did not gain any knowledge because I felt that most of the services were provided adequately and on time so there was not much to learn.”

“I would have rather we worked in a community that desperately needed our help not in an affluent community where majority of service delivery demands are met.”

## **Subsection 2: Service sector and community as beneficiaries**

### **a) Service sector partner as beneficiary from students**

The majority of the participants were of the opinion that the service sector partner they worked with during the module have also gained from their involvement in some way. Various reasons in this regard were provided. In terms of the service sector partner as a beneficiary, the majority of the students indicated they contributed through providing a “fresh and different” perspective regarding the community needs, experiences and related solutions, by using the theoretical knowledge they acquired through the module. Additionally, they were of the opinion that the information enabled the service sector partner to understand the communities which they serve better. As stated by some of the students:

“...we as the students helped them to get more information regarding the needs of the people and what they were experiencing.”

“...with regard to the service sector partner she benefitted by getting to understand her community more and getting different opinions on how to deal with challenges...”

“... both parties have received a fresh perspective and a slightly different mind-set to the challenges”

“We provided solutions based on the theoretical knowledge we acquired from the module.”

One participant mentioned that through his involvement with the service sector partner, an opportunity was also provided for the service sector partner to educate him, as stated:

“...For the service sector partner, I helped her to possess the role of an educator by listening and asking questions.”

### **b) Community as beneficiary from students**

Similarly, as with the service sector partner, most of the participants were of the view that the community in which they did their practical work have also gained from their involvement in some way. Their reasons for this differed. Some of the students indicated they contributed

through raising awareness of the community's responsibility towards challenges and providing information regarding relevant persons in the municipality. As stated by one of the participants:

"...the community was assisted by knowing that they also have a responsibility towards challenges and who to call when a certain challenge arises."

"Yes, by letting them know that they too have a voice."

Several participants indicated that the community benefitted from their involvement because they brought some sense of light and hope in their lives. This statement is supported by the following comments:

"Yes, because communities putted their hopes up to us as upcoming leaders."

"Yes, I brought a sense and light in their lives and the community."

Some students added that their involvement with the community created platform for participation and voice of the community. This is supported by the following statements:

"Yes, I was able to listen to community member's problems and I reported back to councillors about the problems in which the community members experienced.

"...I facilitated in giving them a platform where they could express their opinions about service delivered..."

"Yes, it has encouraged community participation as well as strengthened the relationship between the service provider and the community."

Some participants were of the view that the community did not benefit from them. Motivations such as the following were indicated:

"No, because some of them we did not understand each other via language."

"No, [the community] did not have many problems we would have preferred to go to locations where there are problems...we only met wonders there."

“No, we didn’t participate in any activity to help the community, all we did was ask questions and interview people.”

### **SECTION 3: UNDERSTANDING OF COMMUNITY SERVICE LEARNING**

Section 3 focused on the understanding of CSL324 students regarding the notion of community service learning before and after the module. In their understanding and conceptualisation of community service learning, the following concepts were highlighted from both the pre- and post-implementation questionnaires:

- **Community service learning as an application of theory into practice through engaging with communities**

The majority of the participants indicated that they understand community service learning as a pedagogical tool that enabled them to apply the theory they have gained in the classroom into practice within the communities. Responses such as the following were stated:

“Service learning is a project whereby individuals undertake to engage what they have learned throughout their learning experience and therefore turn it into a service within their respective communities by virtue of volunteering to provide a service as per the need of that community while learning at the same time.”

“Service learning is an opportunity to practically apply all the theoretical work we have done throughout our varsity years....”

“A practical session whereby students expose what they have been taught in class from various modules...”

“It is linking the theoretical work learned in the classrooms to a more practical approach whereby students are given the liberty of identify pressing needs in the community.”

- **Community service learning as a platform for mutual and reciprocal learning and sharing of information between students and community**

Several students referred to community service learning as a platform for mutual and reciprocal learning and sharing of information between the students and community, as stated:

“The interaction between the students and community [through] the sharing of knowledge and information...”

“A discipline which... includes giving various teaching and practices to the community and learning from the community.”

“Service learning is about development both individually and to the community. One learns and earn teaching or educate members of the community they engage with.”

- **Community service learning as service to the community**

In their understanding of community service learning, the concept of service was apparent. Several participants regarded community service learning as a service provided to the community. This is supported by the following responses:

“Participation and engagement within the community by providing a service ...”

“Is the process ...making a difference by means of delivering a specific service that applies to the needs and demands of these communities.”

- **Community service learning as a tool facilitating skills to provide efficient and effective public service delivery**

Some participants perceived their involvement in the community as equipping or preparing themselves on how to provide efficient and effective service delivery to the community. As stated by some of the respondents:

“Service learning is equipping yourself with skills on how to be efficient and effective in the public sector...”

“... is learning about how to provide appropriate service delivery to the citizens, in an effective, accountable and efficient way.”

- **Learning and gaining understanding on the needs of the community**

The students strongly emphasised community service learning as learning and gaining understanding on the needs of the community. This is supported by the following statements:

“Engaging with the community to learn more about the issues affecting the communities as a whole.”

“Engagement with the community, in order to gain better understanding of communities’ needs and expectations from government”

“Making interactions with the community and broader my knowledge about what’s happening around...”

- **Community service learning as a facilitator of self or personal development and morals**

Some of the participants defined community service learning as a facilitator of self or personal development. Responses such as the following were indicated:

“A way for us to learn about the communities... in order for us to develop personally.”

“Service Learning is concerned with building our morals and good ethics that we can implement in the future.”

- **Community service learning as a process**

Some of the participants defined community service learning as a process. Responses such as the following were indicated:

“Service learning is a process between the student, the community and the university whereby the student engages within the communities with the aim of contributing by volunteering his/her services within the community and also learning at the same time.”

“Service learning is ...an academic process of using one’s knowledge.”

“... is a process through which students are engaged in communities and learn about their problems and thereafter come up with solutions.”

- **Credit- bearing module for students to attain marks**

Some participants regarded community service learning as a course or module for students to attain marks through community involvement, as stated:

“A credential course where students gain marks from community involvement...”

“Is a credit bearing educational experience in which students go out in the community to hear the challenges faced by the community and try to provide possible solutions.”

“... a university module which has credits for students to pass by applying theoretical work into practical work.”

- **Giving back to the community**

Several of the students indicated their understanding of community service learning as a way to give something back to the community, as stated:

“According to me service learning is a programme that is intended to give back to the South African communities..”

“Service learning is a way for students to give to the community.”

#### **SECTION 4: GENERAL EXPECTATIONS AND EXPERIENCES REGARDING THE CSL324 MODULE**

Section 4 focused on the general expectations (in the pre-implementation student questionnaire) and general experiences of the students (in the post-implementation student questionnaire) regarding the community service learning module. The following were statements included under this section:

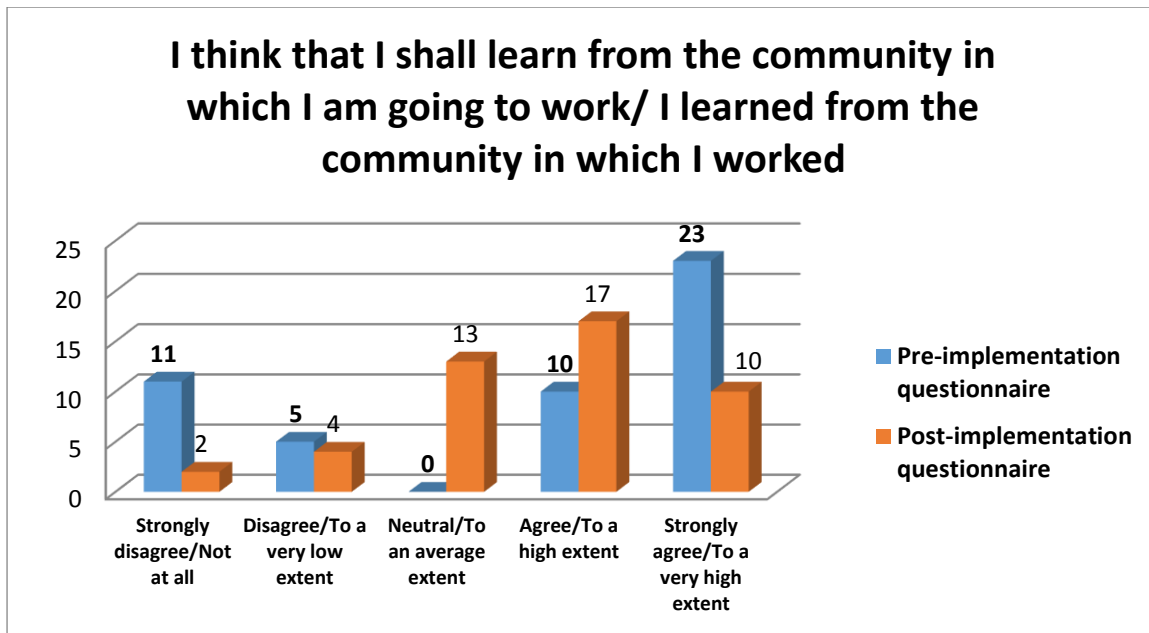
- I think that I shall learn from the community in which I am going to work/ I learned from the community in which I worked.
- I think that I shall learn from the service sector staff involved in the module/ I learned from the service sector staff involved in the module.



- I expect that this module will provide me with the opportunity to apply the knowledge that I acquired during my study period thus far/ The module provided me with the opportunity to apply the knowledge that I acquired during my study period thus far.
- I expect that the community service learning module will assist in preparing me for the world of work/ Community service learning module assisted in preparing me for the world of work.
- I think that the community service learning experience will help me to move from focusing on myself to focusing on community and others to achieve common good/ Community service learning experience helped me to move from focusing on myself to focusing on community and others to achieve common good.
- I think that the community service learning experience will help me to gain insight into my role as a responsible citizen/ The community service learning helped me to gain insight into my role as a responsible citizen.
- I think that the community service learning will contribute to my personal development/ The community service learning contributes to my personal development.
- I think that the community service learning module will require much more work than other modules/ The community service learning module required much more work than other modules.

**Statement 1:** I think that I shall learn from the community in which I am going to work/ I learned from the community in which I worked.

The pre and post rating of the CSL324 students regarding the statement: *I think that I shall learn from the community in which I am going to work/ I learned from the community in which I worked* is illustrated in Figure 5.5.



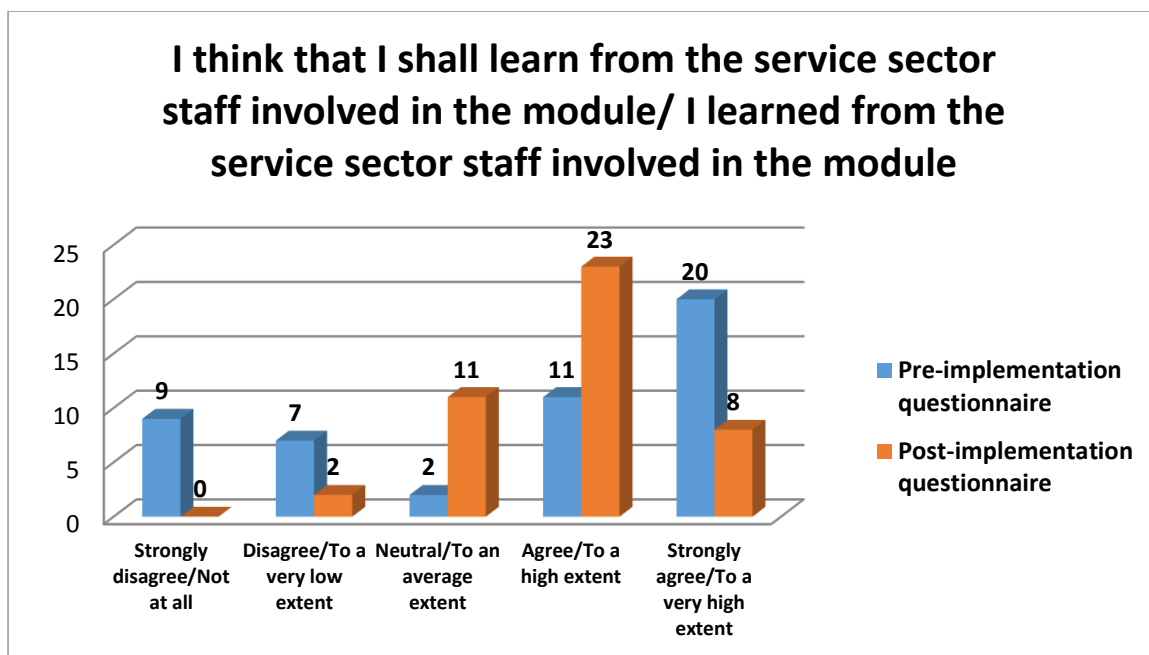
**Figure 5.5: I think that I shall learn from the community in which I am going to work/ I learned from the community in which I worked**

Based on figure 5.5, it is apparent that in terms of the pre-implementation student questionnaire, 33 (i.e. 23 strongly agree and 10 agree) of the participants expected to learn from the community in which they were going to work, while it was not the case with 16 (i.e. 11 strongly disagree and 5 disagree) of the participants. With regard to the post-implementation student questionnaire, 27 (i.e. 10 strongly agree and 17 agree) of the participants actually confirmed that they learned from the community in which they worked. A total of 13 of the participants were neutral, while 6 (i.e. 2 strongly disagreed and 4 disagreed) of the participants responded negatively.

This implies that the level at which the students' expectations were met in terms of learning from the community was very high, since almost 60% (i.e. 27 out of 46 respondents to this statement) confirmed it in the post-implementation questionnaire.

**Statement 2:** I think that I shall learn from the service sector staff involved in the module/ I learned from the service sector staff involved in the module.

The pre and post rating of the CSL324 students regarding the statement: *I think that I shall learn from the service sector staff involved in the module/ I learned from the service sector staff involved in the module* is illustrated in Figure 5.6.



\*Number of participants for the post-implementation student questionnaire was (N = 46). However, two (2) out of the 46 participants did not respond to this statement.

**Figure 5.6: I think that I shall learn from the service sector staff involved in the module/ I learned from the service sector staff involved in the module**

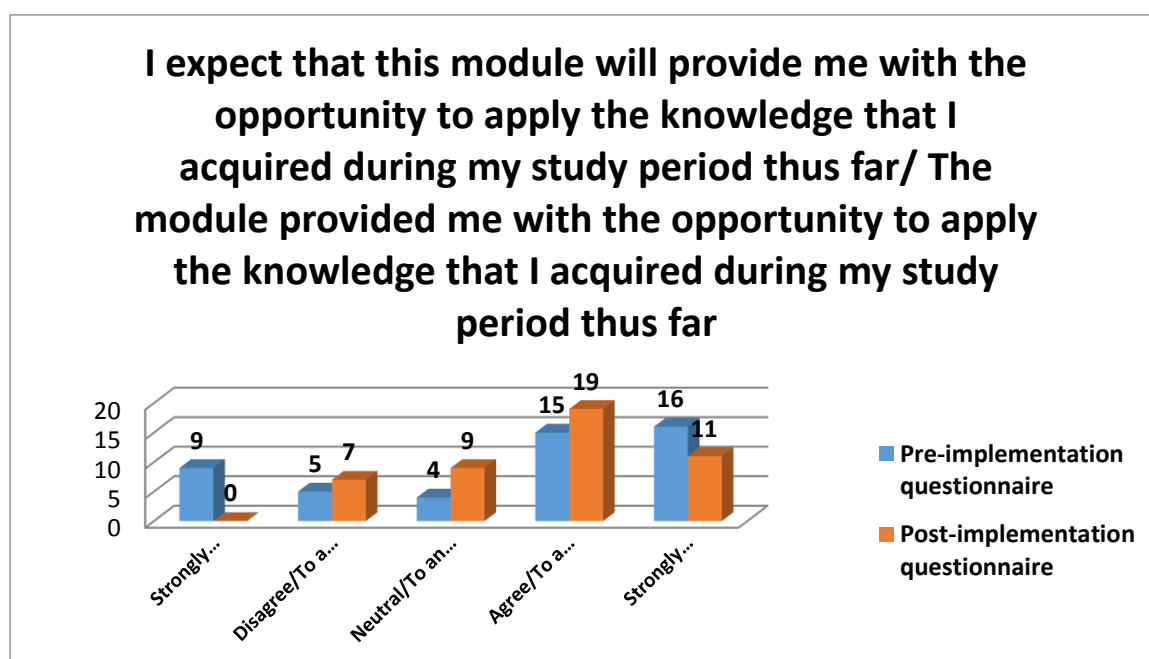
Figure 5.6 indicates that the majority of the participants (31) [i.e. 20 strongly agree and 11 agree) that participated in the pre-implementation student questionnaire expected to learn from the service sector staff involved in the module. A total of two of the participants remained neutral, while the remaining 16 (i.e. 9 strongly disagree and 7 disagree) negatively responded. In view of the post-implementation student questionnaire, similarly the majority of the participants (31) [i.e. 8 strongly agree and 23 agree) confirmed that they learned from the service sector involved in the module. In this regard, a total of 11 remained neutral, whereas 2 disagreed to the statement.

This implies that the level at which the students' expectations were met in terms of learning from the service sector staff was very high, since 70% (i.e. 31 out of \*44 of the respondents to this statement) confirmed it in the post-implementation questionnaire.

**Statement 3:** I expect that this module will provide me with the opportunity to apply the knowledge that I acquired during my study period thus far/ The module provided me with the opportunity to apply the knowledge that I acquired during my study period thus far.

The pre and post rating of the CSL324 students regarding the statement: *I expect that this module will provide me with the opportunity to apply the knowledge that I acquired during my*

study period thus far/ The module provided me with the opportunity to apply the knowledge that I acquired during my study period thus far is illustrated in Figure 5.7.



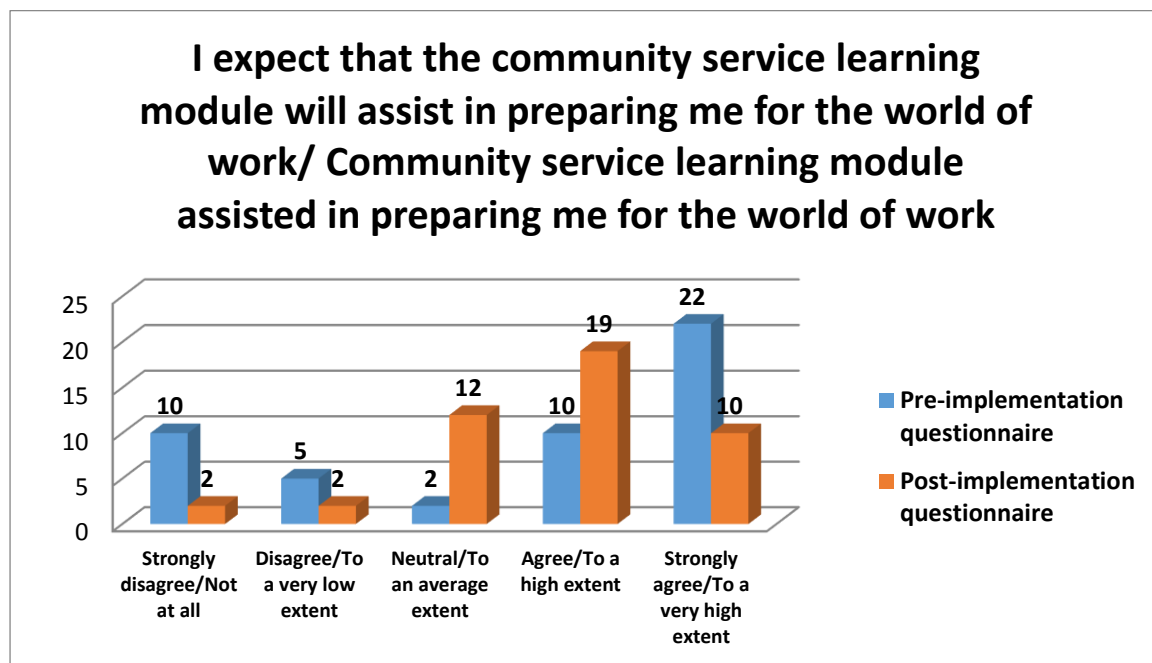
**Figure 5.7: I expect that this module will provide me with the opportunity to apply the knowledge that I acquired during my study period thus far/ The module provided me with the opportunity to apply the knowledge that I acquired during my study period thus far**

Figure 5.7 highlights that most of the participants (31) [i.e. 15 strongly agree and 16 agree] that responded in the pre-implementation student questionnaire expected that this module will provide them with the opportunity to apply the knowledge that they have acquired during their study period thus far. A total of 14 (i.e. 9 strongly disagree and 5 disagree) negatively responded, while a total of four remained neutral. Correspondingly, the majority of the participants (30) [i.e. 11 strongly agree and 19 agree] in terms of the post-implementation student questionnaire experienced the module as providing them with the opportunity to apply the knowledge they have acquired during their study period thus far. A total of 9 of the participants selected neutral and 7 disagreed to the statement.

