

**ASSESSMENT OF THE TRAINING NEEDS FOR PARLIAMENTARIANS:**

**A CASE OF THE LIMPOPO LEGISLATURE**

by

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## DECLARATION

I declare that the study on ASSESSMENT OF THE TRAINING NEEDS FOR PARLIAMENTARIANS: A CASE OF THE LIMPOPO LEGISLATURE (mini-dissertation) hereby submitted to the University of Limpopo, for the degree of Master of Development has not been previously submitted by me for a degree at this or any other university; that it is my own work in design and in execution, and that all material contained herein has been duly acknowledged.

.....

**MASOGA MLA**

**04<sup>th</sup> September 2017**

**Date**

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**God Bless**

## **ABSTRACT**

Education is indeed essential for the improvement of the performance, competence and effectiveness of parliamentarians. Many countries in the world including South Africa do not require specific minimum qualifications or skills to qualify to be a parliamentarian. As a result, parliamentarians come into the legislature with varying levels of skills and qualifications, which has an impact on their competence and effectiveness. The purpose of the study was to assess the training needs of parliamentarians focusing on the case of the Limpopo legislature.

Mixed research method comprising both qualitative and quantitative methods was applied in this study. A survey questionnaire was used to collect quantitative data from thirty-six respondents. In addition, semi-structured interviews were conducted to collect the qualitative data from seven respondents.

The study found that seventy-eight percent of parliamentarians had a bachelor degree and post-graduate. Parliamentarians identified FAMPPLA, PFMA, research analysis, standing rules and orders, presiding over meeting, strategic management, interpersonal skills, speech writing, computer literacy, negotiations, facilitations skills, monitoring and evaluation as their priority training needs. The study further found that parliamentarians prefer two to three day workshops as a mode for training.

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## LIST OF ACRONYMS

- ANC: African National Congress
- AWEPA: Association of Western European Parliaments for Africa
- BDID: British Development
- COPE: Congress of the People
- DA: Democratic Alliance
- EFF: Economic Freedom Fighters
- EU: European Union
- FMPPLA: Financial Management of Parliament and Provincial Legislatures Act
- IT: Information Technology
- LSS: Legislative Sector Support
- MP: Member of Parliament
- MPL: Member of the Provincial Legislature
- NGO: Non Governmental Organisation
- NSG: National School of Government
- PALAMA: Public Administration Leadership and Management Academy
- PFMA: Public Finance Management Act
- PhD: Doctor of Philosophy
- RSA: Republic of South Africa
- SA: South Africa
- SPSS: Statistical Package for Social Science
- UCT: University of Cape Town
- UNCCD: United Nations Convention to Combat Desertification
- UNDP: United Nations Development Programme
- UNICEF: United Nations Children Education Fund
- USA: United States of America

# **CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY**

## **1.1 Introduction**

In the South African context, parliamentarians are elected as representatives of the people. There are no educational or skill requirements to be elected, however, parliamentarians are constitutionally expected to perform oversight, make laws and ensure public participation. These require parliamentarians to possess certain levels of understanding and abilities to perform these responsibilities. This study thus assesses training needs of parliamentarians by parliamentarians, which could enable them to acquire the necessary education and skills required to perform their responsibilities.

This chapter provides background of the study and outlines the layout of all chapters. It also provides the orientation of the entire study report architecture. The study was conducted to assess the training needs for parliamentarians focusing on a case of the Limpopo Legislature. The study was primarily a qualitative study with elements of quantitative approach for a better statistical analysis of a particular set of information. Furthermore, this chapter outlines into the specific components of the study such as the problem statement, motivation of the study, significance of the study, study aim, objectives and research questions.

## **1.2 Background to the study**

The South African system of government is organised into the three arms, i.e., legislative, judiciary and executive. Each arm is independent but plays a critical role in strengthening the country's democracy. According to Sultana (2012:55), separation of powers is a model of democracy that involves the separation of power between the three arms of state. Judge Mojapelo (2013:37) indicates that the doctrine of the separations of power means that specific functions, duties and responsibilities are allocated to distinctive institutions with a defined means of competence and jurisdiction.