This suggests that the level at which the students' expectations were met in terms of applying the knowledge they have acquired during their study period was very high, since 65% (i.e. 30 out of 46 of the respondents to this statement) confirmed it in the post-implementation questionnaire.

**Statement 4:** I expect that the community service learning module will assist in preparing me for the world of work/ Community service learning module assisted in preparing me for the world of work.

The pre and post rating of the CSL324 students regarding the statement: *I expect that the community service learning module will assist in preparing me for the world of work/ Community service learning module assisted in preparing me for the world of work* is illustrated in Figure 5.8.



\*Number of participants for the post-implementation student questionnaire was (N = 46). However, one (1) out of the 46 participants did not respond to this statement.

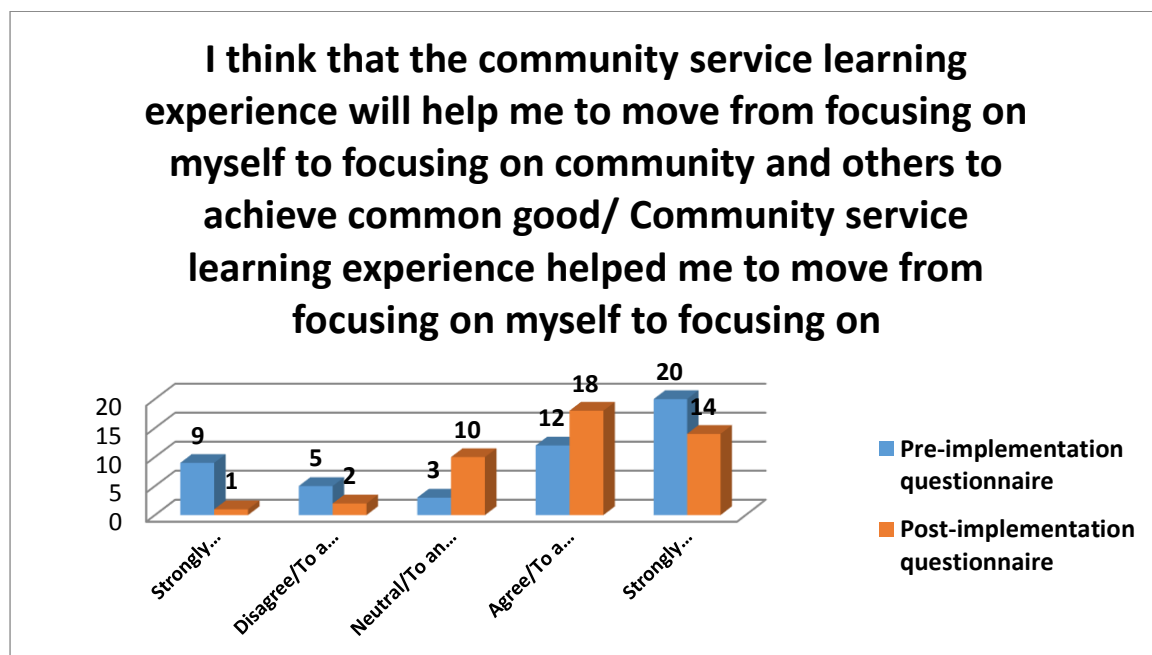
**Figure 5.8: I expect that the community service learning module will assist in preparing me for the world of work/ Community service learning module assisted in preparing me for the world of work**

Figure 5.8 shows that the majority of the participant (32) [i.e. 22 strongly agree and 10 agree] in the pre-implementation student questionnaire expected that this module will assist in preparing them for the world of work. A total of two of the participants remained neutral, whereas 15 (i.e. 10 strongly disagree and 5 disagree) of the participants negatively responded. Based on the research results from the post-implementation student questionnaire, it is apparent that a greater representation of the participants (29) [i.e. 10 strongly agree and 19 agree] confirmed that CSL324 module assisted in preparing them for the world of work. In this case, a total of 12 of the participants selected neutral, 2 selected strongly disagree and the remaining 2 of the participants selected disagree.

This denotes that the level at which the students' expectations were met in terms of being prepared for the world of work was very high, since 64% (i.e. 29 out of \*45 of the respondents to this statement) confirmed it in the post-implementation questionnaire.

**Statement 5:** I think that the community service learning experience will help me to move from focusing on myself to focusing on community and others to achieve common good/ Community service learning experience helped me to move from focusing on myself to focusing on community and others to achieve common good.

The pre and post rating of the CSL324 students regarding the statement: *I think that the community service learning experience will help me to move from focusing on myself to focusing on community and others to achieve common good/ Community service learning experience helped me to move from focusing on myself to focusing on community and others to achieve common good* is illustrated in Figure 5.9.



\*Number of participants for the post-implementation student questionnaire was (N = 46). However, one (1) out of the 46 participants did not respond to this statement.

**Figure 5.9: I think that the community service learning experience will help me to move from focusing on myself to focusing on community and others to achieve common good/ Community service learning experience helped me to move from focusing on myself to focusing on community and others to achieve common good**

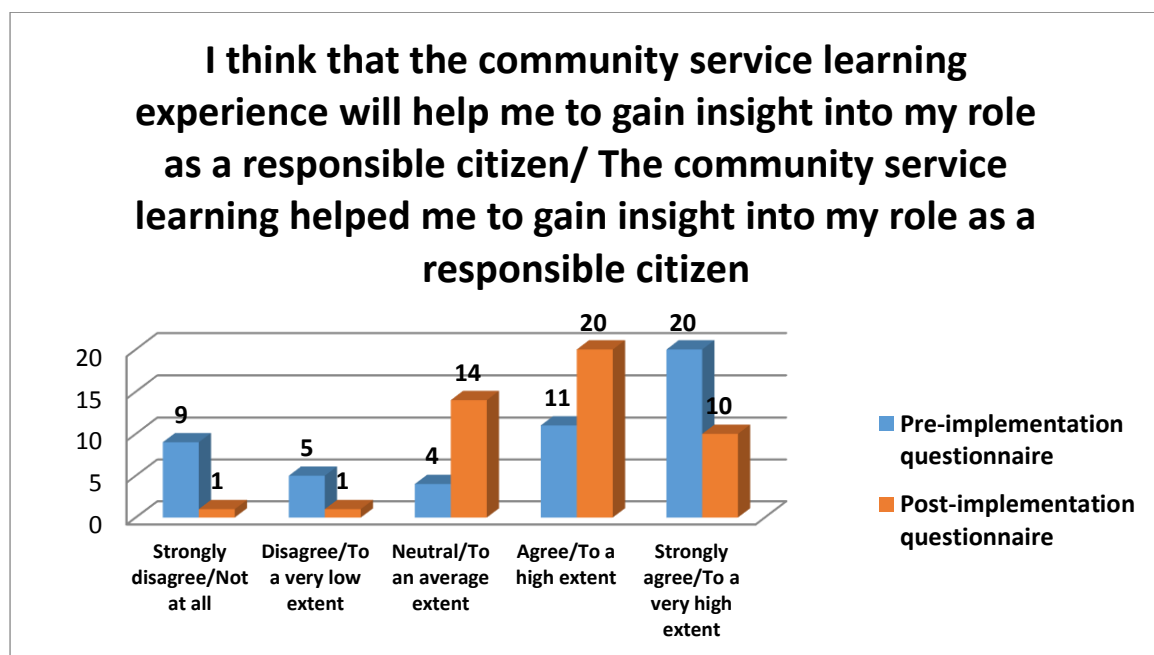
In terms of figure 5.9, it is apparent that the majority of the participants (32) [i.e. 20 strongly agree and 12 agree] in the pre-implementation student questionnaire expected that the module experience will help them to move from focusing on themselves towards focusing on

community and others to achieve common good. A total of 3 of the participants remained neutral, whereas 14 of the participants (i.e. 9 strongly disagree and 5 disagree) negatively responded. In relation to the post-implementation student questionnaire, it is apparent that a greater representation of the participants (32) [i.e. 14 strongly agree and 18 agree] actually established that this module helped them to move from focusing on themselves to focusing on community and others to achieve common good. In this regard, a total of 10 of the participants selected neutral, while 3 of the participants (i.e. 1 strongly disagree and 2 disagree) responded negatively.

This represents that the level at which the students' expectations were met in terms of moving from focusing on oneself towards focusing on community and others to achieve common good was very high, since 71% (i.e. 32 out of \*45 of the respondents to this statement) agreed in the post-implementation questionnaire.

**Statement 6:** I think that the community service learning experience will help me to gain insight into my role as a responsible citizen/ The community service learning helped me to gain insight into my role as a responsible citizen.

The pre and post rating of the CSL324 students regarding the statement: *I think that the community service learning experience will help me to gain insight into my role as a responsible citizen/ The community service learning helped me to gain insight into my role as a responsible citizen* is illustrated in Figure 5.10.



**Figure 5.10: I think that the community service learning experience will help me to gain insight into my role as a responsible citizen/ The community service learning helped me to gain insight into my role as a responsible citizen**

Figure 5.10 illustrates that most of the participants (31) [i.e. 20 strongly agree and 11 agree) in the pre-implementation student questionnaire expected that the experience from the module will help them to gain insight into their role as a responsible citizen. A total of four of the participants remained neutral, while 14 of the participants (i.e. 9 strongly disagree and 5 disagree) responded negatively. In terms of the post-implementation student questionnaire, it seems that the majority of the participants (30) [i.e. 10 strongly agree and 20 agree] confirmed that the community service learning module experience helped them to gain insight into their role as a responsible citizen. In this regard, a total of 14 of the participants remained neutral, while 2 of the participants (i.e. one strongly disagree and one disagree) responded negatively.

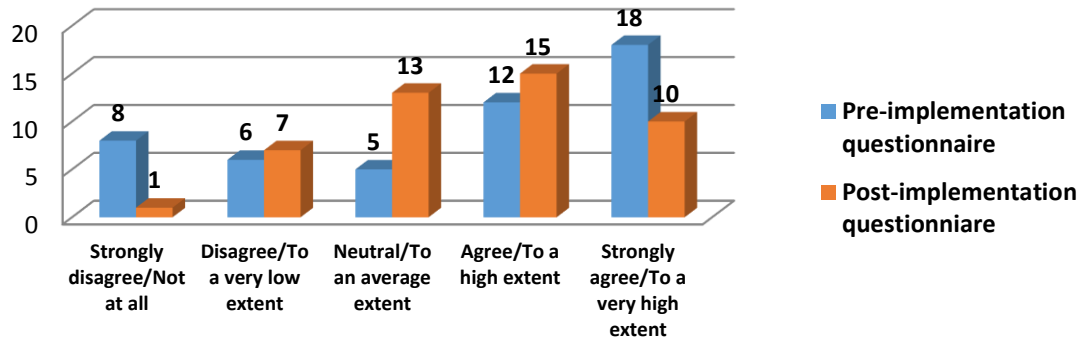
This implies that the level at which the students' expectations were met in terms of gaining insight into their role as a responsible citizen was very high, as 65% (i.e. 30 out of 46 of the respondents to this statement) confirmed it in the post-implementation questionnaire.

**Statement 7:** I think that the community service learning will contribute to my personal development/ The community service learning contributes to my personal development.

The pre and post rating of the CSL324 students regarding the statement: *I think that the community service learning will contribute to my personal development/ The community service learning contributes to my personal development* is illustrated in Figure 5.11.



**I think that the community service learning will contribute to my personal development/  
The community service learning contributes to my personal development**



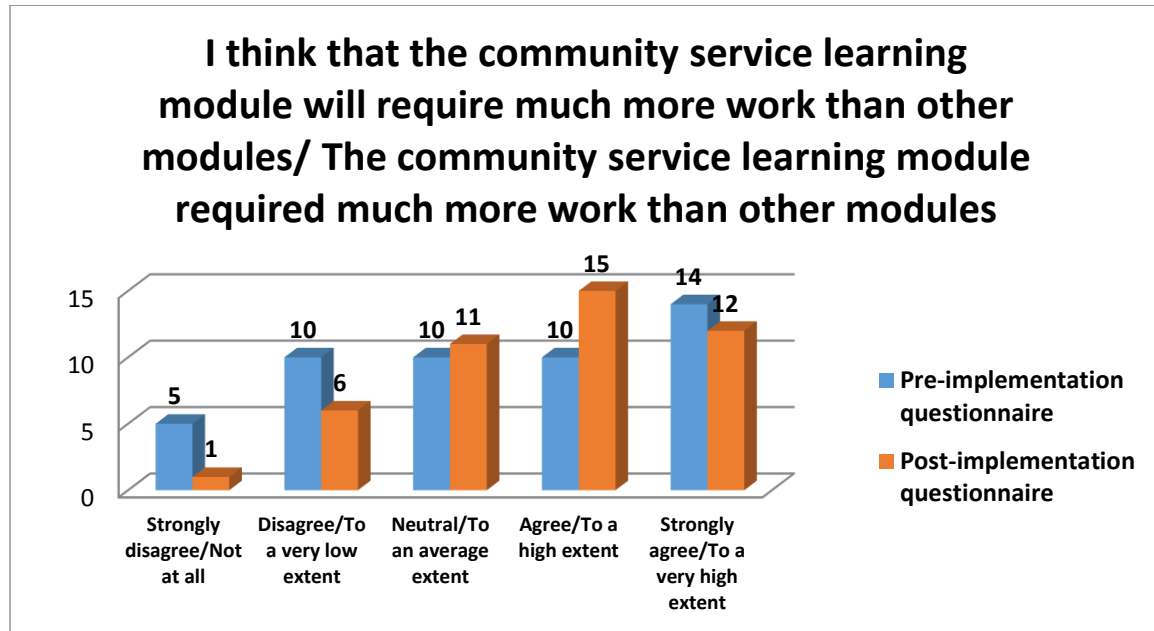
**Figure 5.11: I think that the community service learning will contribute to my personal development/ The community service learning contributes to my personal development**

As demonstrated in figure 5.11, it is apparent that most of the participants (30) [i.e. 18 strongly agree and 12 agree] in the pre-implementation student questionnaire expected the module to contribute to their personal development. A total of 5 of the participants remained neutral, while 14 (i.e. 8 strongly disagree and 6 disagree) of the participants responded negatively. Similarly, in terms of the post-implementation student questionnaire it appears that the majority of the participant (25) [i.e. 10 strongly agree and 15 agree] agreed that the module contributed to their personal development. In this regard, a total of 13 of the participants selected neutral, while 8 of the participants (i.e. 1 strongly disagree and 7 disagree) responded negatively.

This indicates that the level at which the students' expectations were met in terms of the module contributing towards their personal development was very high, since 54% (i.e. 25 out of 46 of the respondents to this statement) confirmed it in the post-implementation questionnaire.

**Statement 8:** I think that the community service learning module will require much more work than other modules/ The community service learning module required much more work than other modules.

The pre and post rating of the CSL324 students regarding the statement: *I think that the community service learning module will require much more work than other modules/ The community service learning module required much more work than other modules* is illustrated in Figure 5.12.



\*Number of participants for the post-implementation student questionnaire was (N = 46). However, one (1) out of the 46 participants did not respond to this statement.

**Figure 5.12: I think that the community service learning module will require much more work than other modules/ The community service learning module required much more work than other modules**

According to figure 5.12, it appears that the majority of the participants (24) [i.e. 14 strongly agree and 10 agree] in the pre-implementation student questionnaire expected that the module will require much more work than other modules. A total of 10 of the participants remained neutral, while 15 (i.e. 5 strongly agree and 10 disagree) of the participants negatively responded. In relation to the post-implementation student questionnaire, it shows that correspondingly, a greater representation of participants (27) [i.e. 12 strongly agree and 15 agree) confirmed that the module required much more work than other modules. In this case, a total of 11 of the participants selected neutral, while 7 (1 strongly disagree and 6 disagree) of the participants negatively responded.

This means that the level at which the students' expectations were met in terms of work required in this module than other modules was very high, since 60% (i.e. 27 out of \*45 of the respondents to this statement) confirmed it in the post-implementation questionnaire.

## SECTION 5: SPECIFIC EXPECTATIONS AND EXPERIENCES REGARDING THE CSL324 MODULE

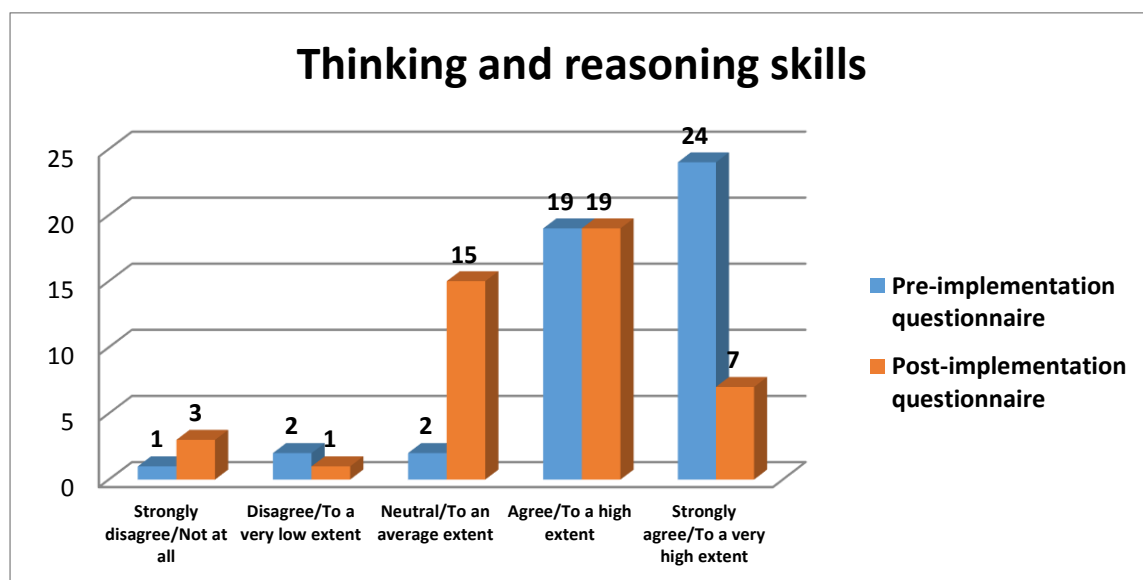
Section 5 focused on the students' expectations and experiences regarding the infusion of graduate attributes through the CSL324 module that related to the different types of the learning objectives namely: intellectual/theoretical objectives, interpersonal/ life skill objectives, technical/practical objectives, as well as workplace skills and applied knowledge. This implies that section 5 focused on four distinct subsections which are presented and discussed in the subsequent section.

### Subsection 1: Graduate attributes related to the Intellectual/theoretical objectives

Subsection 1 focused on the students' expectations and experiences regarding the infusion of graduate attributes specifically related to the intellectual/theoretical objectives. For purposes of this study, the graduate attributes that related to the intellectual/theoretical outcomes included the thinking and reasoning skills, evaluation and research skills, information and knowledge management skills, problem-solving skills, capacity for independent lifelong learning, academic and professional competence and active global citizenship and competence.

#### Attribute 1: Thinking and reasoning skills

The expectations and experiences that the CSL324 students had regarding the infusion of the thinking and reasoning skills is illustrated in Figure 5.13.



\*Number of participants for the pre-implementation student questionnaire was (N = 49). However, one (1) out of the 49 participants did not respond on this attribute.

\*\*Number of participants for the post-implementation student questionnaire was (N = 46). However, one (1) out of the 46 participants did not respond on this attribute.

### **Figure 5.13: Thinking and reasoning skills**

Figure 5.13 indicates that a greater representation of the participants (43) [i.e. 24 strongly agree and 19 agree] in the pre-implementation student questionnaire expected that the CSL experience will contribute to their thinking and reasoning skills, with most of the participants showing a strong level of agreement. A total of 2 of the participants remained neutral, while 3 of the participants (i.e. 1 strongly disagreed and 2 disagreed) negatively responded. In comparison to the post-implementation student questionnaire, it appears that the majority of the participants (41) agreed on varied levels (i.e. 7 to a very high extent; 19 to a high extent and 15 to an average extent) that the CSL324 module has introduced or enhanced the thinking and reasoning skills, whereas 4 of the participants (3 not at all and 1 to a very low extent) negatively responded. This implies that the extent at which the students' expectations were met in terms of the introduction or enhancement of the thinking and reasoning skills through the CSL module was indicated as high by a greater representation of the participants (19).

In summary, 90% (i.e. 43 out of \*48 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 91% (i.e. 41 out of \*\*45 of the respondents on this attribute in the post-implementation questionnaire) confirmed that the thinking and reasoning skills were instilled on varied levels, as explained above.

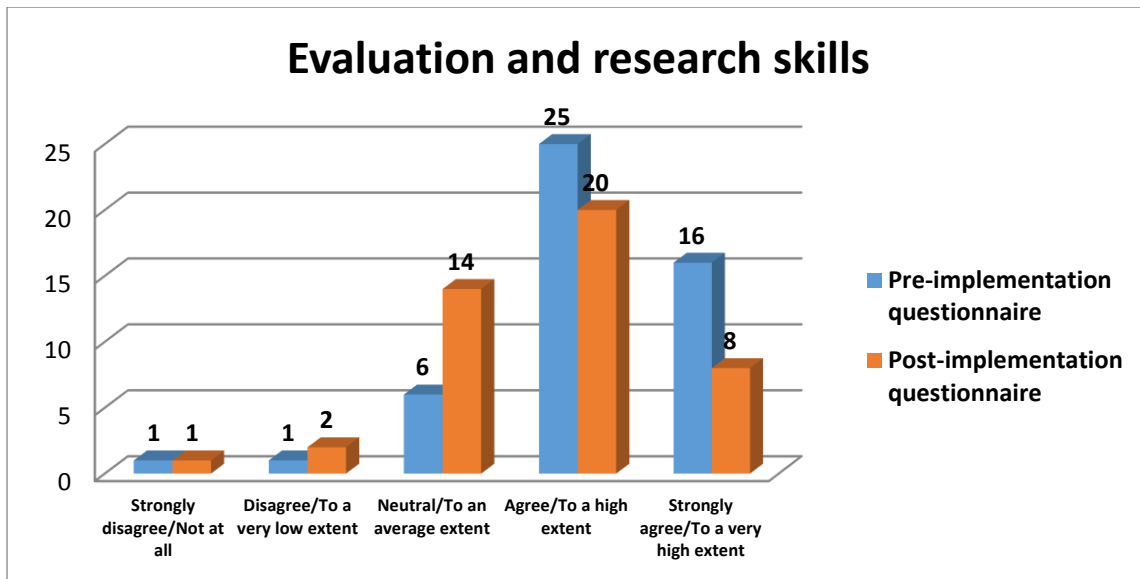
Through the post-implementation questionnaire, some of the respondents mentioned how the module contributed to their thinking and reasoning skills. As stated by two of the participants:

“As students the experience forced us to think out of the box and go a little further in terms of why certain things are happening and what possible solutions are available to the community.”

“Thinking and reasoning skills where stimulated because of the constant reflections and essays we did it allowed me to think critically about the experience I had experienced.”

### ***Attribute 2: Evaluation and research skills***

The expectations and experiences that the CSL324 students had regarding the infusion of the evaluation and research skills is illustrated in Figure 5.14.



\*Number of participants for the post-implementation student questionnaire was (N = 46). However, one (1) out of the 46 participants did not respond on this attribute.

**Figure 5.14: Evaluation and research skills**

According to figure 5.14, it shows that the majority of the participants (41) [i.e. 16 strongly agree and 25 agree) in the pre-implementation student questionnaire expected that the CSL experience will contribute to their evaluation and research skills. A total of 6 of the participants selected neutral, whereas 2 of the participants (i.e. 1 strongly disagree and 1 disagree) negatively responded. In terms of the post-implementation student questionnaire, it appears that most of the participants (42) agreed on varied levels (i.e. 8 to a very high extent; 20 to a high extent and 14 to an average extent) that the CSL324 module has introduced or enhanced the evaluation and research skills. In specific, it is evident that the majority of the participants (20) indicated that the module has introduced or enhanced the evaluation and research skills at a high extent, while a total of 3 of the participants (i.e. 1 to a very low extent and 2 not at all) responded negatively.

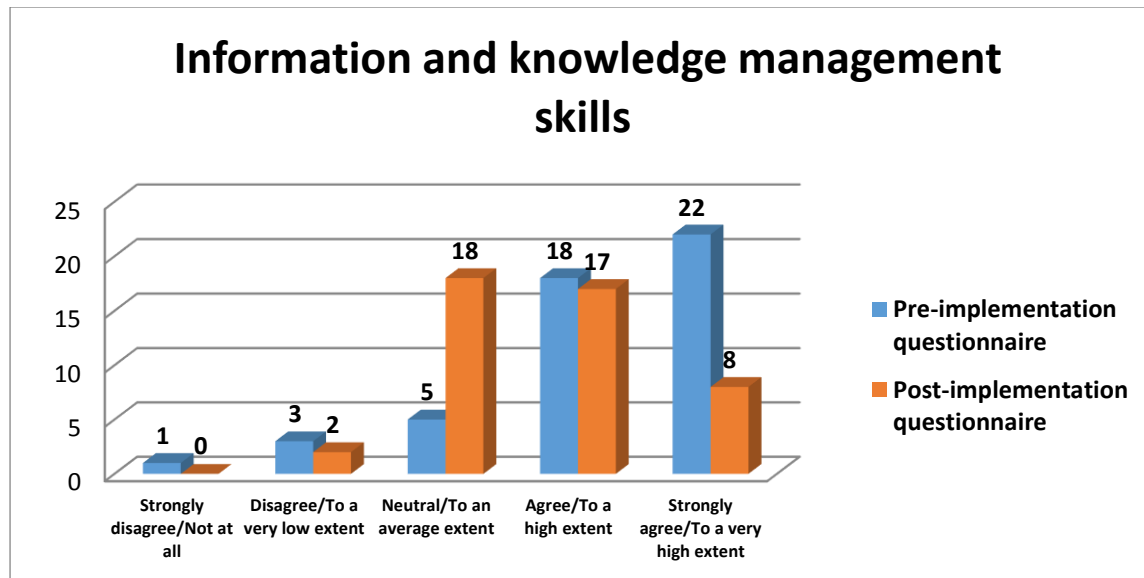
It is against this background inferences can be drawn that the extent at which the students' expectations were met in terms of the introduction or enhancement of the evaluation and research skills through the CSL module was high. As 84% (i.e. 41 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 93% (i.e. 42 out of \*45 of the respondents on this attribute) confirmed it on varied levels, as highlighted above.

Similarly, the majority of the students through reflection reports further indicated that the CSL experience has enhanced their research skills, as stated by one of the students:

“... this module has showed me the importance of research and gathering information on the things that happen on a daily basis.”

**Attribute 3: Information and knowledge management skills**

The expectations and experiences that the CSL324 students had regarding the infusion of the information and knowledge management skills is illustrated in Figure 5.15.



\*Number of participants for the post-implementation student questionnaire was (N = 46). However, one (1) out of the 46 participants did not respond on this attribute.

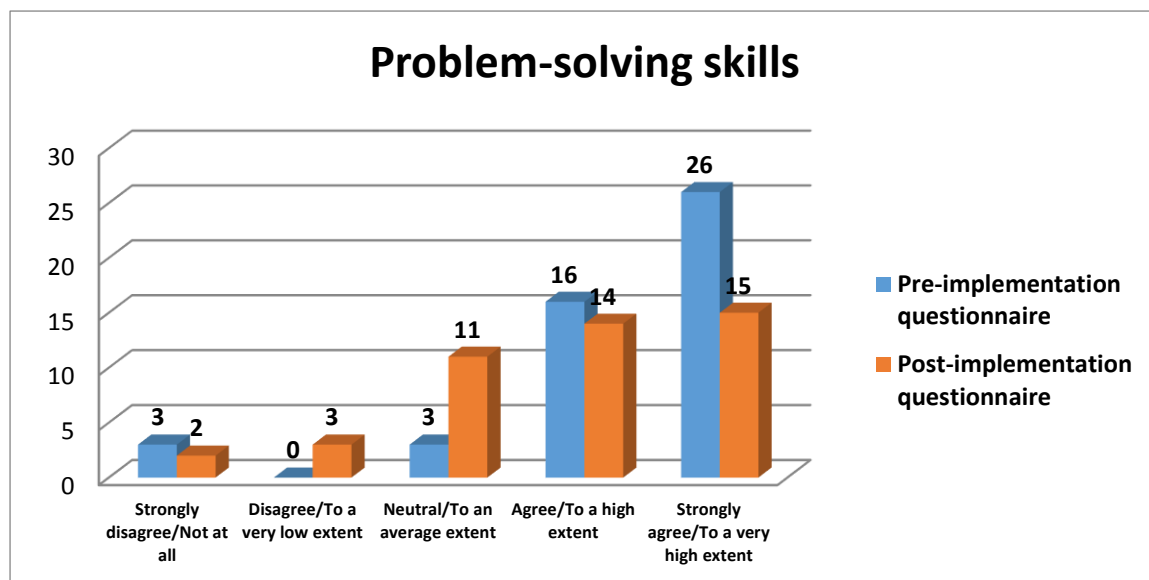
**Figure 5.15: Information and knowledge management skills**

Figure 5.15 illustrates that most of the participants (40) [i.e. 22 strongly agree and 18 agree] that responded in the pre-implementation student questionnaire expected that the CSL experience will contribute to their information and knowledge management skills, with a greater representation of the participants indicating a strong level of agreement. A total of 5 of the participants remained neutral, while 4 of the participants (i.e. 1 strongly disagree and 3 disagree) negatively responded. In relation to the post-implementation student questionnaire, it is apparent that the majority of the participants (43) concurred on varied levels (i.e. 8 to a very high extent; 17 to a high extent and 18 to an average extent) that the CSL324 module has introduced or enhanced the information and knowledge management skills. In particular, it seems that a marginally greater representation of the participants (18) indicated that the information and knowledge management skills were introduced or enhanced at an average extent, while the remaining 2 of the participants specified that the module did not contribute at all in this regard.

As such, conclusions can be drawn that the extent at which the students' expectations were met in terms of the introduction or enhancement of the information and knowledge management skills through the CSL module was at an average extent. Generally, 82% (i.e. 40 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 96% (i.e. 43 out of \*45 of the respondents on this attribute in the post-implementation student questionnaire) concurred that their level of expectations were met after the implementation of the module. Similarly, the above findings were reported through students' reflection reports.

#### **Attribute 4: Problem-solving skills**

The expectations and experiences that the CSL324 students had regarding the infusion of the problem-solving skills is illustrated in Figure 5.16.



\*Number of participants for the pre-implementation student questionnaire was (N = 49). However, one (1) out of the 49 participants did not respond on this attribute.

\*\*Number of participants for the post-implementation student questionnaire was (N = 46). However, one (1) out of the 46 participants did not respond on this attribute.

**Figure 5.16: Problem-solving skills**

With regard to figure 5.16, most of the participants (42) [i.e. 26 strongly agree and 16 agree] in the pre-implementation student questionnaire expected that the CSL experience will contribute to their problem-solving skills, with a higher number of participants indicating strong levels of agreement. A total of 3 of the participants remained neutral, while the other 3 strongly disagreed. Relative to the post-implementation student questionnaire, the majority of the participants (40) confirmed on different levels (i.e. 15 to a very high extent; 14 to a high extent and 11 to an average extent) that the CSL324 module has contributed or enhanced the problem-solving skills. In this regard, a slightly greater representation of the participants (15) identified that the module has introduced or enhanced the problem-solving skills to a very high

extent, while the remaining 5 of the participants (i.e. 2 to a very low extent and 3 not at all) responded negatively.

It is therefore deduced that the extent at which the students' expectations were met in terms of the introduction or enhancement of the problem-solving skills through the CSL module was very high. Since 88% (i.e. 42 out of \*48 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations in this regard and 89% (i.e. 40 out of \*\*45 of the respondents on this attribute in the post-implementation student questionnaire) confirmed that problem solving skills were infused after the implementation of the module.

The following are some of the explanations provided by the most of the students in the post-implementation questionnaire, regarding how the module contributed to problem solving skills:

“In the community we were asked to identify problems and also interact with the general public about problems they face. After the identification of the problems we were expected to come up with different solutions on how the problem can be solved.”

“In that you need to relate to the problem and think critically and provide relevant solutions.”

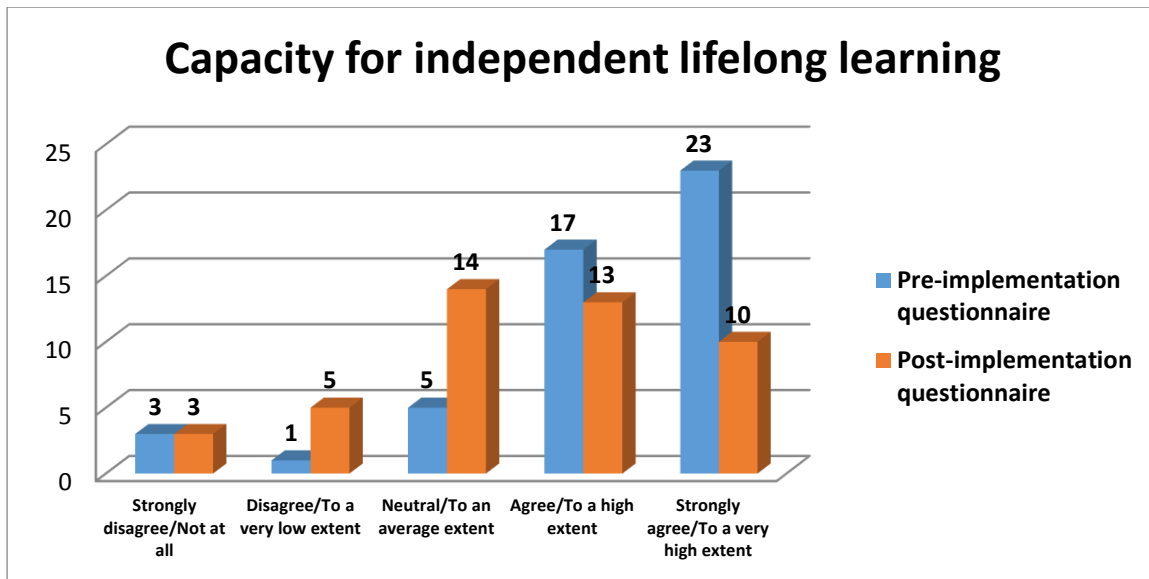
Also, the infusion of problem-solving skills was reported by the majority of the students through their reflective journals, as one of them stated:

“... I learned to come up with possible future solutions which ... include the practice of good governance ...”

### ***Attribute 5: Capacity for independent lifelong learning***

The expectations and experiences that the CSL324 students had regarding the infusion of the capacity for independent lifelong learning is illustrated in Figure 5.17.





\*Number of participants for the post-implementation student questionnaire was (N = 46). However, one (1) out of the 46 participants did not respond on this attribute.

**Figure 5.17: Capacity for independent lifelong learning**

Figure 5.17 indicates that the majority of the participants (40) [i.e. 23 strongly agree and 17 agree] who responded to the pre-implementation student questionnaire expected that the CSL experience will contribute to their capacity for independent lifelong learning, with most of the participants showing a strong level of agreement. A total of 5 of the participants remained neutral, while 4 of the participants (i.e. 3 strongly disagree and 1 disagree) responded negatively. In comparison to the post-implementation questionnaire, it appears that most of the participants (37) coincided on varied levels (i.e. 10 to a very high extent; 13 to a high extent and 14 to an average extent) that the CSL324 module has introduced or enhanced the capacity for independent lifelong learning. In view of the varied responses, it is apparent that a marginally greater representation of the participants (14) indicated that the module contributed or enhanced the capacity for independent lifelong learning at an average extent, although the remaining 8 of the participants (i.e. 3 to a very low extent and 5 not at all) responded negatively.

Consequently, it can be concluded that the extent at which the students' expectations were met in terms of the introduction or enhancement of the capacity for independent lifelong learning through the CSL module was at an average extent. Generally, 82% (i.e. 40 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 82% (i.e. 37 out of \*45 of the respondents on this attribute in the post-implementation student questionnaire) confirmed that capacity for independent lifelong learning was instilled on varied levels, as indicated above.

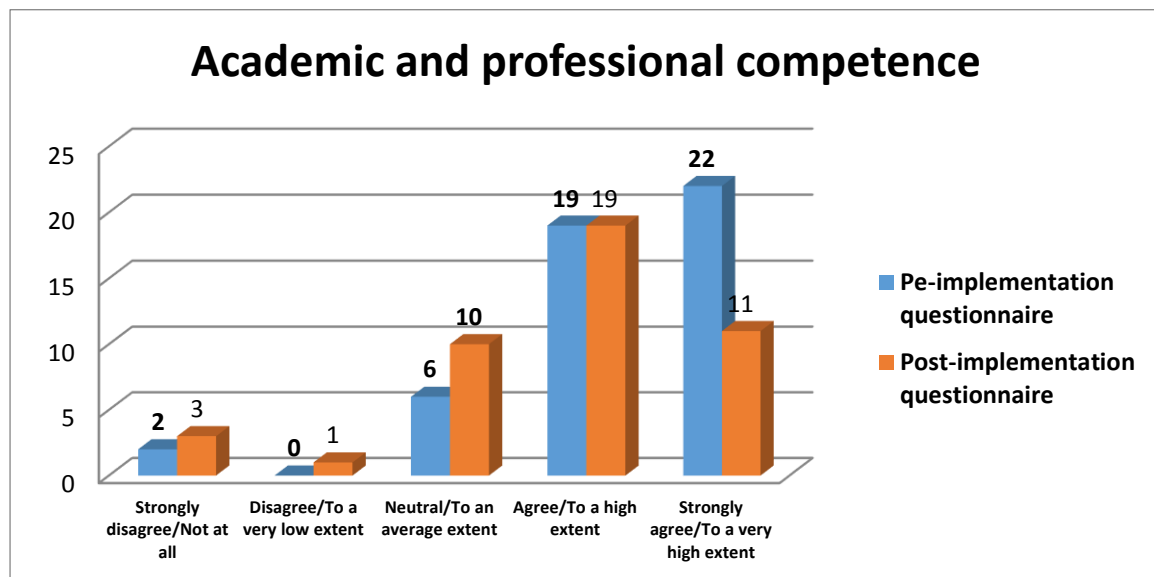
Through the post-implement questionnaire, several participants mentioned ways in which the module has contributed to capacity for independent lifelong learning. This statement is supported by the following comments:

“Lifelong learning. Taking my acquired skills and using them in my everyday life.

“Because since I have started doing service learning, I always identify problems at my own community and suggest the solutions to those problems.”

**Attribute 6: Academic and professional competence**

The expectations and experiences that the CSL324 students had regarding the infusion of the academic and professional competence is illustrated in Figure 5.18.



\*Number of participants for the post-implementation student questionnaire was (N = 46). However, two (2) out of the 46 participants did not respond on this attribute.

**Figure 5.18: Academic and professional competence**

Figure 5.18 shows that a greater representation of the participants (41) [i.e. 22 strongly agree and 19 agree] that responded to the pre-implementation student questionnaire expected that the CSL experience will contribute to their academic and professional competence, with the majority of the participants rating at a strong level of agreement. A total of 6 of the participants selected neutral, while the remaining 2 of the participants strongly disagreed in this regard. In response to the post-implementation student questionnaire, it reflects that the majority of the participants (40) agreed on various levels (i.e. 11 to a very high extent; 19 to a high extent and 10 to an average extent) that the CSL324 module introduced or enhanced their academic and

professional competence. This implies that most of the participants (19) that positively responded indicated that the academic and professional competence was introduced or enhanced at a high extent, while a total of 4 of the participants (3 to a very low extent and 1 not at all) negatively responded.

In view of the above discussion, it can be drawn that the extent at which the students' expectations were met in terms of the introduction or enhancement of the academic and professional competence through the CSL module was high. Since 84% (i.e. 41 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 91% (i.e. 40 out of \*44 of the respondents on this attribute in the post-implementation student questionnaire) confirmed that academic and professional competence was enhanced after the module was implemented.