The legislative arm has authority to make, amend and repeal rules of law, while the executive has the authority to execute and enforce them. The judiciary has the authority to apply, determine and interpret the law (Mojapelo 2013:37). In early accounts, such as Montesquieu's *The Spirit of the Laws*, the separation of powers was considered to be intended to guard against tyranny and preserve liberty (Benwell & Gay 2011:1). It further helps to prevent the abuse of power within the different arms of state (Persson, Roland & Tabellini 1997:1163). The doctrine of the separation of powers attracts universal support as central in strengthening democracy.

The focus in this study is on the legislative authority, with special emphasis on how parliamentarians can be trained to effectively execute their legislative authority to impact on socio-economic development of the state. It should be noted that parliamentarians play a critical role in overseeing the implementation of government programmes and policies. They ensure that the executive account on how public resources are utilised, and facilitate effective participation of the public in law making process (Stapenhurst, Ulrich & Strohal 2006:3; Barraclough & Dorotinsky 2008:99). Considering the unique and important role of parliamentarians necessitates a more sophisticated and managed approach to acquiring the appropriate abilities for a parliamentary career.

Training and capacity building thus become critical in ensuring that parliamentarians are well vested with their legislative responsibilities (Neesham, Lewis, Holland, Donohue & Coghill 2010:41). It may be a common course worldwide that education and training is a critical ingredient and a prerequisite for parliamentarians to execute their responsibilities effectively for maximum results (Coghill, Holland, Donohue, Rozzoli & Grant 2008:74; Neesham, *et al.*, 2010:41).

In the South African context, there is no prescribed level of education and/or training as a requirement to become a parliamentarian. The Constitutional requirements relate largely to being over eighteen and a South African citizen. Furthermore, the Constitution confers parliament with the authority to exercise legislative power, to ensure all organs of state are accountable to it and maintain oversight over executive authority and implementation of laws. These require parliamentarians to have the

ability to engage in these responsibilities. When parliamentarians have the necessary capacity to discharge their responsibilities, their work could positively influence socio-economic development. This research thus addresses the training needs of parliamentarians with a view that suggest they could be capacitated to effectively perform their duties. The foregoing sentiments necessitated the research to embark on the assessment of the training needs for parliamentarians.

### **1.3 Problem statement**

Sections 47(1) and 106(1) of the Constitution of the Republic of South Africa provides that any citizen who is qualified to vote for the National Assembly is eligible to be a member of the National Assembly and provincial legislatures. Not even among the grounds specified for ineligibility is the issue of skills or training applicable. The basic principle, which gives citizens the right to vote, has been extended into a right to eligibility to be voted into office without consideration of an individual's skills or level of education to serve as parliamentarians.

In contrast, sections 55 and 114 of the Constitution of the Republic of South Africa, parliamentarians are expected to play a significant role in ensuring that they effectively execute their constitutional mandate. Elected representative come from various backgrounds with different educational levels and skills. Their expertise and experience may not equip them to fulfil their responsibilities as parliamentarians. Considering the huge technical responsibilities expected to be executed by parliamentarians, there is a clear need for parliamentarians to be trained, especially in law making, oversight and accountability matters, so that they can effectively execute their constitutional responsibilities. However, the current training approach to parliamentarians as applied by parliament and provincial legislatures in South Africa is mainly driven by support staff with little or no consultation with parliamentarians.

The practice within the Limpopo Legislature is that parliamentarians support staff often decide on the type of trainings needed by parliamentarians without engaging them on what they need to enhance their skills and knowledge. The current training

approach as decided by support staff may not address the skills gaps of parliamentarians thoroughly. These challenges have been left unattended for a prolonged period of time, hence the need for the study. As a result, there was a need for a study to be conducted focusing on the Limpopo Legislature as a case study so as to effectively assess the training needs of parliamentarians. The assessment needs to be conducted from the perspective of parliamentarians.

#### **1.4 Aim**

The aim of the study was to assess training needs of parliamentarians in Limpopo Legislature.

#### **1.5 Objectives of the study**

The objectives of this study are to:

- Identify the current education and skills levels of parliamentarians.
- Assess the training needs of parliamentarians.
- Suggest strategies that can be used by parliamentarians to enhance their skills.

#### **1.6 Research questions**

The key research questions for this study were as follows:

- What are the current levels of education and skills of parliamentarians?
- What are the training needs of parliamentarians?
- What are the strategies that can be used by parliamentarians to enhance their skills?

#### **1.7 Significance of the study**

Parliamentarians play a critical role in overseeing the implementation of government programmes and policies. They also play an important part in ensuring that the public actively participate in law making processes. The role played by parliamentarians therefore requires a particular level of competence and skills. As a result, the development of relevant skills for parliamentarians should be obligatory to any parliamentary institution.

Parliamentarians may need to be regularly trained based on their specific needs, in order to effectively execute their mandatory responsibilities. Although training may be an inherent requirement for all parliamentarians, it should be tailored based on individual needs for optimum results. This study has a potential to contribute substantially in generating new knowledge and positively influencing policy shift in building the skills development tool kit for parliamentarians. The outcome of the study is also beneficial to strategic stakeholders within the legislative sector such as parliament, provincial legislatures, training institutions/universities, donor agencies, political parties and civil society organizations that are interested in the performance of parliamentarians.

The findings of the study are also essential to institutions such as the European Union, World Bank, European Parliamentarians with Africa (AWEPA) and Legislative Sector Support (LSS), which play a vital role in providing donor funding for trainings and support for parliamentarians. This is because they will know the type of training needed by parliamentarians to extract value for their investment. The LSS and AWEPA may also use this study as a best practice approach in rolling-out trainings for parliamentarians, which is critical in shaping the global approach and policies for training parliamentarians. The findings for the study will be shared with various stakeholders including the South African Legislative Sector community; opinion makers through presentations during conferences and publication in credible journals.

## **1.8 Chapters outline**

This dissertation has been organised into five chapters, as follows:

μ **Chapter One: Introduction and background to the study**

The first chapter provided the introduction, background to the study, problem statement and significance of the study.

μ **Chapter Two: Literature review**

This chapter presented a comprehensive and critical analysis of the existing body of knowledge relative to the topic of the study.

μ **Chapter Three: Research methodology**

This chapter outlined the overall research methodology followed in this study. It provides research methods, data collection and analysis. It also provided a reflection on the limitations of the study and ethical considerations.

μ **Chapter Four: Presentation and interpretation of findings**

This chapter provided a detailed presentation and interpretation of the research findings. It further discussed the results relative to the literature review.

μ **Chapter Five: Summary of findings, recommendations and conclusion**

The fifth and last chapter provided the summary of findings, recommendations based on the findings and conclusion of the study.

## **1.9 Conclusion**

This chapter provided an overview of this study. It laid a foundation by introducing the study for a better understanding of how it was conceptualised and implemented. The dissertation architecture based on the five chapters was outlined. Details of the strategic components of the study such as the problem statement, significance of the study, aim, objectives and research questions were provided. A solid case for the justification of this study was provided with clear aim, objectives and research questions. In the next chapter, the researcher reviewed the relevant literature on

parliamentary system in South Africa and globally and its implications on the functioning and training of parliamentarians in the legislature.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter provides a comprehensive literature review on the relevant theoretical perspective and conceptual analysis on the parliament system and its implications on the functionality and training of parliamentarians. A critical analysis was provided on the significance of training as a requisite ingredient to empower parliamentarians to function effectively. Similarly, an assessment was made on how training is designed to improve the skills level of parliamentarians. The literature review also reflects the context within which parliament is strategically located and the essence of training for parliamentarians. A comparative analysis was made between South Africa and other countries in the continent and globally to draw some parallels.