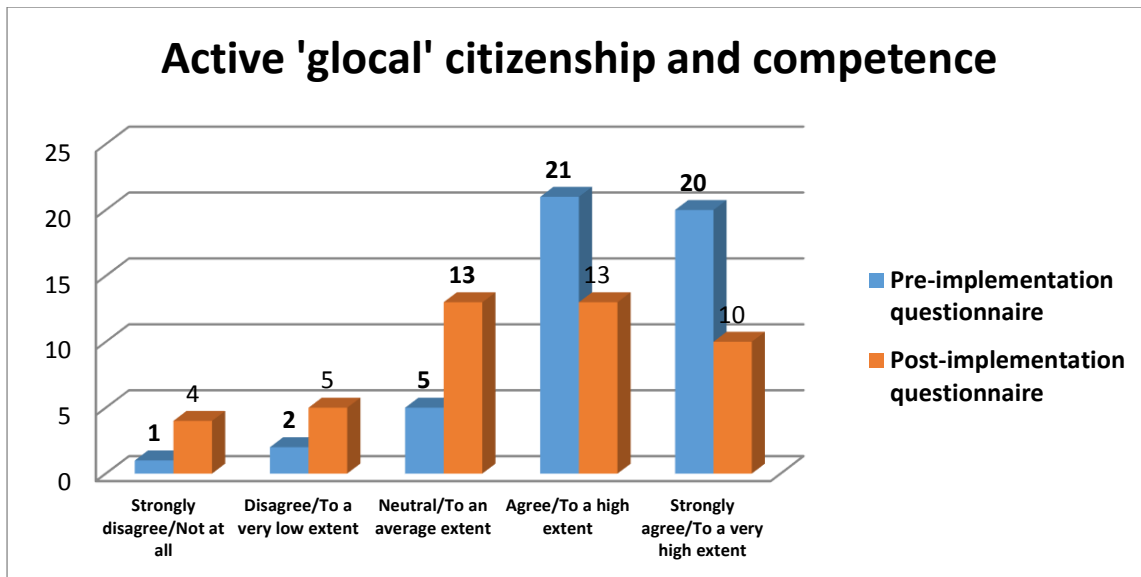
One of the participants commented the following in terms of how the module contributed towards academic and professional competence, as stated:

“Academic and professional competence was enhanced through the ability to demonstrate an understanding of governance as the subject matter in the community...”

Correspondingly, the majority of the students' reflection reports reflected that the students acquired knowledge on governance and political transformation, as the module comprised of both the practical and theoretical part.

***Attribute 7: Active glocal citizenship and competence***

The expectations and experiences that the CSL324 students had regarding the infusion of the active glocal citizenship and competence is illustrated in Figure 5.19.



\*Number of participants for the post-implementation student questionnaire was (N = 46). However, one (1) out of the 46 participants did not respond on this attribute.

**Figure 5.19: Active glocal citizenship and competence**

According to figure 5.19, the majority of the participants (41) [i.e. 20 strongly agree and 21 agree] that responded to the pre-implementation student questionnaire expected that the CSL experience will contribute to their active 'glocal' citizenship and competence. A total of 5 of the participants remained neutral, while 3 of the participants (i.e. 1 strongly disagree and 2 disagree) negatively responded. In terms of the post-implementation student questionnaire, most of the participants (36) agreed on different levels (i.e. 10 to a very high extent; 13 to a high extent and 13 to an average extent) that the CSL324 module has introduced or enhanced the active 'global' citizenship and competence. In view of the various levels, it is apparent that most of the participants (13) indicated that active 'global' citizenship and competence was introduced or enhanced to a high extent and to an average extent respectively. The remaining total of 9 of the participants (i.e. 4 to a very low extent and 5 not at all) negatively responded.

This reflects that the extent at which the students' expectations were met in terms of the introduction or enhancement of the active 'global' citizenship and competence through the CSL module was rated at varied levels of extent, with half of the participants indicating to an average extent, and the other half rating to a high extent. Overall, 84% (i.e. 41 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 80% (i.e. 36 out of \*45 of the respondents on this attribute in the post-implementation student questionnaire) confirmed that active glocal citizenship and competence was infused on varied levels, as indicated earlier.

The following represents some of the comments of the students regarding the infusion of an active glocal citizenship and competence through the module. As indicated by some of the respondents:

“It gave me an opportunity to contribute to the local community by identifying issues and also coming about possible solutions to the issues.”

“More could be done to ensure that we are groomed to being “glocal” citizens and competent. We focused solely on [specific community] which does not necessarily have much challenges for this module to be effective we need to be sent to townships were real problems lie.”

“This module I don’t think accommodated and represented everyone because we were only introduced to councillors of one political party, what about other parties and personally [the community we worked] is not a place to provide service learning because the place is well developed. I think there are far better places that need our services in the townships not suburbs.”

Similar comments were also reflected through the majority of the students’ reflection reports, as stated by one of the students:

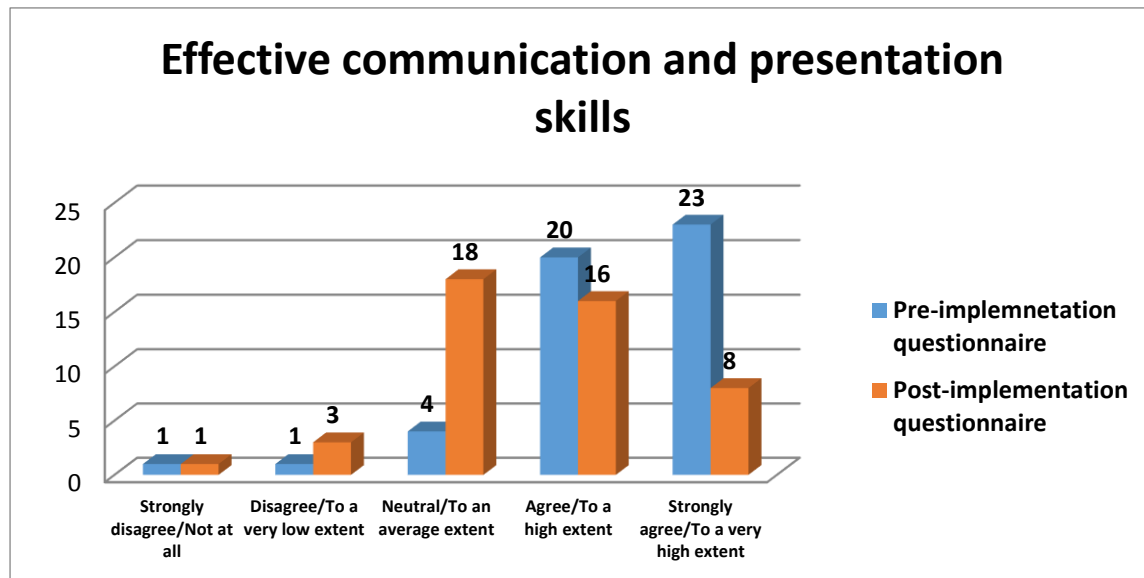
“... I will graduate as an active citizens prepared not only to make a living in the workplace but also to make a difference in the community ...”

## **Subsection 2: Graduate attributes related to the interpersonal/life skill objectives**

Subsection 2 focused on the students’ expectations and experiences regarding the infusion of graduate attributes specifically related to the interpersonal/life skill objectives. For purposes of this study, the graduate attributes that related to the interpersonal/life skill outcomes included an effective communication and presentation skills, ability to consult and to listen empathetically, teamwork skills, diversity skills, ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and practices, personal ethics and skills, leadership skills in communities and understanding of the importance of integrity and maintaining a good reputation and image.

### ***Attribute 1: Effective communication and presentation skills***

The expectations and experiences that the CSL324 students had regarding the infusion of an effective communication and presentation skills is illustrated in Figure 5.20.



**Figure 5.20: Effective communication and presentation skills**

Figure 5.20 depicts that the majority of the participants (43) [i.e. 23 strongly agree and 20 agree] who responded to the pre-implementation student questionnaire expected that the CSL experience will contribute to their effective communication and presentation skills, with a greater representation of the participants indicating strongly agree. A total of 4 of the participants remained neutral, while 2 of the participants (i.e. 1 strongly disagree and 1 disagree) negatively responded. In comparison to the post-implementation student questionnaire, it shows that most of the participants (42) agreed on varied levels (i.e. 8 to a very high extent; 16 to a high extent and 18 to an average extent) that the module has introduced or enhanced an effective communication and presentation skills. In this regard, it appears that a marginally greater representation of the participants (18) indicated that an effective communication and presentation skills were introduced or enhanced to an average extent, whereas the remaining 4 of the participant (i.e. 1 to a very low extent and 3 not at all) negatively responded.

In view of the above discussion, it can be deduced that the extent at which the students' expectations were met in terms of the introduction or enhancement of an effective communication and presentation skills through the CSL module was at an average extent. Generally, 88% (i.e. 43 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 91% (i.e. 42 out of 46 of the respondents on this

attribute in the post-implementation student questionnaire) confirmed that effective communication and presentation skills was instilled on varied levels, as indicated above.

The following highlights the comments of some of the students in terms of the ways the module has contributed to effective communication and presentation skills, as stated:

“It has enabled us to... also write and present our experiences.

“Effective communication skills – because I had to engage with members of the community.”

“Effective communication was enhanced when we had to explain to the members of the community why we are engaging in this.”

The majority of the students through their reflection reports also reiterated that the CSL experience has contributed to their communication and listening skills, as stated by some of the students:

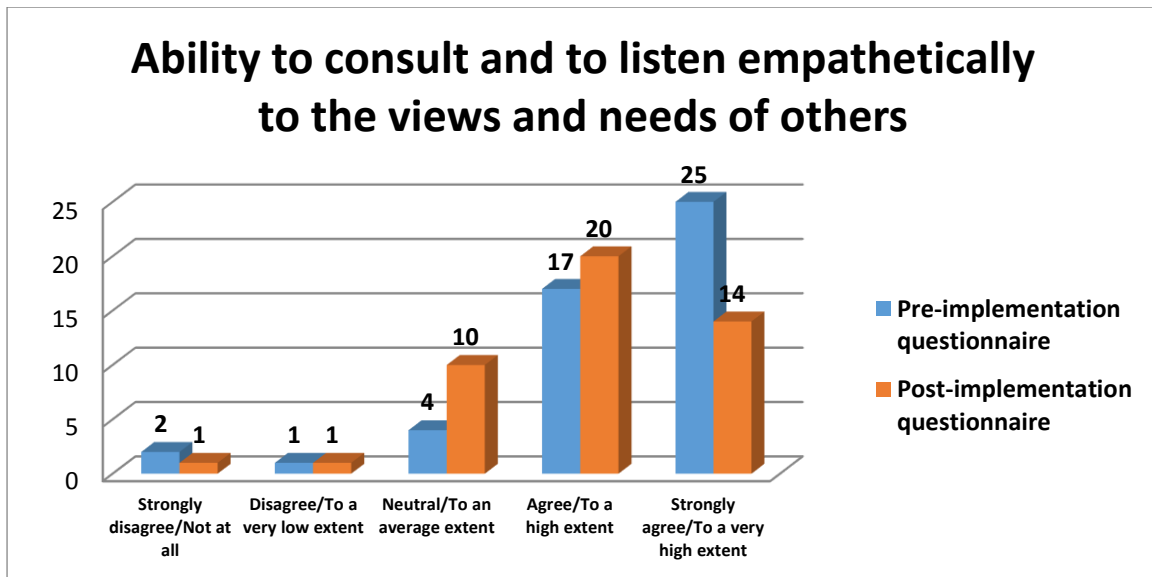
“... I have developed skills of knowing when to speak, and when to let other people to speak ...”

“This has helped me to build my intrapersonal skills with others. More specifically speaking to people and forming relations with them ...”

“The community visits have taught me how to communicate with different people in different situations ...”

### ***Attribute 2: Ability to consult and to listen empathetically***

The expectations and experiences that the CSL324 students had regarding the infusion of an ability to consult and to listen empathetically is illustrated in Figure 5.21.



**Figure 5.21: ability to consult and listen empathetically to the views and needs of others**

The profile as reflected in figure 5.21 indicates that a greater representation of the participants (42) [i.e. 25 strongly agree and 17 agree] who responded to the pre-implementation student questionnaire expected that the CSL experience will contribute to their ability to consult and to listen empathetically to the views and needs of others, with most of the participants showing a strong level of agreement. A total of 4 of the participants selected neutral, as the remaining 3 of the participants (i.e. 2 strongly disagree and 1 disagree) responded negatively. In terms of the post-implementation student questionnaire, it is apparent that the majority of the participants (44) concurred on different levels (i.e. 14 to a very high extent; 20 to a high extent and 10 to an average extent) that the module has introduced or enhanced the ability to consult and to listen empathetically to the views and needs of others. This implies that most of the participants (20) indicated that the module introduced or enhanced the ability to consult and to listen empathetically to the views and needs of others to a high extent, while the remaining 2 of the participants (i.e. 1 to a very low extent and 1 not at all) responded negatively.

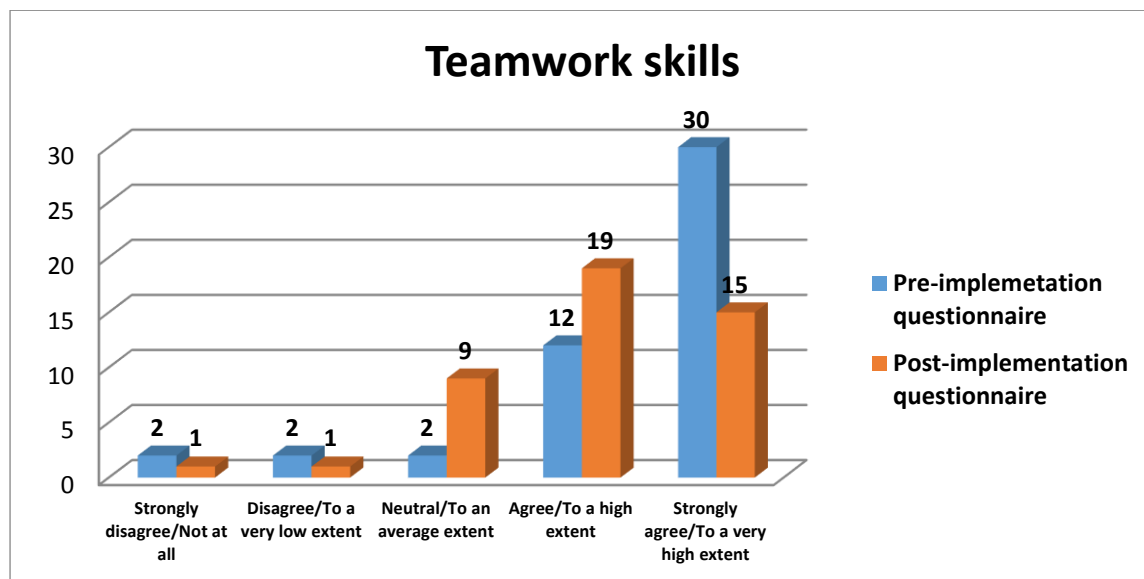
This denotes that the extent at which the students' expectations were met in terms of the introduction or enhancement of the ability to consult and to listen empathetically to the views and needs of others through the CSL module was high. Since 86% (i.e. 42 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 96% (i.e. 44 out of 46 of the respondents on this attribute in the post-implementation student questionnaire) confirmed it on varied levels, as indicated earlier.



As pointed out by one of the participants, “the module contributed to my ability to consult and listen empathetically to the views and the needs of others by giving me the chance to talk to people.” The infusion of this graduate attribute was further confirmed through the reflection reports of the majority of the students.

### Attribute 3: Teamwork skills

The expectations and experiences that the CSL324 students had regarding the infusion of teamwork skills is illustrated in Figure 5.22.



\*Number of participants for the pre-implementation student questionnaire was (N = 49). However, one (1) out of the 49 participants did not respond on this attribute.  
 \*\*Number of participants for the post-implementation student questionnaire was (N = 46). However, one (1) out of the 46 participants did not respond on this attribute.

**Figure 5.22: Teamwork skills**

Figure 5.22 indicates that the majority of the students (42) [i.e. 30 strongly agree and 12 agree] in the pre-implementation student questionnaire expected that the CSL experience will contribute to their teamwork skills, with a greater representation of the participants showing strongly agree. A total of 2 of the participants remained neutral, as 4 of the participants (i.e. 2 strongly disagree and 2 disagree) responded negatively. In comparison to the post-implementation student questionnaire, it is evident that most of the participants (43) agreed on different levels [i.e. 15 to a very high extent; 19 to a high extent and 9 to an average extent] that the CSL324 module has introduced or enhanced the teamwork skills, with a greater representation of the participants (19) indicating to a high extent. The remaining 2 of participants (i.e. 1 not at all and 1 to a very low extent) responded negatively.

This reflects that the extent at which the students' expectations were met in terms of the introduction or enhancement of teamwork skills through the CSL module was high. Since 88% (i.e. 42 out of \*48 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 96% (i.e. 43 out of \*\*45 of the respondents on this attribute in the post-implementation student questionnaire) confirmed that teamwork skills were infused after the implementation of the module.

Through the post-implementation questionnaire, the following were responses from some of the students regarding how the module contributed teamwork skills, as stated:

“Teamwork was effective as different individuals had their own experience and bring all the experiences together was significant as we had a much broader opinions of the experiences in the community.”

“The module has helped most of us get out of our comfort zones. It has enabled us to work effectively with different people in our groups...”

“Team work skills was enhanced by having group within the project to work on our presentation and field work.”

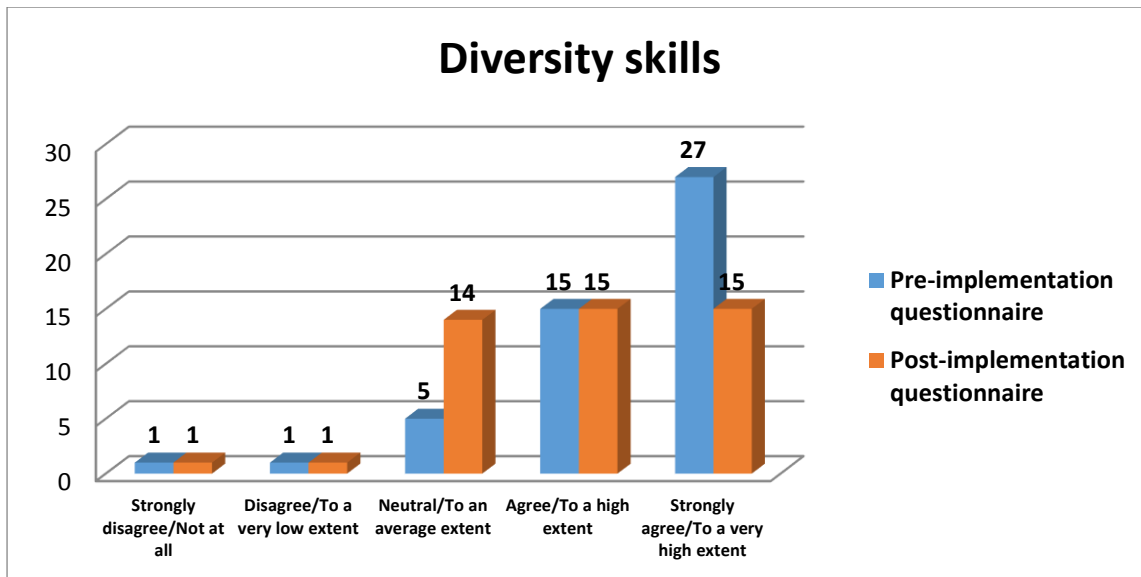
The infusion of teamwork and networking skills was further confirmed by the majority of the students through their self-reflection reports, as stated by some of them;

“... This [module] helped me fundamentally to form relationships with people who I have been studying the same course with but hardly speaks to them ...”

“By forging bonds with each other (students), as well as other members of the community to be able to enhance interpersonal skills and increase social network ...”

#### ***Attribute 4: Diversity skills***

The expectations and experiences that the CSL324 students had regarding the infusion of diversity skills is illustrated in Figure 5.23.



**Figure 5.23: Diversity skills**

Figure 5.23 paints that the majority of the participants (42) [i.e. 27 strongly agree and 15 agree] in the pre-implementation student questionnaire expected that the CSL experience will contribute to their diversity skills, with a greater representation of the participants indicating a strong level of agreement. A total of 5 of the participants remained neutral, while 2 of the participants (i.e. 1 strongly disagree and 1 disagree) responded negatively. In response to the post-implementation student questionnaire, it seems that there is a spread across all the categories (i.e. 15 to a very high extent; 15 to a high extent and 14 to an average extent), with marginally greater representation on levels of “to a very high extent” (15) and “to a high extent” (15). However, a total of the remaining 2 of the participants (1 not at all and 1 to a very low extent) responded negatively.

It is against this background that a conclusion is drawn that the extent at which the students’ expectations were met in terms of the introduction or enhancement of the diversity skills through the CSL module was rated at varied levels from a high extent to a very high extent. This shows in the fact that 86% (i.e. 42 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 96% (i.e. 44 out of 46 of the respondents on this attribute in the post-implementation student questionnaire) concurred through a spread across all the categories, as indicated in the preceding discussion.

The majority of the students further reiterated the infusion of diversity skills through their reflection reports, as the following comments indicate:

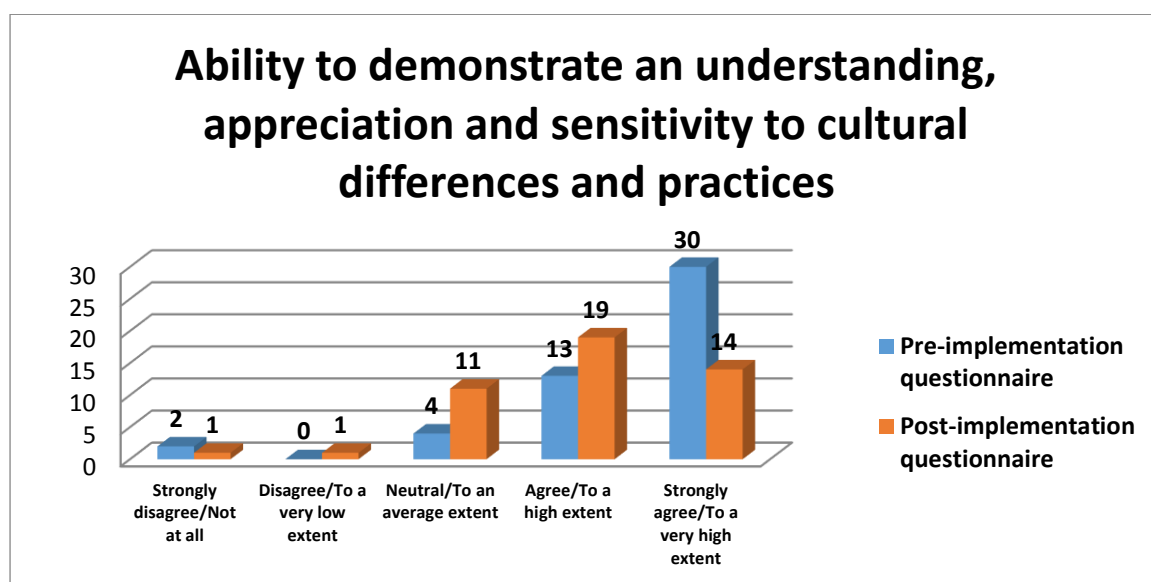
“Being part of group also allows me to forge relationships with people of different religious, races and cultures. After this experience I have been able to befriend a

Rasta-Farian, a colored, a muslim and a Venda girl who originates from a village in Thouyoundou, Limpopo.”

“... this module gave me the opportunity to work with people of diverse backgrounds ...”

**Attribute 5: Ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and practices**

The expectations and experiences that the CSL324 students had regarding the infusion of an ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and practices is illustrated in Figure 5.24.



**Figure 5.24: Ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and practices**

In terms of figure 5.24, it is evident that the majority of the participants (43) [i.e. 30 strongly agree and 13 agree] who responded to the pre-implementation student questionnaire, expected that CSL experience will contribute to their ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and practices, with a greater representation of the participants marking strongly agree. A total of 4 of the participants remained neutral, while 2 of the participants strongly disagreed. With regard to the post-implementation student questionnaire, it appears that most of the participants (44) concurred on various levels (i.e. 14 to a very high extent; 19 to a high extent and 11 to a an average extent) that the module has

introduced or enhanced the ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and practices, with greater representation of the participants (19) indicating to a high extent. The remaining 2 of the participants (i.e. 1 not at all and 1 to a very low extent) negatively responded.

Consequently, it can be concluded that the extent at which the students' expectations were met in terms of the introduction or enhancement of the ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and practices through the CSL module was high. Since 88% (i.e. 43 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 96% (i.e. 44 out of 46 of the respondents on this attribute in the post-implementation student questionnaire) confirmed it on varied levels, as indicated above.

Similarly, the above findings were reflected through the majority of the students' reflection reports, as the following comments indicate:

“... My group members come from diverse backgrounds ... It helped me to break down stereotypes and get to know them before actually using the label which society has created to judge or discriminate towards them ...”

“... the biggest stereotype being that of suburban and township residents usually have a different set of problems – that problems faced in the suburb, are not similar to the ones that are experienced in the townships. This happens to be the biggest stereotype that has been shattered through the engagement of community work experience.”

“... this has ... helped me with getting out of my comfort zone and actively participate in discussions ...”

#### ***Attribute 6: Personal ethics and skills***

The expectations and experiences that the CSL324 students had regarding the infusion of personal ethics and skills is illustrated in Figure 5.25.



**Figure 5.25: Personal ethics and skills**

According to figure 5.25 it seems that the majority of the participants (40) [i.e. 25 strongly agree and 15 agree] in the pre-implementation student questionnaire expected that the CSL experience will contribute to their personal ethics and skills, with most of the participants indicating a strong level of agreement. A total of 7 of the participants remained neutral, whereas 2 of the participants (i.e. 1 strongly disagree and 1 disagree) negatively responded. In comparison to the post-implementation student questionnaire, it is evident that most of the participants (43) agreed on varied level (i.e. 18 to a very high extent; 13 to a high extent and 12 to a an average extent) that the module has introduced or enhanced the personal ethics and skills, with a greater representation of the participants (18) selecting to a very high extent. The remaining 3 of the participants (i.e.1 not at all and 2 to a very low extent) negatively responded in this regard.

In view of the above analysis, it can be deduced that the extent at which the students' expectations were met in terms of the introduction or enhancement of personal ethics and skills through the CSL module was very high. Since 82% (i.e. 40 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 93% (i.e. 43 out of 46 of the respondents on this attribute in the post-implementation student questionnaire) confirmed it after the module was implemented.

Through the post-implementation questionnaire, the some students mentioned how the module contributed to their personal ethics and skills. Responses such as the following were indicated:

“Personal ethics and skills in terms of respect...”

“My values were enhanced when we went to... an old age home. During that visit I had to lower myself and put myself in the position of those old citizens such as raising my voice when speaking to them.”

In the same note, the students’ reflection reports also reflected that the CSL experience has contributed to their personal skills, as some of them commented:

“My people skills have certainly been enhanced. I am able to communicate better with people, including strangers. I am able to approach people and interview them without being shy. I am able to work with elderly people and understand their unique needs.”

“... I now know how to ... critically analyse ... problems and provide solutions tailored specifically for the community in question ...”

#### ***Attribute 7: Leadership skills in communities***

The expectations and experiences that the CSL324 students had regarding the infusion of leadership skills in communities is illustrated in Figure 5.26.



**Figure 5.26: Leadership skills in communities**

Figure 5.26 indicates that most of the participants (43) [i.e. 30 strongly agree and 13 agree] who responded to the pre-implementation student questionnaire expected that the CSL experience will contribute to their leadership skills in communities, with a greater representation of the participants selecting strongly agree. A total of 5 of the participants remained neutral, as 1 of the participants strongly disagreed. In relation to the post-implementation student questionnaire, it appears that the majority of the participants (40) coincided on different levels (i.e. 17 to a very high extent; 9 to a high extent and 14 to an average extent) that the module has introduced or enhanced the leadership skills in communities, with greater representation of the participants (17) selecting to a very high extent. The remaining 6 of the participants (i.e. 2 not at all and 4 to a very low extent) negatively responded.

It is against this background inferences can be drawn that the extent at which the students' expectations were met in terms of the introduction or enhancement of the leadership skills in communities through the CSL module was very high. As 88% (i.e. 43 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 87% (i.e. 40 out of 46 of the respondents on this attribute in the post-implementation student questionnaire) confirmed that leadership skills were introduced on varied levels, as highlighted above.

Several of the students indicated ways in which the module contributed to the leadership skills. This is supported by the following statement:

“Leadership skills through being able to lead my group even through situations that would have broken me.”

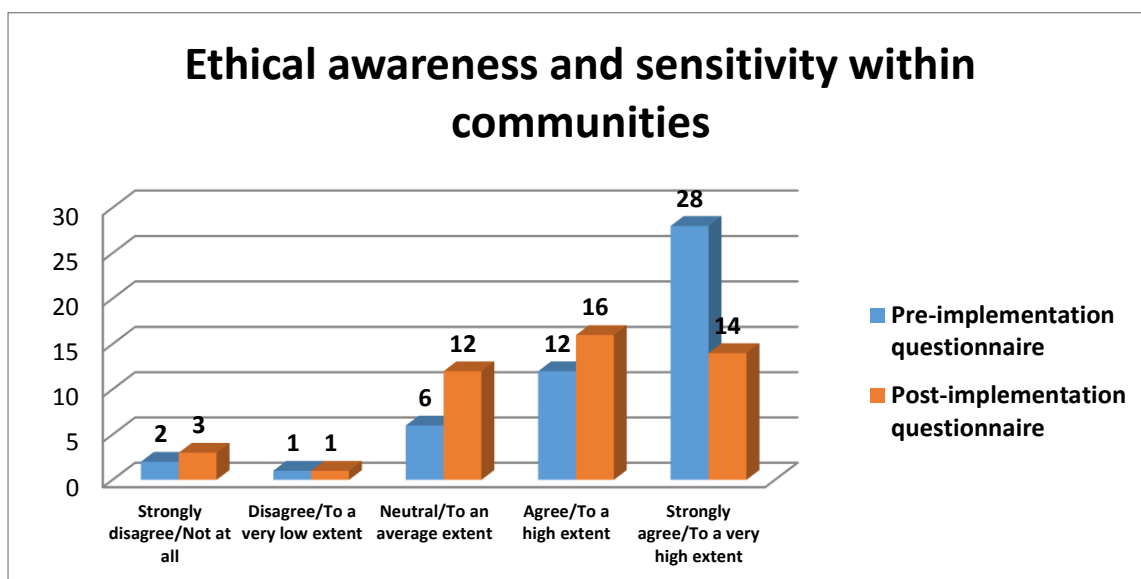
Similarly, most of the students through their reflection reports indicated that they gained leadership skills through CSL experience, as stated by one of them:

“... I decided to be the unofficial leader, coordinate where necessary ... This helped me to foster a culture of leading and learning with my group ...”

### ***Attribute 8: Ethical awareness and sensitivity within communities***

The expectations and experiences that the CSL324 students had regarding the infusion of ethical awareness and sensitivity within communities is illustrated in Figure 5.27.





**Figure 5.27: Ethical awareness and sensitivity within communities**

In relation to the pre-implementation student questionnaire, figure 5.27 shows that the majority of the participants (40) [i.e. 28 strongly agree and 12 agree] expected that the CSL experience will contribute to their ethical awareness and sensitivity within communities, with a greater representation of the participants indicating strongly agree. A total of 6 of the participants selected neutral, while 3 of the participants (i.e. 2 strongly disagree and 1 disagree) negatively responded. In response to the post-implementation student questionnaire, it is apparent that most of the participants (42) agreed on different levels (i.e. 14 to a very high extent; 16 to a high extent and 12 to an average extent) that the module has introduced or enhanced the ethical awareness and sensitivity within communities, with a slightly greater representation of the participants (16) indicating to a high extent. In this regard, a total of 4 of the participants (i.e. 3 not at all and 1 to a very low extent) negatively responded.

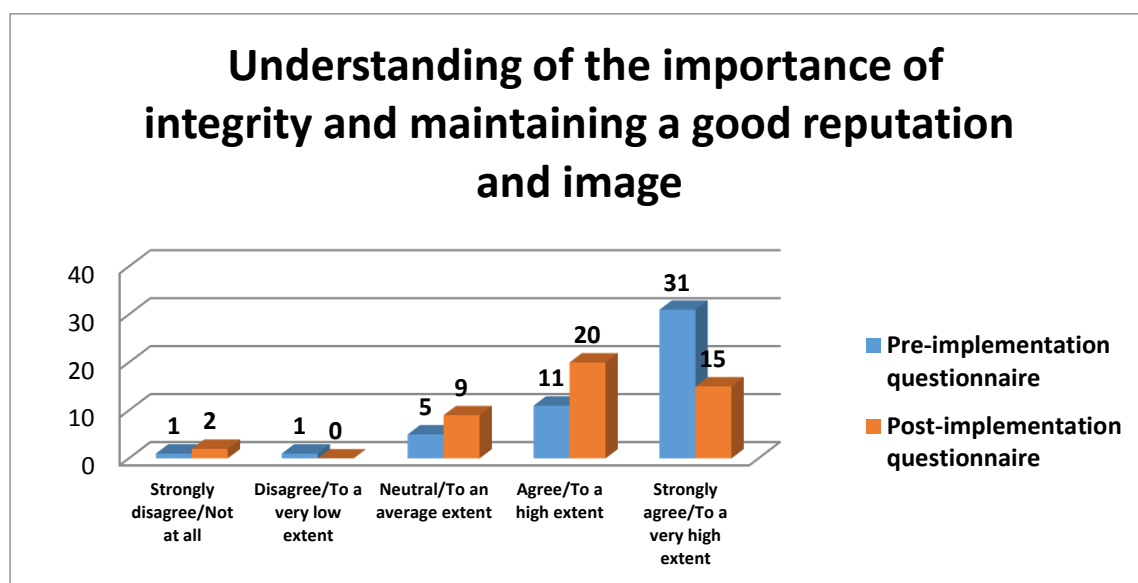
This implies that the extent at which the students' expectations were met in terms of the introduction or enhancement of the ethical awareness and sensitivity within communities through the CSL module was high. As 82% (i.e. 40 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 91% (i.e. 42 out of 46 of the respondents on this attribute in the post-implementation student questionnaire) confirmed it on varied levels, as painted above.

Several students indicated the ways in which the module has contributed to their ethical awareness and sensitivity within communities. This is supported by the following statement:

“The module contributed ethical awareness and sensitivity within communities because we were taught how to behave when we were around the communities and so forth.”

**Attribute 9: Understanding of the importance of integrity and maintaining a good reputation and image**

The expectations and experiences that the CSL324 students had regarding the infusion of an understanding of the importance of integrity and maintaining a good reputation and image is illustrated in Figure 5.28.



**Figure 5.28: Understanding of the importance of integrity and maintaining a good reputation and image**

In terms of the pre-implementation student questionnaire, figure 5.28 illustrates that the majority of the participants (42) [i.e. 31 strongly agree and 11 agree] expected that the CSL experience will contribute to their understanding of the importance of integrity and maintaining a good reputation, with a greater representation of the participants showing strongly agree. A total of 5 of the participants remained neutral, whereas 2 of the participants (i.e. 1 strongly disagree and 1 disagree) negatively responded. In relation to the post-implementation student questionnaire, it is evident that most of the participants (44) concurred on different levels (i.e. 15 to a very high extent; 20 to a high extent and 9 to an average extent) that the module has introduced or enhanced the understanding of the importance of integrity and maintaining a good reputation and image. The remaining 2 of the participants indicated that the module did not contribute at all in terms of this attribute.

In view of the above, it can therefore be concluded that the extent at which the students' expectations were met in terms of the introduction or enhancement of the understanding of the importance of integrity and maintaining a good reputation and image through the CSL module was high. As 86% (i.e. 42 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 96% (i.e. 44 out of 46 of the respondents on this attribute in the post-implementation student questionnaire) confirmed it on varied levels, as highlighted above.

One of the participants mentioned that the module has contributed in this regard, as stated:

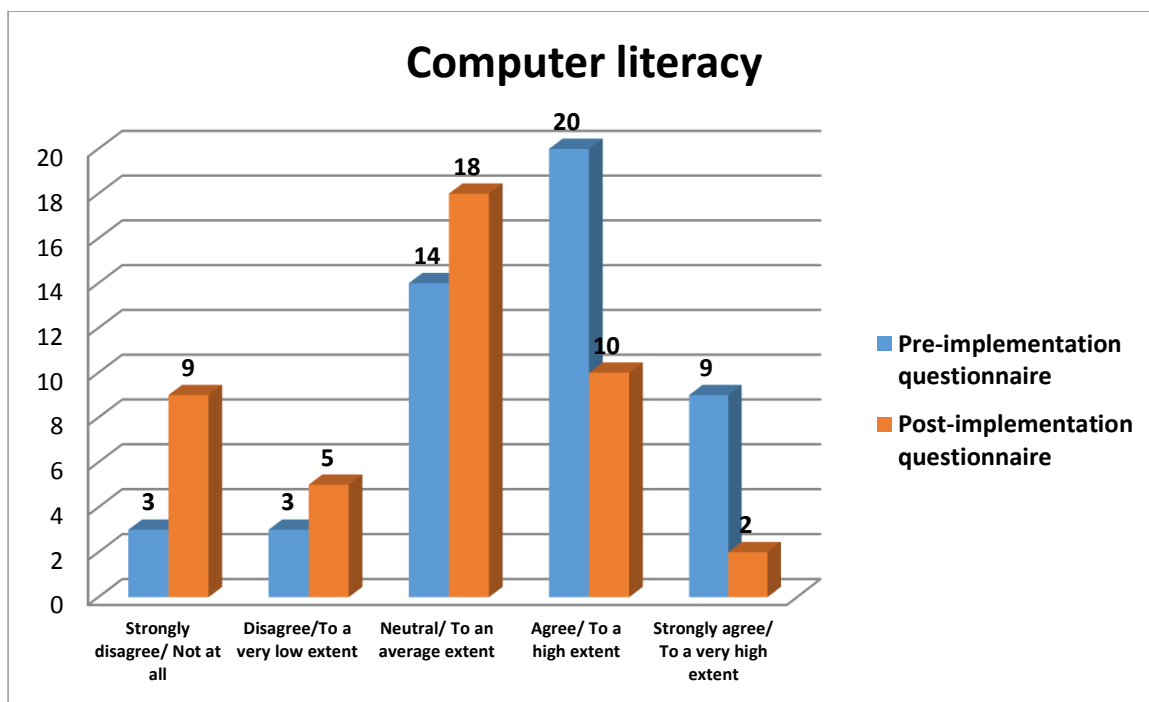
“The module shed light on the importance of integrity and on the significance of having integrity and putting the people first.”

### **Subsection 3: Graduate attributes related to the technical/practical objectives**

Subsection 3 focused on the expectations and experiences regarding the infusion of graduate attributes specifically related to the technical/practical skill objectives. For purposes of this study, the graduate attributes that related to the technical/practical objectives included computer literacy, as well as numeracy or mathematical literacy.

#### ***Attribute 1: Computer literacy***

The expectations and experiences that the CSL324 students had regarding the infusion of computer literacy is illustrated in Figure 5.29.



\*Number of participants for the post-implementation student questionnaire was (N = 46). However, two (2) out of the 46 participants did not respond on this attribute.

**Figure 5.29: Computer literacy**

Figure 5.29 indicates that the majority of the participants (29) [i.e. 9 strongly agree and 20 agree] in the pre-implementation student questionnaire expected that CSL experience will contribute to their computer literacy. A total of 3 participants remained neutral, while 6 of the participants (i.e. 3 strongly disagree and 3 disagree) negatively responded. In relation to the post-implementation student questionnaire, it is apparent that the majority of the participants (30) agreed on varied levels (i.e. 2 to a very high extent; 10 to a high extent and 18 to an average extent) that the module has introduced or enhanced the computer literacy, with a greater representation of participants indicating to an average extent. The remaining 14 of the participants (i.e. 9 not at all and 5 to a very low extent) negatively responded.

This profile indicates that the extent at which the students' expectations were met in terms of the introduction or enhancement of the computer literacy through the CSL module was at an average extent. As 59% (i.e. 29 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 68% (i.e. 30 out of \*44 of the respondents on this attribute in the post-implementation student questionnaire) confirmed it on varied levels, as highlighted above.

Some of the students indicated the following as ways in which the module contributed to computer literacy, as stated:

“The only computer related thing was the power point presentation.”

“The use of slides, showing pictures that were addressed by the ward councillors.”