### **2.2 Training needs for parliamentarians**

In countries such as Australia and South Africa, there is no skills-based prerequisite qualification to become a parliamentarian (Donohue & Holland, 2012:529). In addition, there is no job description and no agreement between parliamentarians and the electorate to help shape reasonable expectations (Lewis 2012:699). However, regardless of their educational background, parliamentarians are expected to perform technical work such as law making and overseeing the implementation of government policies and programmes (Stapenhurst *et al.*, 2006:3; Steinack 2012:541; O'Brien, Stapenhurst & Prater, 2012:593; Nefas & Valickas, 2014:98). All these responsibilities require a particular level of competence supported by a skills base (Coghill, *et al.*, 2008:73). Yet, capacity building programmes for parliamentarians are highly variable in duration, curriculum content and learning quality. This raises concern given the critical role of parliament and parliamentarians (Donohue & Holland, 2012:529).



Understanding the training need of parliamentarians could help to better target professional development programmes to particular groups or clusters of parliamentarians (Steinack, 2012:541). Therefore, the development of capacity and performance appears to be a logical progression in the improvement of robust accountability in a parliamentary system (Donohue & Holland, 2012:529-530). The development of relevant skills for parliamentarians is also critical in the advancement of parliamentary democracy (Rozzoli, 2012:628).

Such practices can enhance parliamentarians' performance and also advance institutional performance (Coghill *et al.*, 2008:74). However, most of the training provided to parliamentarians in the Limpopo Legislature might not have necessarily succeeded in addressing their skills gap. Donohue and Holland (2012:530) proposed that training and developmental needs of parliamentarians and factors that impact on the effectiveness of capacity building increasingly need to be investigated and enhanced within the context of this unique and critical occupation of being a parliamentarian.

The current challenge is that scholarly research which have attempted to assess the training needs for parliamentarians by parliamentarians are limited (Nefas & Valickas, 2014:101-102; Nefas, Valickas & Pilkauskaite-Valickiene, 2015:403-404). Within the South African context, there is no or limited literature available on the level of education and skills of parliamentarians. The above gap provides a huge opportunity to conduct an assessment of the training needs for parliamentarians. However, before that assessment can be conducted, there is a need to conduct review on training needs for parliamentarians across the globe. In order to better understand the training needs for parliamentarians, there is also a need to review the concept of separation of powers and the role of legislature and parliamentarians. The review on the separation of powers is critical in order to better understand the mandate and responsibilities of parliamentarians.

### **2.3 Doctrine of separation of powers**

Separation of powers is a model of democracy that involves the separation of powers between the government's three branches, i.e., the executive, legislature and judiciary. In a government system where there is a separation of powers, each branch should be constrained from interfering in the area of responsibility of another branch (Sultana, 2011:55). The doctrine of separation of powers rests upon the recognition of the universal belief that the concentration of absolute power in one person or one body may inevitably lead to exploitation and tyranny (Sultana, 2011:69).

### **2.3.1 Evolution of the doctrine of separation of powers**

The Greek philosopher, Aristotle (384-322 BC), is among the first writers to conceptualise and articulate the need to develop a theoretical base on the doctrine of separation of powers. Later on, other theorists like Montesquieu, John Locke and James Harrington contributed to the discourse and described the three government functional powers as legislative, executive and judicial (Singh & Vijay, 2013:1). The modern design on the doctrine of separation of powers is to be found in the constitutional theory of John Locke (1632-1704). He wrote in his second treatise of civil government as follows: "*it may be too great a temptation for the humane frailty, apt to grasp at powers, for the same persons who have power of making laws, to have also in their hands the power to execute them, whereby they may exempt themselves from the law, both in its making and execution to their own private advantage*". It is apparent in this contention that he was advocating for the division of government functions into legislative, executive and judicial. The French philosopher Montesquieu (1689-1755) is arguably the one highly credited author among the pioneers who advocated for the doctrine of separation of powers (Sultana, 2011:55; Mojapelo, 2013:37).