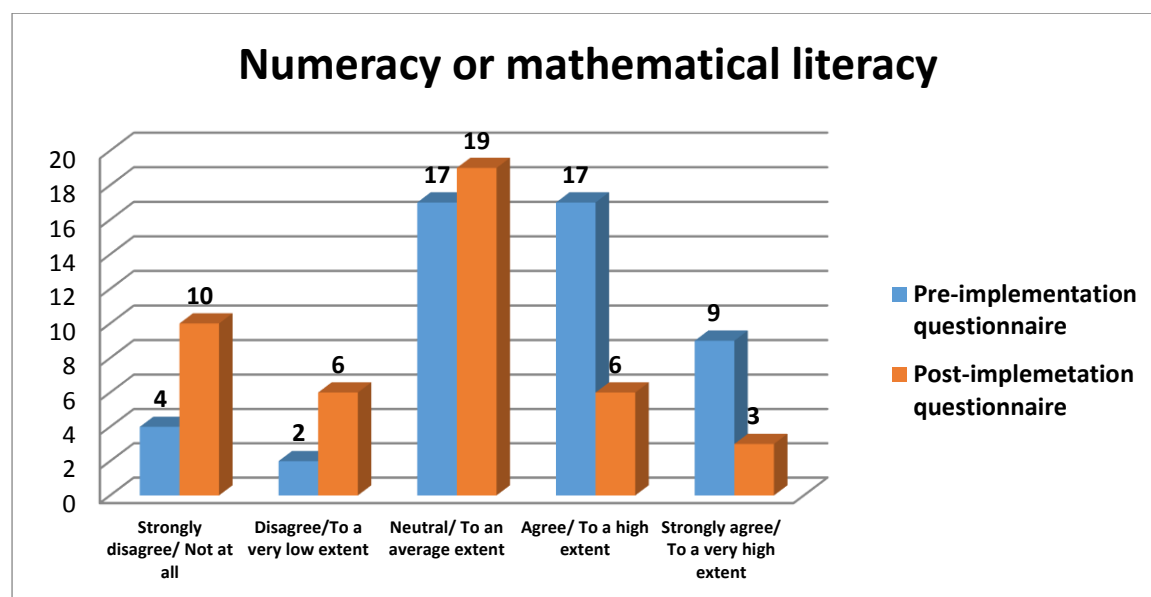
“None, because we were never required to use such so far.”

“We did not use any sort of technology except for using our phones to take photos.”

Similarly, it was evident through the individual portfolios submitted that the module exposed the students to information communication technology, as power point group presentations, photographic images of the identified community challenges and issues, as well as typed self-reflection reports and essays were included as part of evidence.

### ***Attribute 2: Numeracy or mathematical literacy***

The expectations and experiences that the CSL324 students had regarding the infusion of numeracy or mathematical literacy is illustrated in Figure 5.30.



\*Number of participants for the post-implementation student questionnaire was (N = 46). However, two (2) out of the 46 participants did not respond on this attribute.

**Figure 5.30: Numeracy or mathematical literacy**

In terms of figure 5.30, it is apparent that the majority of the participants (26) [i.e. 9 strongly agree and 17 agree] who responded to the pre-implementation student questionnaire, expected that the CSL experience will contribute to the numeracy or mathematical literacy. A total of 17 of the participants selected neutral, as 6 of the remaining participants (i.e. 4 strongly

disagree and 2 disagree) responded negatively. In relation to the post-implementation student questionnaire, the profile indicates that most of the participants (28) concurred on various levels (i.e. 3 to a very high extent; 6 to a high extent and 19 to an average extent) that the module has introduced or enhanced the numeracy or mathematical literacy, with a greater representation of the participants selecting to an average extent. A total of 16 of the participants (i.e. 10 not at all and 6 to a very low extent) negatively responded in this regard.

This denotes that the extent at which the students' expectations were met in terms of the introduction or enhancement of the numeracy or mathematical literacy through the CSL module was to an average extent. As 53% (i.e. 26 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 63% (i.e. 28 out of 46 of the respondents on this attribute in the post-implementation student questionnaire) confirmed it on varied levels, as indicated above.

Several of the respondents indicated the following regarding the contribution of the module in terms of mathematical literacy, as stated:

“In the module there were no numeral skills that were learnt.”

“In order for us to demonstrate numerical skills it should be required of us to present through research that has statistic and numerical data.”

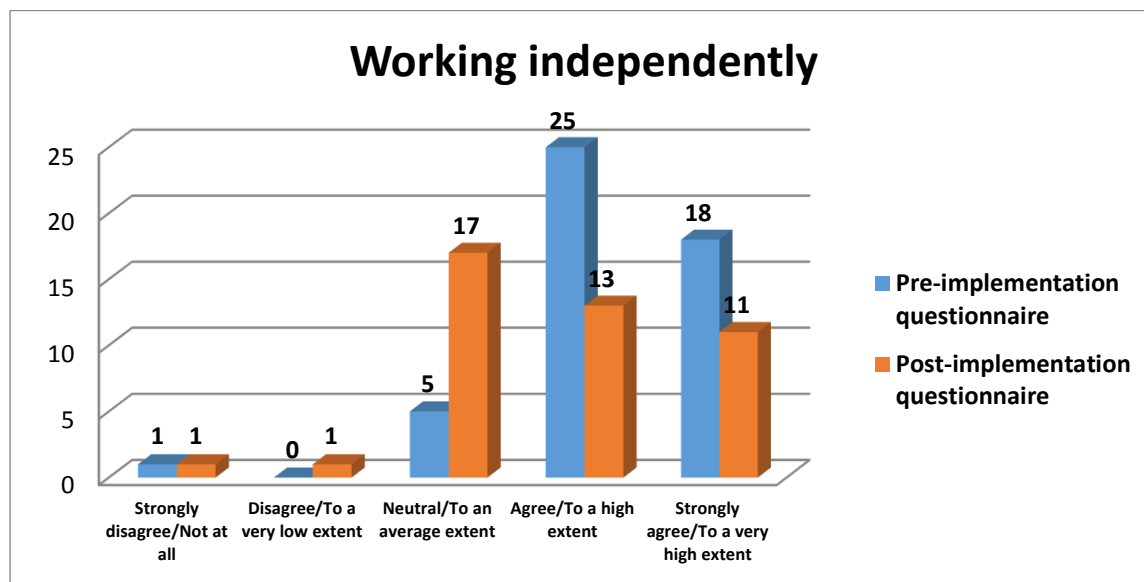
“No quantitative data was required by use of data.”

#### **Subsection 4: Graduate attributes related to the workplace skills and applied knowledge**

Subsection 4 focused on the students' expectations and experiences regarding the infusion of graduate attributes specifically related to the workplace skills and applied knowledge. For purposes of this study, the graduate attributes that related to the workplace skills and applied knowledge outcomes included working independently, self-evaluation and reflection, an ability to demonstrate an understanding of changing workplace practices through relating specific issues to, or an exposure to wider organisational context, capacity to shift from an individualistic approach to an integrated partnership approach, capacity to care deeply for the community, as well as self-value and worth in order to contribute to moral development.

##### ***Attribute 1: Working independently***

The expectations and experiences that the CSL324 students had regarding the infusion of working independently is illustrated in Figure 5.31.



\*Number of participants for the post-implementation student questionnaire was (N = 46). However, one (1) out of the 46 participants did not respond on this attribute.

**Figure 5.31: Working independently**

Figure 5.31 indicates that most of the participants (43) [i.e. 18 strongly agree and 25 agree] who responded in the pre-implementation student questionnaire expected that the CSL experience will contribute to their ability to work independently. A total of 5 of the participants remained neutral, while 1 of the participants indicated strongly disagree. In relation to the post-implementation student questionnaire, it shows that the majority of the participants (41) agreed on varied levels (i.e. 11 to a very high extent; 13 to high extent and 17 to an average extent) that the module has introduced or enhance the ability to work independently. The remaining 2 of the participants (i.e. 1 not at all and 1 to a very low extent) responded negatively.

Based on the profile above, it can be drawn that the extent at which the students' expectations were met in terms of the introduction or enhancement of the ability to work independently through the CSL module was for most of the participants (17) to an average extent. In this case, 88% (i.e. 43 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 91% (i.e. 41 out of \*45 of the respondents on this attribute in the post-implementation student questionnaire) confirmed that their ability to work independently was enhanced on varied levels, as indicated above.

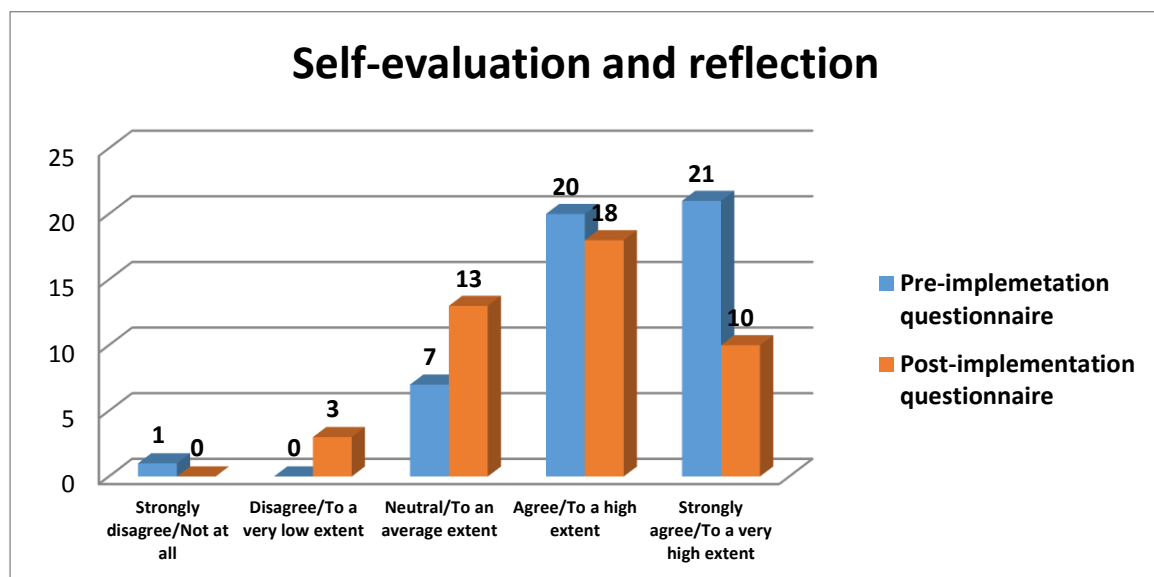
Several students indicated that the module has enhanced their ability to work independently in some way. As stated by some of the respondents:

“My ability to plan was enhanced when we had to prepare questions that were to be asked to the community members.”

“I am able to plan for things that are important to me on time and deal with them effectively.”

**Attribute 2: Self-evaluation and reflection**

The expectations and experiences that the CSL324 students had regarding the infusion of self-evaluation and reflection is illustrated in Figure 5.32.



\*Number of participants for the post-implementation student questionnaire was (N = 46). However, two (2) out of the 46 participants did not respond on this attribute.

**Figure 5.32: Self-evaluation and reflection**

In terms of the pre-implementation student questionnaire, figure 5.32 illustrates that the majority of the participants (41) [i.e. 21 strongly agree and 20 agree] expected that the CSL experience contribute to their self-evaluation and reflection. A total of 7 of the participants selected neutral, whereas 1 of the participants strongly disagreed that the module will contribute in this regard. In comparison to the post-implementation student questionnaire, the profile indicates that the majority of the participants (41) confirmed on different levels (i.e. 10 to a very high extent; 18 to a high extent and 13 to an average extent) that the module has



introduced or enhanced self-evaluation and reflection. The remaining 3 of the participants indicated that the module contribute to a very low extent in this regard.

This denoted that the extent at which most of the students' expectations (18) were met in terms of the introduction or enhancement of self-evaluation and reflection through the CSL module was to a high extent. As 84% (i.e. 41 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 93% (i.e. 41 out of \*44 of the respondents on this attribute in the post-implementation student questionnaire) confirmed it on varied levels, as indicated above.

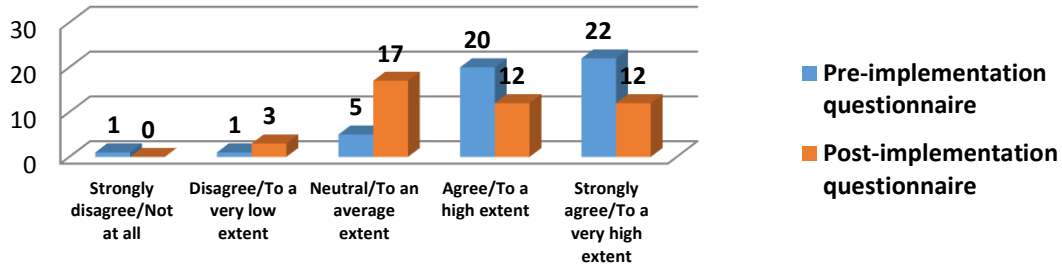
Similarly, some of the students through their reflection reports indicated that the CSL experience has enhanced their capacity to evaluate and reflect on self, as stated by one of the students:

“Community work has helped me to actually ... identify my weaknesses and strengths ... The following are the weaknesses that I have discovered about myself ... bad communication skills, that it is necessary for me to voice out my opinion ... The following are the strengths that I have discovered about myself ... confidence, I was able to lead [people] to a desired and common goal. I delivered the group's presentation in a confident tone ...”

***Attribute 3: An ability to demonstrate an understanding of changing workplace practices through relating specific issues to, or an exposure to wider organisational context***

The expectations and experiences that the CSL324 students had regarding the infusion of an ability to demonstrate an understanding of changing workplace practices through relating specific issues to, or an exposure to wider organisational context is illustrated in Figure 5.33.

## Ability to demonstrate an understanding of changing workplace practices through relating specific issues to, or an exposure to wider organisational context



\*Number of participants for the post-implementation student questionnaire was (N = 46). However, two (2) out of the 46 participants did not respond on this attribute.

**Figure 5.33: Ability to demonstrate an understanding of changing workplace practices**

Figure 5.33 depicts that the majority of the participants (42) [i.e. 22 strongly agree and 20 agree] in the pre-implementation student questionnaire expected that the CSL experience will contribute to their ability to demonstrate an understanding of changing workplace practices through relating specific issues to, or an exposure to wider organisational context. A total of 5 of the participants remained neutral, while 2 of the participants (1 strongly disagree and 1 disagree) responded negatively. In terms of the post-implementation student questionnaire, it appears that most of the participants (41) concurred at various levels (i.e. 12 to a very high extent; 12 to a high extent and 17 to an average extent) that the module has introduced or enhanced the ability to demonstrate an understanding of changing workplace practices through relating specific issues to, or an exposure to wider organisational context. The remaining 3 of the participants indicated that the module contributed to a very low extent in this instance.

Consequently, it can be concluded that the extent at which most of the students' expectations (17) were met in terms of the introduction or enhancement of the ability to demonstrate an understanding of changing workplace practices through relating specific issues to, or an exposure to wider organisational context, through the CSL module was to an average extent. In summary, 86% (i.e. 42 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 93% (i.e. 41 out of \*44 of the respondents on this attribute in the post-implementation questionnaire) confirmed it on varied levels, as indicated above.

Concurrently, the majority of the students through their reflection reports highlighted that the module has contributed towards their understanding of workplace practices, as reflected below:

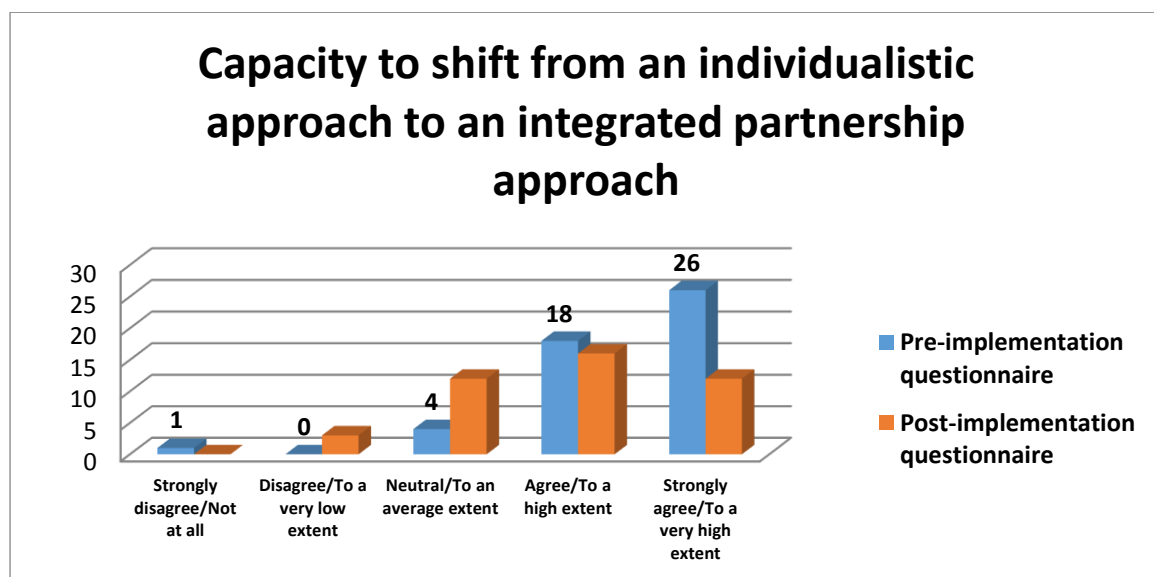
“... this [the module] will help me in my career to be able to work with different people and furthermore respect the cultures of other people. It will also help me to be a leader and knowing the principles of accountability and transparency.”

“It has taught me that in the workplace one day when we work for government I should encourage my colleagues to go out and talk to the community and hear which problems they are faced with.”

“... this module will assist me when I get employed within government as ... it provides me with a golden opportunity to obtain recognised knowledge concerning practical experience, problems surrounding good governance within a community.”

**Attribute 4: Capacity to shift from an individualistic approach to an integrated partnership approach**

The expectations and experiences that the CSL324 students had regarding the infusion of the capacity to shift from an individualistic approach to an integrated partnership approach is illustrated in Figure 5.34.



\*Number of participants for the post-implementation student questionnaire was (N = 46). However, three (3) out of the 46 participants did not respond on this attribute.

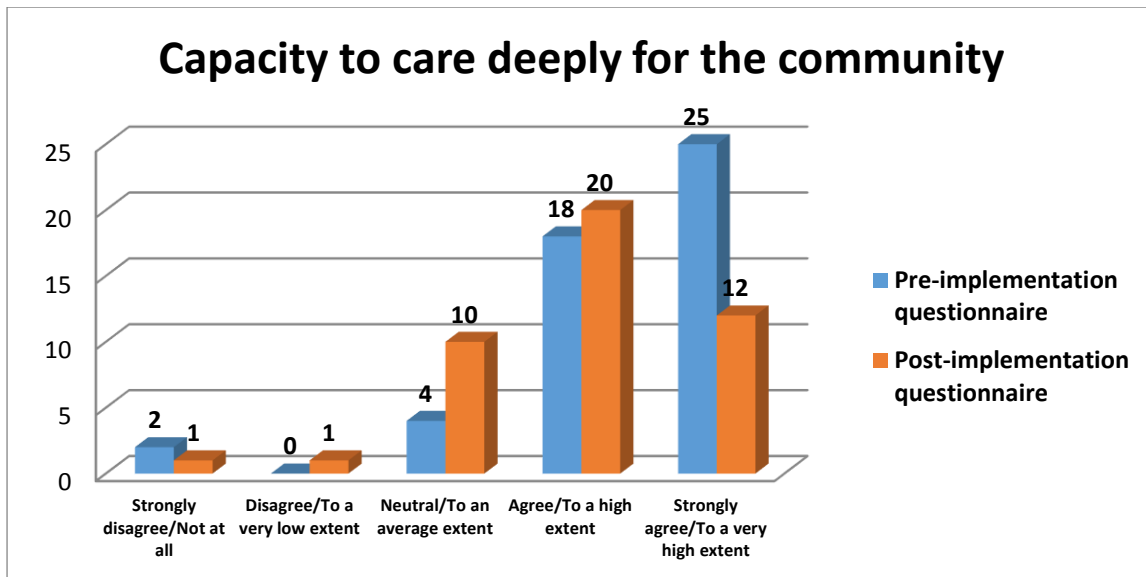
### **Figure 5.34: Capacity to shift from an individualistic approach to an integrated partnership approach**

Figure 5.34 indicates that a greater representation of the participants (44) [i.e. 26 strongly agree and 18 agree] in the pre-implementation student questionnaire expected that the CSL experience will contribute their capacity to shift from an individualistic approach to an integrated partnership approach. A total of 4 of the participants remained neutral, while 1 of the participants strongly disagreed. In terms of the post-implementation student questionnaire, the profile indicates that the majority of the participants (40) agreed on different levels (i.e. 12 to a very high extent; and 16 to a high extent and 12 to an average extent) that the module has introduced or enhanced the capacity to shift from an individualistic approach to an integrated partnership approach. The remaining 3 of the participants indicated that the module contributed to a very low extent in this regard.

This implies that the extent at which most of the students' expectations (16) were met in terms of the introduction or enhancement of the ability to demonstrate an understanding of changing workplace practices through relating specific issues to, or an exposure to wider organisational context, through the CSL module was to a high extent. Since, 90% (i.e. 44 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 93% (i.e. 40 out of \*43 of the respondents on this attribute in the post-implementation questionnaire) confirmed it on varied levels, as highlighted above.

#### ***Attribute 5: Capacity to care deeply for the community***

The expectations and experiences that the CSL324 students had regarding the infusion of the capacity to care deeply for the community is illustrated in Figure 5.35.



\*Number of participants for the post-implementation student questionnaire was (N = 46). However, two (2) out of the 46 participants did not respond on this attribute.

**Figure 5.35: Capacity to care deeply for the community**

With regard to the pre-implementation student questionnaire, figure 5.35 shows that the majority of the participants (43) [i.e. 25 strongly agree and 18 agree] expected that the CSL experience will contribute to their capacity to care deeply for the community. A total of 4 of the participants remained neutral, as 2 of the participants strongly disagreed. In relation to the post-implementation student questionnaire, it is apparent that the greater representation of the participants (42) concurred on varied levels (i.e. 12 to a very extent; 20 to a high extent and 10 to an average extent) that the module has introduced or enhanced the capacity to care deeply for the community. The remaining 2 of the participants (i.e. 1 not at all and another 1 to a very low extent) responded negatively.

This indicates that the extent at which the students' expectations were met in terms of the introduction or enhancement of the capacity to care deeply for the community through the CSL module was for a greater representation of the participants (20) to a high extent. As, 88% (i.e. 43 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 95% (i.e. 42 out of \*44 of the respondents on this attribute in the post-implementation questionnaire) confirmed the attainment of this attribute on varied levels, as indicated above.

In the open-ended questions of the post-implementation questionnaire, several students indicated the following as ways in which the module contributed to their capacity to care deeply for the community, as stated:

“Capacity to care deeply for the community. This was evident because we as students had to sit down with community members especially from the old age home. We had to listen to their problems and so forth.”

“This has opened our eyes to the bigger picture. It has awakened passion for other people.”

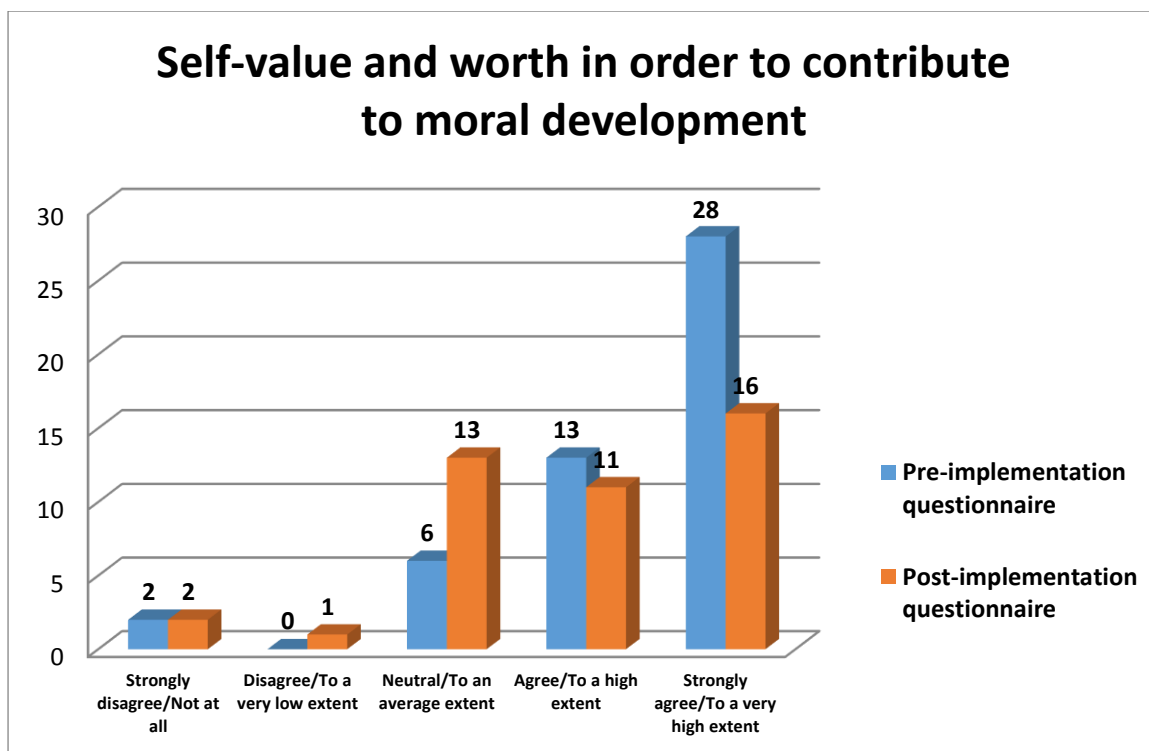
Correspondingly, similar findings were highlighted by the majority of the students through their reflection reports. As stated by some of the students:

“I will stay involved in the community in terms of attending meetings and encouraging people to attend ward meetings.”

“I intend to make a meaningful contribution to my community, and that is why I intend to run for councillorship of my ward during the coming local government elections whereby I hope to make a contribution by implementing what I learned in this module ...”

***Attribute 6: Self-value and worth in order to contribute to moral development***

The expectations and experiences that the CSL324 students had regarding the infusion of self-value and worth in order to contribute to moral development is illustrated in Figure 5.36.



\*Number of participants for the post-implementation student questionnaire was (N = 46). However, three (3) out of the 46 participants did not respond on this attribute.

**Figure 5.36: Self-value and worth in order to contribute to moral development**

In terms of the pre-implementation student questionnaire, figure 5.36 depicts that a greater representation of the participants (41) [i.e. 28 strongly agree and 13 agree] expected that the CSL experience will contribute to their self-value and worth in order to contribute to moral development. A total of 6 of the participants remained neutral, while 2 of the participants strongly disagreed in this regard. In response to the post-implementation questionnaire, it is evident that the majority of the participants (40) agreed on different levels (i.e. 16 to a very high extent; 11 to a high extent and 13 to an average extent) that the module has introduced or enhanced their self-value and worth in order to contribute to moral development. The remaining 3 of the participants (i.e. 2 not at all and 1 to a very low extent) responded negatively.

It is against this background that, it is concluded that the extent at which the students' expectations were met in terms of the introduction or enhancement of self-value and worth in order to contribute to moral development through the CSL module was for most of the participants (16) to a very high extent. As, 84% (i.e. 41 out of 49 of the respondents on this attribute in the pre-implementation student questionnaire) had expectations and 93% (i.e. 40 out of \*43 of the respondents on this attribute in the post-implementation questionnaire) confirmed it on varied levels, as indicated above.

As commented by one of the participants, “Self-value and worth was stimulated because I learned and practices the principle of Ubuntu.”

Similarly, the majority of the students through the self-reflection reports confirmed that their understanding of community needs helped to foster their self-efficacy and strengthen their ethics and responsiveness to the community.

## **SECTION 6: PERSONAL EXPERIENCE**

Section 6 focused on the personal experience of CSL324 students in terms of what they learned about themselves during their community service learning experience, how the CSL module has contributed in preparing them for the world of work, the forms of personal growth they gained and how the CSL experience contributed to their sense of social responsibility. However, this section only formed part of the post-implementation student questionnaire to gain a better insight about the personal experiences and growth of the students after the implementation of the CSL encounter. In their responses regarding what they have learned about themselves and the forms of personal growth they have gained, several attributes (i.e. values, qualities and skills) were highlighted. This is supported by the following statements:

“It has prepared me professionally in terms of being able to speak to people in an adequate manner.”

“It has taken me out of my comfort zone, whereby group interaction was needed and the engagement with the community prepared and developed my people skills a little more.”

“I learned that I have the ability to care deeply about people.”

“I learned that I really value my community than I value myself”

“Patience; Dealing with rude people and not stopping to their level...”

“That I am actually a considerate person who would do anything just to make sure that South Africans are living better. Compassion and kindness.”

“Values and determination... Appreciation... time management... and self-control...”

“... the ability to puts myself in the shoes of the community.”



“Gained a certain sense of confidence to ask the necessary questions to determine what challenges and problems the community faces.”

“I learned that I am an empathetic listener.”

“... I gained extensive knowledge about local government.”

“To be able to work and care for people from different walks of life to know...how to deal with people of different characteristics.”

“By making me realise that I’m going to work with more than a particular race in the work place and that I need to accept everyone as they are.”

“I am now able to discover social issues and then come up with solutions.”

“It allowed me to apply my theoretical knowledge in practical situations.”

“Giving the chance to provide services and think critically.”

“I can reason better...”

“My leadership skills improved...”

“To think outside the box.”

“My integrity [and] character ... was enhanced”

“It will allowed me to have a first-hand experience on community related issues.”

“I have learned to work with more than one person, with a group of people.”

“It has improved my ability to plan, organise, manage and execute my actions and tasks responsibly.”

“That I am generally interested in the future of the community, that I understood more than I thought initially...”

“It shifted my focus from myself to accommodating others around me.”

Additionally, the majority of the students were also of the opinion that the CSL experience prepared them for the world of work in some way, as stated:

“It has given me a practical overview of the dynamics and processes involved in the workplace.”

“...it has given me a different perspective to when I start working, to be more sensitive to people’s needs.”

“Because now I know what will be like in case I go to work in political side as a politician or as a municipal manager.”

Moreover, several students mentioned that the CSL experience has contributed a great deal to their sense of social responsibility. Responses such as the following were highlighted:

“It motivated me to want to do more volunteer work in my community.”

“I feel obligated to make a difference now more than ever because I’m also a part of the community and I would like to see change take place.”

“Giving back to the community and finding solutions to problems.”

“There is a need in the community and feel like it is our responsibility to help even it is in a small way.”

“I am now every aware of how actions may affect others and try to be more of a responsible citizen. It taught me to be cautions of my daily actions as they can affect the larger community.”

“Acknowledge that I have a part to play in the society.”

## **SECTION 7: FINAL REMARKS**

Section 7 focused on the final remarks of the CSL324 students regarding their feelings opinions and concerns about the community service learning module they have participated in (subsection 1). In addition, the students were also asked to share any recommendations for improvement of the module (subsection 2). This section was classified as 'section 6' in the pre-implementation student questionnaire.

***Subsection 1: Feelings, opinions and concerns about the community service learning module***

It is noteworthy that the final remarks regarding the students' expectations prior the implementation of the module, already highlighted their intrinsic need to acquire specific attributes. Responses such as the following were indicated by most of the participants:

"I expect to have more insight and practical experience with regards to applying what I have learned in the module."

"I expect this module to provide me with first-hand experience before I venture into the world of work. The most important part would be the practical part of it as it will provide me with transferable skills..."

"Service learning has a great prospect because it will enable us as students to get first-hand experience of real social issues in our communities. So we can apply what we have been learning."

"My expectation would be learning to work in groups, being able to participate in group discussions and so forth."

"I expect...gaining of knowledge to solve problems ..."

"I expect to learn more about myself... my level of patience."

"I expect to learn a lot in terms of how to communicate with the community in an effective manner."

"I feel very excited to do this module as I believe my thinking will be enhanced."

"I hope it will help me understand the different cultures that we will be dealing with ..."

“I hope it will ...help improve my listening skills.”

“I am expecting to learn a lot from others and let others learn from me.

I am hoping to come out of this class as an evolved individual to a better level of character.”

In contrast to the above, one participant mentioned that her preliminary concern is the “...safety and cooperation from the community’s side.”

The following were some of the general positive feelings and opinions shared by the students regarding the CSL324 module after its implementation, as stated:

“The module is effective in making students aware of what they will be dealing with on a daily basis once they enter the world of work. It prepares and enhances the students’ skills.”

“The module should continue with skills development.”

“I really enjoyed it created a sense of ownership and experience what I am not normally exposed to.”

“This module taught us about things like working with other people and also taking into consideration the different needs that the different communities have.”

“This module sets us up for the future and career environment we’ll find ourselves in it’s a good preparation phase.”

## **Subsection 2: Recommendation for improvement of the module**

The subsequent section highlights other recommendations related to the CSL324 module which included the following, as stated:

“I think that the engagement should be with the communities that have real serious problems, community more especially in the location.”

“Service learning should be done where real problems of development are evident to equip us with the necessary skills and knowledge. We worked at ... and were given a presentation on ... and both those areas are not falling under serious challenges.”

“I feel like we aren’t learning much because we are taken to places where there aren’t real problems, and I feel as if we cannot learn or apply any governance or political perspectives. I think we should go to “Kasi” [meaning the townships].”

“I feel it contributes a lot and it can be improved by giving students more responsibility and also there issues to be taken to the relevant stakeholders.”

“Community service learning should be done over a period of a year and not 6 months because everything ends up being clustered.”

## **b) Summary of the main findings from the pre- and post-implementation student questionnaires**

The pre-implementation student questionnaire consisted of six sections and the post-implementation student questionnaire comprised of seven sections. Each section is composed of several related subsections or statements, which is summarised subsequently. In the main, this section of the study highlights the extent to which the students’ expectations with regard to the infusion of the graduate attributes (specifically those required for the implementation of the *Batho Pele* principles, as identified in this study) has been met (i.e. introduced or enhanced) after the implementation of the module.

### **Summary of Student Information**

Out of 54 registered students in CSL324 module, 49 (91%) of the students participated in the pre-implementation student questionnaire, while 46 (85%) of the students participated in the post-implementation student questionnaire. This implies that at least 85% of the students registered in CSL324 module took part in this study, in which the majority were between age of 21 – 24 year old (refer to figure 5.3).

The distribution of gender of the students (refer to figure 5.1) indicated that the majority of the participants (i.e. above 50%) both for the pre- and post-implementation student questionnaires were females. The distribution of home language (refer to figure 5.2) reflected that a greater

representation were Sesotho-speaking and Setswana-speaking students. The majority of the students that participated in this study were in their third year of study (refer to figure 5.4).

### **Summary on benefits gained by students, service sector partner and community**

This section focused on the students' perceptions regarding the benefits gained through CSL, as a form of community engagement. Firstly, the focus was on the students as beneficiaries, in which the majority of the participants indicated that their involvement with both the service sector partner and community offered some benefits to themselves. Among other benefits, increased knowledge on service-delivery related community needs and challenges was emphasised by the majority of the students.

Generally, based on the summary of identified themes regarding the benefits gained by the students from their involvement with the service sector partner (refer to table 5.6) and in the community (refer to table 5.7), as well as the students reflection reports, the following seemed to be the dominant themes:

- Communication and listening skills
- Community-mindedness or orientation
- Diversity skills
- Knowledge on community affairs
- Knowledge and application of good governance in the community
- Knowledge on the functionality of municipality
- Importance of moving from individualistic to partnership approach
- Personal skills
- Problem solving skills
- Preparation for world of work
- Sympathy towards community
- Increased sense of social responsibility
- Teamwork skills

This implies that through students involvement with the service sector partner and community, specific knowledge and attributes were gained.

The second part of this section focused on the service sector and community as beneficiaries from the students' perspective. The majority of the students indicated that the service sector

partner and communities involved in CSL324 gained from their involvement in some way. In the main, the students mentioned that they contributed by enabling the service sector partner to understand the communities they serve better, through providing information from their perspective on community needs and challenges, as well as the related solutions. Also, the service sector partner was provided an opportunity to educate (share information) to the students on issues related to the municipality.

In terms of the community, the students specifically highlighted that they contributed through:

- Raising awareness on the importance of voice and responsibility of the community in dealing with service delivery related challenges;
- Providing information on contact persons in the municipality, which seemed not to be known by the residents;
- Bringing some sense of light and hope in the community, as future practitioners; and
- Creating a platform for participation and voice of the community, characterised by mutual and reciprocal sharing of information between the students and community through community interviews, as well as students and the service sector partner through providing feedback on issues that emanated from the interviews. As such, strengthening the relationship between the service providers and the community.

Although, it is apparent that the involvement of the students with the service sector partner and community was beneficial to the service sector, community and to themselves, as indicated above. In contrast, it is noteworthy that some students indicated they did not gain or contribute anything from their involvement with the service sector partner and community, as they felt that some of the communities they dealt with experienced minor service-delivery related issues. Also, language barriers between the students and some of the communities involved, as well as the fact that not much was offered by the students in terms of practically addressing the identified community challenges was additional aspects highlighted by some of the respondents.

### **Summary on the understanding of CSL**

From the data obtained from the pre- and post-implementation questionnaires it is apparent that there are different understandings of what community service learning entails by the CSL324 students. With reference to the understanding and conceptualisation of community service learning by the CSL324 students, various notions were highlighted by the participants.

Several of the participants defined community service learning as an application of theory into practice and implicated that it allows them to apply their theoretical knowledge they have acquired throughout their university years through involvement in the community. The notion of mutual and reciprocal learning, as well as sharing of information also became apparent in some of the definitions of the participants. Also, the notion of service came to the fore, in which some participants indicated that they see community service learning as a service that is provided to the community.

Furthermore, equipping students with skills to provide efficient and effective service delivery to the public was also described as one of the functions of community service learning. The students strongly believed that community service learning allowed them to learn and gain understanding on the needs of the community. Through their involvement, they also defined community service learning as a facilitator of personal development, especially in terms of the morals and ethics to deal with the community. Additionally, some participants explained community service learning as an academic process which involves students' engaging with the communities, as well as learning about their challenges and in turn, providing solutions through the use of the knowledge acquired. Some participants further defined community service learning as a credit-bearing module for students to attain marks. Also, the students viewed community service learning as a way to give back to the community.

### **Summary on students' general expectations and experiences regarding the CSL324 module**

This section focuses on the summary of the students' general expectations (based on the pre-implementation questionnaire) in relation to their general experiences (based on the post-implementation questionnaire), regarding the CSL324 module. In summary, eight statements were measured under section 4 of the pre- and post-implementation student questionnaire respectively, as indicated above.

When comparing the results obtained from the pre- and post-implementation student questionnaires in terms of this section, it appears that in seven of the measured statements, at least 60% of the participants that responded in the pre-implementation student questionnaire who had general expectations regarding the CSL324 module, confirmed in the post-implementation student questionnaire that their expectations were met. This implies that the level at which the students' general expectations about the CSL module were met was relatively high.



However, there were two exceptions with regard to the students' expectations in terms of the contribution of the module to their personal development, as only 25 (54%) of the participants confirmed in the post-implementation student questionnaire, in relation to the 30 (61%) of the participants that had an expectation in the pre-implementation student questionnaire. This highlights that for some participants their expectations were not met regarding this statement. Additionally, with regard to the students' expectations in terms of the amount of work required in the CSL module than other modules, 24 (49%) of the participants had an expectation in the pre-implementation student questionnaire, and 27 (60%) of the participants actually agreed in the post-implementation student questionnaire that the CSL module required much more work than other modules. This indicates that a slightly greater representation of the participants that did not expect that CSL324 module would require more work than other modules, experienced the opposite based on the post-implementation student questionnaire.

It is against this background that the following conclusions can be drawn that at least 50% of the participants that completed the pre- and post-implementation questionnaire respectively agreed that:

- They learned from the:
  - community in which they worked; and
  - service sector staff involved in the module.
  
- The CSL324 module:
  - provided them with the opportunity to apply the knowledge that they acquired during their study period thus far;
  - assisted them in preparing for the world of work;
  - helped them to move from focusing on themselves to focusing on community and others to achieve common good;
  - helped them to gain insight into their role as responsible citizens';
  - contributed to their personal development; and
  - required much more work than other modules.

**Summary on students' specific expectations and experiences regarding CSL324 module**

This section provides a summary on the students' expectations and experiences through the CSL324 module, regarding the infusion of graduate attributes that are related to the different types of the learning objectives namely: intellectual/theoretical objectives, interpersonal/ life skill objectives, technical/practical objectives, as well as workplace skills and applied knowledge.