In 1748, Baron de Montesquieu published *De L'Esprit des Lois* (the Spirit of the Laws) in which he proposed the doctrine of the separation of powers between the executive, legislative and judicial branches of government. This work would have a profound influence on the constitutional development of countries such as the United States and South Africa post 1994 (Badenhorst, 2015:1). In fact, separation of

powers as enunciated in the Constitution of Republic of South Africa and understood today is a conglomeration of the ideas of many scholars and the experiences of other countries (Redish & Cisar, 1991:57). All the theories on the doctrine of separation of powers might have been developed on the basic presumption that the liberties of the people should be protected from the potential tyrannical and despotic rulers when all the powers are vested and exercised by the very same persons (Singh & Vijay, 2013:1).

The doctrine of separation of powers has evolved overtime and it has gained momentum in the contemporary political debate and legal jurisprudence. The doctrine is fast becoming a mantra of public officials and/or institutions seeking to insulate their activities from interpretation by the courts. In many cases, reliance on the doctrine may be misplaced and unless that reliance is genuine, there may be a fundamental misinterpretation that often prompts a debate of the doctrine and of its interpretation by the Constitutional Court (Badenhorst, 2015:1).

The theory of separation powers has long predated the American Constitution. However, it seemed that today's theory on the separation of powers has been influenced mainly by scholars such as Locke and Montesquieu during the eighteenth century (Redish & Cisar, 1991:57). In addition, ancient Greek and Roman theories of mixed government also contributed to the theoretical understanding of the concept of separation of powers. The ancient Greek and Roman theories on separation of powers were based on a forthright recognition of the class basis of society.

Each class would have its own representative body that shared in all the decisions of government. The separate departments were not designed to make government more efficient, because each had a part in each decision. Rather, their representative character enabled them to prevent the use of that power in ways which would be prejudicial to the interests they represented. Mixed government was designed to prevent authoritarianism, the arbitrary use of power by avoiding the concentration of all state power in one body. Separation of powers would have a similar orientation, but operate on different assumptions (Redish & Cisar, 1991:458).

### **2.3.2 Principle of separation of powers**

French philosopher, Baron de Montesquieu, in his *Spirit of Law* defined the principle of separation of powers based on a system of checks and balances in government. The phrase checks and balance denotes that there are competing sovereigns within the three branches of government (Sultana, 2011:55). Therefore, separation of powers is a jurisprudential doctrine that requires a partitioning and demarcation of powers and functions of the branches of government (Benwell & Gay, 2011:1). The principle of separation of powers holds that in order to avoid a concentration of power in the hands of a minority in a political system, the three principal components of government, i.e., the executive, legislature and judiciary should be separated and enjoy equal and well-defined powers and independence (Sultana, 2011:55).

The principle in the doctrine of the separation of powers thus suggests that the principal institutions of state should be divided in person and in function in order to safeguard liberties and guard against any potential tyranny. This implies that specific functions, duties and responsibilities are allocated to distinctive institutions with a defined means of competence and jurisdiction (Benwell & Gay, 2011:1; Mojapelo, 2013:37). The doctrine was conceived on the basis of a need to safeguard the liberty of individuals and is an antithesis of tyrannical rule. It prevents the accumulation of all powers; legislative, executive and judicial in the same hands. The doctrine when practiced ensures independence of the branches of government. The merit of the principle of separation of powers is not only important in that it creates efficiency, but it is also necessary in ensuring that there are proper checks and balance in exercise of power (Benwell & Gay, 2011:1) and prevent the abuse of power within different branches of government (Mojapelo, 2013:38).