- ***Main findings on the graduate attributes related to the intellectual/theoretical objectives as rated by CSL324 students***

When comparing the results obtained from the pre- and post-implementation student questionnaires, it is apparent that this module has introduced or enhanced the graduate attributes related to the intellectual/theoretical outcomes (i.e. subsection 1) on different levels of extent. In specific, the information and knowledge management skills (18), as well as the capacity for independent lifelong learning (14) was rated at an average extent. The evaluation and research skills (20), thinking and reasoning skills (19), as well as academic and professional competence (19) were rated at a high extent, while problem-solving skills (15) was rated at a very high extent. The only exception was with active global citizenship and competence, in which there seemed to be varied responses where half of the participants (13) rated to an average extent and the other half of the participants (13) rated to a high extent. The number of participants that indicated that the module has not at all infused any graduate attributes or has to a very low extent, ranged from 2 to 9 respondents.

Overall, the students that had expectations in this regard, ranged from 82% to 90% based on the pre-implementation questionnaire, with a greater representation of the participants indicating a strong level of agreement that the module will contribute specifically in 5 out of 7 graduate attributes related to the intellectual/theoretical objectives. After the implementation of the module, those who confirmed that their expectation were met, ranged from 80% to 96%, across the respective graduate attributes. Similarly, the majority of the students through their reflection reports reflected the infusion of a number of graduate attributes related to the intellectual/theoretical objectives. This implies that the expectations of at least 80% of the participants, in terms of the graduate attributes related to the intellectual/theoretical objectives were met, with marginally greater number of graduate attributes (4 out of 7 graduate attributes) rated to a high extent.

Through the post-implementation questionnaire, when the students were asked to explain the ways in which the module contributed to those attributes related to the intellectual/theoretical learning objectives, comments were made in terms of the following graduate attributes:

- *Thinking and reasoning skills:* Some of the participants mentioned that the process of coming up with solutions in line with the identified community challenges, forced them to “think out of the box” in terms of the finding the root causes and specific suggestions to the problems.
- *Evaluation and research skills:* Some students highlighted that their research skills were enhanced, as they had to collect information through community interviews on the challenges that they face.
- *Problem solving skills:* The majority of the students indicated that through their CSL experience they had to identify problems through interacting with the different community members regarding their challenges. Following the identification of community issues, the students were expected to come up with relevant solutions through critical thinking.
- *Capacity for independent lifelong learning:* Although among others, there seemed to be a slightly lower representation of the students that marked the capacity for independent lifelong learning (37 respondents), some of the respondents were of the opinion that capacity for independent lifelong learning was enhanced, as they are able to use their acquired skills through the module and apply it to their everyday lives, as well as apply in their communities.
- *Academic and professional competence:* One of the participants indicated that academic and professional competence was enhanced through demonstrating knowledge of governance in the community.
- *Active glocal citizenship and competence:* Several students indicated that the module provided them with the opportunity to participate and contribute to the local community and not necessarily to the life of national and global communities. Some students’ strongly felt that that more could be done to ensure that the module involves a balanced representation of diverse communities and political parties so that they are groomed as active “glocal” citizens. Directing focus of the module to communities located in the townships where there is a divergence of service delivery related challenges was recommended by some of the respondents. This could be an explanation of why a slightly lower representation of the students marked active glocal citizenship and competence (36 respondents) on varied levels of extent, among all the other graduate attributes.

In summary, Table 5.8 shows the extent to which the CSL324 module has introduced or enhanced the graduate attributes related to the intellectual/theoretical objectives.

**Table 5.8: The extent to which the CSL324 module has infused the graduate attributes related to the intellectual/theoretical objectives**

THE EXTENT TO WHICH THE ATTRIBUTE WAS INFUSED THROUGH CSL324	TYPE OF LEARNING OBJECTIVE FOR GRADUATE ATTRIBUTE DEVELOPMENT
	INTELLECTUAL/THEORETICAL OBJECTIVES
To a very high extent	<ul style="list-style-type: none"> <li>• Problem-solving</li> </ul>
To a high extent	<ul style="list-style-type: none"> <li>• Evaluation and research skills</li> <li>• Thinking and reasoning skills</li> <li>• Academic and professional competence</li> <li>• *Active gocal citizenship and competence</li> </ul>
To an average extent	<ul style="list-style-type: none"> <li>• Information and knowledge management skills</li> <li>• Capacity for independent lifelong learning</li> <li>• *Active gocal citizenship and competence</li> </ul>

\*The same number of participants rated the graduate attribute both to an average extent and to a high extent

- ***Main findings on the graduate attributes related to the interpersonal/life skill objectives as rated by CSL324 students***

When comparing the results obtained from the pre- and post-implementation student questionnaires, with regard to subsection 2 (i.e. graduate attributes related to the interpersonal/life skill objectives), it is evident that the module has introduced or enhanced the specific graduate attributes on varied levels of extent. This implies, a greater representation of graduate attributes was rated on the levels of high extent specifically on the a) ability to consult and to listen empathetically to the views and needs of others (20); b) understanding the importance of integrity and maintaining a good reputation and image (20); c) teamwork skills (19); d) ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and practices; as well as e) ethical awareness and sensitivity within communities (16), in a chronological order.

Additionally, the extent to which the module has introduced or enhanced an effective communication and presentation skills (18) was at an average extent. In particular, the infusion of personal ethics and skills (18), leadership skills in communities (17), as well diversity skills (15) seemed to be the only graduate attributes related to the interpersonal/life skill objectives that was introduced or enhanced at a very high extent. In the case of diversity skills, the same number of participants (15) marked the infusion of the attribute to a high extent. The number

of participants that indicated that the module has not at all infused any graduate attributes or has infused to a very low extent, ranged from 2 to 6 respondents.

Generally, the students that had expectations prior the implementation of the module regarding the individual graduate attributes, ranged from 82% to 88%, with a greater representation of the participants indicating that they strongly agreed that the module will contribute in all 9 graduate attributes related to the interpersonal/life skill objectives. After the implementation of the module, 87% to 96% of the participants actually confirmed that their expectations were met, with almost all of the graduate attributes (8 out of the 9 graduate attributes) rated from a high extent, to a very high extent, as indicated above. Similarly, the majority of the students through their reflection reports reflected the infusion of a number of graduate attributes related to the interpersonal/life skill objectives. This indicates that, the CSL experience has contributed to the graduate attributes related to the interpersonal/life skill outcomes more than the participants expected, as it proved so in 6 (67%) out of the 9 graduate attributes in this regard.

Moreover, it is noteworthy that throughout all the graduate attributes, there seemed to be a greater representation of the participants that indicated that they strongly agreed in the pre-implementation student questionnaire, implying that they had strong expectations that the module will contribute in terms of the graduate attributes related to the interpersonal/life skill objectives, which turned to be the case in the actual implementation of the module, as indicated above. Several students explained ways in which the module contributed to those attributes related to the interpersonal/life skill learning objectives. Specific comments were made in terms of the following graduate attributes, as highlighted by some respondents:

- *Effective communication and presentation skills:* Some students mentioned that the module enhanced effective communication and presentation skills, since they had to engage and interact with members of the community regarding the purpose of their CSL project. Upon that, the students were expected to write and present the experiences they have gained through their involvement in the community.
- *Ability to consult and listen empathetically to the views and needs of others:* The fact that the module created platform for students to interact with the community on their challenges seemed to have contributed to their consultation and listening skills, as stated by one of the participants.

- *Teamwork skills:* Several of the participants indicated that the module infused teamwork skills, through enabling students to work within groups comprised with different people to conduct fieldwork in the community and prepare presentations as a collective. The group work approach that was employed in the module was further experienced as effective by some of the students, as it allowed mutual and reciprocal sharing of experiences between themselves. This resulted in comprehensive perspectives on the students' experiences in the community.
- *Personal ethics and skills:* Some students articulated that their personal ethics and skills were enhanced through the CSL experience, especially in terms of respect, being considerate to others and empathy – “putting [oneself] in the position of [others], as expressed by one of the participants.
- *Leadership skills in communities:* It was highlighted that the opportunity that was created through the module to lead within the groups, seemed to have contributed to the leadership skills of some of the students.
- *Ethical awareness and sensitivity within communities:* It was indicated that the module has contributed in instilling ethical awareness and sensitivity within communities through teaching the students how to behave themselves when they are in the community.
- *Understanding of the importance of integrity and maintaining a good reputation and image:* One of the participants indicated that the module contributed towards understanding of the importance of integrity and maintaining a good reputation and image, through informing the students on the importance and significance of integrity, as well as putting people first.

Moreover, it is notable that the majority of the students further indicated through their reflection reports, that community work made them aware of some of their own stereotypes and their exposure to vast perspectives from diverse groups of people through CSL experience challenged those stereotypes and pre-conceptions.

Table 5.9 indicates the extent to which the CSL324 module has introduced or enhanced the graduate attributes related to the interpersonal/life skill objectives

**Table 5.9: The extent to which the CSL324 module has infused the graduate attributes related to the interpersonal/life skill objectives**

THE EXTENT TO WHICH THE ATTRIBUTE WAS INFUSED THROUGH CSL 324	TYPE OF LEARNING OBJECTIVE FOR GRADUATE ATTRIBUTE DEVELOPMENT
	INTERPERSONAL/ LIFE SKILL OBJECTIVES
To a very high extent	<ul style="list-style-type: none"> <li>• Personal ethics and skills</li> <li>• Leadership in communities</li> <li>• *Diversity skills</li> </ul>
To a high extent	<ul style="list-style-type: none"> <li>• Ability to consult and listen empathetically to the views and needs of others</li> <li>• Understanding of the importance of integrity and maintaining a good reputation and image</li> <li>• Teamwork skills</li> <li>• Ability to demonstrate an understanding, appreciation and sensitivity to cultural differences and practices</li> <li>• Ethical awareness and sensitivity within communities</li> <li>• *Diversity skills</li> </ul>
To an average extent	<ul style="list-style-type: none"> <li>• Effective communication and presentation skills</li> </ul>

\*The same number of participants rated the graduate attribute both to an a high extent and to a very high extent

- ***Main findings on the graduate attributes related to technical/practical objectives as rated by CSL324 students***

When comparing the research results obtained from the pre- and post-implementation student questionnaire, it is apparent that the extent to which the module has introduced or enhanced the a) computer literacy, as well as the b) numeracy or mathematical literacy was to an average extent respectively. This implies that all the graduate attributes related to the technical/practical objectives (subsection 3) were averagely infused through the CSL324 module.

On one hand, students that had an expectation in terms of the identified graduate attributes, ranged from 53% to 59%, which signifies that less than 60% of the participants of this study in the pre-implementation of the module had expectations, which proved not to be strong, as in the case of graduate attributes related to the intellectual/theoretical and interpersonal/life skill objectives. On the other hand, those participants who responded to the post-implementation student questionnaire, ranged from 59% to 63%, which highlights that less than 65% of the participants of the study, confirmed that their expectations in terms of graduate attributes related to the technical/practical objectives were met. This is explained by the fact that the number of participants that indicated that the module has not at all contributed or has contributed to a very low extent in this regard, ranged from 14 to 16 respondents, which marks the highest negative responses relative to the graduate attributes related to the other types of learning objectives.

Furthermore, a comparison in terms of the level of rating of other graduate attributes related specifically to the intellectual/theoretical objectives, interpersonal/life skill objectives, as well as workplace skills and applied knowledge, showed that there seemed to be a glaring lower representation of the participants that expected that the module will contribute to the graduate attributes related to the technical/practical objectives (i.e. computer literacy and numeracy or mathematical literacy). Moreover, there was a lower representation of the participants that confirmed it after the module was implemented. Notwithstanding there was a slight increase in the number of the participants that actually agreed that the module has contributed towards computer literacy (30) and mathematical literacy (28), as opposed to the number of the participants that had an expectation in the pre-implementation of the module (i.e. 29 and 26 respectively).

This lower rating of computer and mathematical literacy could be explained by the following comments made by several of the students. In terms of computer literacy, the use of power-point to make presentations on community experiences, and the use of cell-phones to take photos in the community were mentioned as the two main activities in the module that exposed the students to information communication technology skills. Additionally, typed essays and students' reflection reports were further computer based activities that were conducted by the students, as reflected through the individual student portfolios. With reference to numeracy and mathematical literacy, several of the participants highlighted that the module did not contribute much in terms of numeracy literacy as they did not deal with "quantitative data". This could explain why most of the participants also indicated that this attribute was introduced or enhanced in this module to an average extent. Incorporating research that includes statistical and numerical data, was one recommendation highlighted by one of the participants. Table 5.10 illustrates in a summative form, the extent to which the CSL324 module has introduced or enhanced the graduate attributes related to the technical/practical objectives.

**Table 5.10: The extent to which the CSL324 module has infused the graduate attributes related to the technical/practical objectives**

THE EXTENT TO WHICH THE ATTRIBUTE WAS INFUSED THROUGH CSL324	TYPE OF LEARNING OBJECTIVE FOR GRADUATE ATTRIBUTE DEVELOPMENT
	TECHNICAL/PRACTICAL OBJECTIVES
To a very high extent	None
To a high extent	None
To an average extent	<ul style="list-style-type: none"> <li>• Computer literacy</li> <li>• Numeracy or mathematical literacy</li> </ul>



- ***Main findings on the graduate attributes related to workplace skills and applied knowledge as rated by CSL324 students***

When comparing the research results obtained from the pre- and post-implementation student questionnaire in terms of the graduate attributes associated to the workplace skills and applied knowledge (subsection 4), it is evident that the module has introduced or enhanced the specific graduate attributes on varied levels of extent. This implies, most of the graduate attributes related to this learning objective was rated on the levels of high extent specifically on a) capacity to care deeply for the community (20); b) self-evaluation and reflection (18); as well as c) capacity to shift from an individualistic approach to an integrated partnership approach (16), in a chronological order. In contrast, the infusion of self-value and worth in order to contribute to moral development (16), seemed to be the only graduate attribute related to the workplace skills and applied knowledge that was rated at a very high extent. Additionally, the extent to which the module has introduced or enhanced the attribute of a) working independently (17) and b) an ability to demonstrate an understanding of changing workplace practices though relating specific issues to, or an exposure to wider organisational context (17), was rated at an average extent. The number of participants that negatively responded in this regard, ranged from 2 to 3 respondents.

Overall, the students that had expectations prior the implementation of the module ranged from 84% to 90%, with a greater representation of the participants indicating that they strongly agreed that the module will contribute in 5 out of the 6 graduate attributes related to the workplace skills and applied knowledge. After the implementation of the module, 91% to 95% of the participants actually confirmed that their expectations were met, with most of the graduate attributes (i.e. 3 out of the 6 graduate attributes) rated at a high extent and 1 rated at a very high extent, as indicated above. Similarly, the majority of the students further highlighted the infusion of a number of graduate attributes related to the workplace skills and applied competence, through their reflection reports.

In the open-ended questions of the post-implementation questions, several participants explained how the module has contributed to the graduate attributes related to the workplace skills and applied knowledge. The subsequent section highlights what some of the students shared in terms of the following graduate attributes:

- *Working Independently:* Some students indicated that their ability to work independently was enhanced when they had to prepare questions prior the interviews

with the community members. This seemed to have assisted the students to plan tasks timeously and effectively achieve them, as stated by one of the participants.

- *Capacity to care deeply for the community:* Several students indicated that the capacity to care deeply care for the community was stimulated by being enlightened on community social issues through their involvement in the communities. As implicated by one of the participants, this engagement “opened the students’ eyes” and “awakened passion to care for people”.
- *Self-value and worth in order to contribute to moral development:* One participant mentioned that self-value and worth was enhanced, as the module enabled the students to practice the principle of Ubuntu.

Table 5.11 portrays the extent to which the CLS324 module has introduced or enhanced the graduate attributes related to the workplace skills and applied knowledge.

**Table 5.11: The extent to which the CSL324 module has infused the graduate attributes related to the workplace skills and applied knowledge**

THE LEVEL OF EXTENT TO WHICH THE ATTRIBUTE WAS INFUSED THROUGH CSL324	TYPE OF LEARNING OBJECTIVE FOR GRADUATE ATTRIBUTE DEVELOPMENT
	WORKPLACE SKILLS AND APPLIED KNOWLEDGE
To a very high extent	<ul style="list-style-type: none"> <li>• Self-value and worth in order to contribute to moral development</li> </ul>
To a high extent	<ul style="list-style-type: none"> <li>• Capacity to care deeply for the community</li> <li>• Self-evaluation and reflection</li> <li>• Capacity to shift from an individualistic approach to an integrated partnership approach</li> </ul>
To an average extent	<ul style="list-style-type: none"> <li>• Working independently</li> <li>• Ability to demonstrate an understanding of changing workplace practices through relating specific issues to, or an exposure to wider organisational context.</li> </ul>

### Summary on students’ personal experiences

All of the participants indicated that they have gained some forms of personal growth through the CSL experience. It was further evident that the CSL experience has also prepared the students for the world of work and moreover, contributed to their sense of social responsibility. With regard to personal growth, the following attributes were highlighted by the respondents:

- *Communication skills:* The majority of the participants indicated that the CSL experience prepared them to effectively communicate with others.
- *People skills:* Several students mentioned that through the CSL experience they were taken out of their comfort zone, as they had to engage with the community which enhanced their people skills.
- *Ability to care deeply for the community:* In this case, some expressed that through their CSL experience they have learned to value the community more than they value themselves.
- *Personal skills:* Patience, being considerate to others, compassion, kindness, values, determination, appreciation, sympathy, self-control and confidence were some of the personal skills gained, as indicated by some of the students.
- *Increased knowledge on local government,* also came to the fore.
- *Diversity skills:* A number of the respondents indicated that their CSL experience made them to learn to work with different people from all walks of life.
- *Basic research skills:* Several participants indicated that they were able to gain research skills, as they had to identify and discover community needs and challenges.
- *Problem solving skills:* In their process of identifying community issues, the students were also expected to come up with solutions, which seemed to have contributed to their problem solving skills.
- *Application of theoretical knowledge into practice*
- *Thinking and reasoning skills*
- *Innovation and creativity:* As stated by one of the participants, the CSL experience enabled her to think out of the box.
- *Enhanced integrity and character*
- *Exposure of first-hand experience on community issues*
- *Teamwork skills:* Some participants highlighted that through their CSL experience they learned how to work with people in a group.

- *Working independently:* With reference to this attribute, some of the students indicated that they are now able to plan, organise, manage and execute their tasks responsibly and timeously (i.e. time management).
- *Increased community interest:* Majority indicated that after the CSL experience they gained an increased interest to work with the community in the future. Some mentioned that the CSL experience shifted their focus from themselves towards accommodating others around them.

With regard to preparation to the world of work, some of the students were of the opinion that the CSL324 module has contributed through raising awareness on expectations from the workplace in terms of the processes involved, the delivery of services and how to deal with people. Through their CSL experience, several participants also indicated that their sense of responsibility and consciousness was enhanced, as they are motivated to work with the community in the future. In this regard, some indicated that they now feel a sense of acknowledgement and obligation that they have a responsibility to make a difference and give back to the community. Also, self-awareness of own actions and how those actions can affect the broader community was highlighted by some respondents.

### **Summary on final remarks and recommendations from the students**

Through the respondents' final remarks from both the pre- and post-implementation student questionnaires, it is noteworthy that specific attributes that were expected by the students prior the implementation of the module, were actually confirmed based on the students opinions in the post-implementation of the module. In terms of the pre-implementation questionnaire, the students already expected to gain first-hand experience with regard to applying the theory into practice, as well as gaining knowledge on the real social issues in the communities. Also, expectations to gain transferable skills through practical work, became more apparent. In specific, team work skills through group discussions, problem-solving skills, communication skills, enhanced thinking skills, diversity skills, listening skills, as well as personal skills such as patience were highlighted. Additionally, reciprocal learning and building of good character also came to the fore. However, the safety and cooperation from the community seemed to be the only concern, as stated by one of the participants.

With reference to the post-implementation questionnaire, the majority strongly recommended for the continuation of CSL324 module, as it develops, prepares and enhances the students' skill for the future and particularly, the career environment. A sense of ownership, working with

other people, as well as taking into consideration the needs of other people were some of the attributes that were further singled out by the students. Additionally, the majority of the students pointed the following as aspects of CSL324 module that still need to be improved:

- Identification and involvement of diverse communities, characterised by major service delivery related challenges, especially those located in the townships to be able to equip the students with the necessary skills and knowledge.
- Provision of more responsibility to students and escalation of identified community issues to relevant stakeholders for resolution purposes.
- Extension of period of involvement in the CSL324 module to avoid the clustering of activities.