### **2.3.3 Application of separation of powers principle**

In any constitutional democracy, the powers of a government are divided, so that the legislature makes the laws, the executive implements them and runs the day-to-day administration, while the judiciary interprets the laws and operates independently (Sultana, 2011:70). Desirably, if one of the three branches of state is responsible for the enactment of rules of law, that body shall not also be charged with their

execution or with judicial decision about them. Equally, the executive authority is not supposed to enact law or to administer justice, and the judicial authority should not enact or execute laws (Benwell & Gay, 2011:1). The strict interpretation of the separation of powers implies that none of the three branches may exercise the power of the other, nor should any person be a member of any two of the branches (Benwell & Gay, 2011:2). This means that the three branches must be institutionally separated and independent so that no branch can fall under the control of the others (Yassky, 1989:433)

Instead, the independent action of the separate institutions should create a system of checks and balances between them (Benwell & Gay, 2011:2). In countries such as Pakistan, the concept of separation of powers may not have really worked. It has been the executive which has been the decision making authority. Pakistan has been an executive dominated state in presidential as well as parliamentary setting. Decision making and power most of the time has been concentrated in the hands of one person whether under military or civilian rule. No matter what the constitution says, separation of powers may not have been realised in Pakistan in practical terms, nor has the checks and balances system prevailed (Sultana, 2011:69).

However, according to Seedat (2015:11), there may not be a universal model of separation of powers. Furthermore, that in a democratic system of government wherein checks and balances may result in the imposition of restriction by one branch of government upon another, still there may not be a separation of powers that is absolute. While in the USA and Netherlands members of the executive may not continue to be members of the legislature, this is not the requirement in the German system of separation of powers. Moreover because of the different system of checks and balances that exist in countries, the relationship between the different branches of government and the power and influence that one branch of government has over the other differs from one country to another (Seedat, 2015:11).

There seem to be a perception in the public discourse that the courts are overlapping their powers in other branches (Badenhorst, 2015:2). Consequently, the application of the doctrine of separation of powers in South Africa for instance took a centre-stage in a number of Constitutional Court cases. It is the courts that have made

several decisions on the role of the three arms of the state. Judge Mojapelo, (2013:39) argued that there is no absolute separation between the legislature and the executive on the one hand, and the courts on the other. In most cases the Constitutional Court has held that the doctrine of separation of powers does not strictly or always have to be strictly applied (Mojapelo, 2013:39).

### **2.3.4 South African context on the separation of powers**

Due to the glaring British colonial influence, the pre-constitutional dispensation in South Africa would not favour the doctrine of the separation of powers to flourish. In addition, the body content of the South African Constitution does not explicitly refer to the doctrine of separation of powers. The inception of the doctrine in the current South African constitutional order can be traced back to the Constitutional Principle V, of the Interim Constitution of 1993, which is one of the principles that governed the drafting of the 1996 Constitution (Mojapelo, 2013:38). Schedule 4 of the Interim Constitution provided that: “there shall be separation of powers between the legislature, executive and judiciary with appropriate checks and balances to ensure accountability, responsiveness and openness”. However, the final Constitution adopted in 1996 had to give effect to this principle. The Constitution also had to reflect the novel and fundamental character of the post-1994 South African state, described in Chapter 1 as one, sovereign and democratic state founded on several foundational values including the supremacy of the Constitution and rule of law, non-racialism, non-sexism and human dignity (Seedat, 2015:6).

Guided by the principle of constitutional supremacy, the Constitution then seeks to incorporate the separation of powers doctrine by devoting three separate chapters, and vesting specific authority and functions to parliament (Chapter 4), the President and national executive (Chapter 5) and the courts and administration of justice (Chapter 8) (Seedat, 2015:7). While the Constitution assigns specific powers and functions to the three branches of government, it also provides several accountability measures in order to curtail the exercise of that power (Seedat, 2015:10).

The 1996 Constitution of the Republic of South Africa does not explicitly make reference to the separation of powers doctrine. However, the constitutional design clearly embraces and entrenches it (Seedat, 2015:11). According to Judge Mojapelo (2013), though the separation of power is not explicitly referred in the Constitution, there is no doubt that the doctrine of separation of powers forms part of our constitutional system. The doctrine of separation of powers may be regarded as an unexpressed provision that is implied in or implicit to the Constitution (Mojapelo, 2013:39). This is a view shared by many, including Judge O'Regan (2005), that the principle of separation of powers under the South African Constitutional order requires not only the need to protect against the abuse of power, in the Montesquieuian or Madisonian sense, but also to ensure the efficiency and institutional integrity of each arm of state. Although, the country may not yet have achieved a fully articulated doctrine of the separation of powers, but certain ground rules have been clearly set, drawing on the overall vision of the Constitution (O'Regan, 2005:125).

Since 1996, there has been a reasonably extensive exploration of the separation of powers doctrine by South African courts. Two cases, *Glenister v President of the Republic of South Africa* and *South African Association of Personal Injuries Lawyers v Heath* recognised that the separation of powers is part and parcel of South Africa's constitutional design (Seedat, 2015:12). Importantly, the courts have had to articulate their position with regard to the appropriate extent to which they may intrude into decisions of the other two branches of government within the separation of powers doctrine. For instance, in the *Glenister* case, the Constitutional Court noted that, "while duty-bound to safeguard the Constitution, the courts are also required not to encroach upon the powers of the executive and legislature" (Seedat, 2015:13). Parliament is considered as an institution having the responsibilities to oversee the executive branch; but it would be wrong to state that the two branches of government are entirely separate from each other (Yamamoto, 2007:11).

Within the South African context, courts arguably appear to have adopted a fairly flexible approach to separation of powers, underpinned by its transformative mandate. Through court judgments, it appears that the general South African approach to separation of powers can be summarised as follows (Seedat, 2015:14):

- Each branch of government has the power and authority to perform a specific function which must be respected and protected, establishing the principle of non-intrusion;
- The principle of non-intrusion must give way to the protection of fundamental rights which lie at the heart of our democratic order and the courts will intervene to ensure that there are equal rights;
- While the Court will intrude on the terrain of the legislature and executive in order to protect fundamental rights, it must remain sensitive to the legitimate constitutional interests of the other branches of government and the intrusion must be as limited as possible.

## **2.4 Three arms of state and their roles**

In South Africa the three arms of government are composed of the Executive (President and Cabinet), the Legislative (Parliament) and the Judiciary (Courts). The doctrine of separation of powers revolves around the separation of the roles of these three branches. The roles of these branches are outlined as follows:

- Legislative authority: it is headed by the Speaker and has the power to make, amend and pass laws.
- Executive authority: it is headed by the President and Premiers at the National and provincial levels, respectively. Its main role is to implement policies and programmes of government.
- Judicial authority: it is headed by the Chief Justice and has the power to ensure that there is correct application of the law.

The focus for this study is on the Legislative arm of government. As a result, the sections that follow focus entirely on the legislative arm of the state. Furthermore, the role of parliament, capacity building for parliamentarians and perspectives on parliaments and parliamentarians will be described in details.

## **2.5 Role of parliamentarians**



In modern democracies, parliamentarians are elected by citizens irrespective of the kind of electoral system under which they are chosen. They come to parliament with expectations of their own to fulfil. They are nonetheless immediately confronted by a variety of responsibilities related to the roles they have to play in the institution (Ready, 2015:1). In modern democracy, accountability and transparency are critical in realising a democratic system of government. That responsibility unfortunately falls squarely on the shoulders of parliament (Yamamoto, 2007:6). Parliaments have also become sophisticated institutions that inter-link with many different features of society. Therefore, in order to fully understand parliaments, it is therefore necessary to take into account a variety of factors; from their institutional framework to the functions they play (Leston-Bandeiras & Norton, 2005:1).

The role of a parliamentarian is a multi-functional one (Parliament of Australia, 2015:1). In accordance with sections 55 and 114 of the Constitution of the Republic of South Africa, 1996, the role of parliamentarians is to oversee the implementation of government policies, make laws and ensure that the public participate in law making processes. Correspondingly, parliamentarians in all democracies of the world are expected to fulfil arduous tasks of law making, oversight, budget analysis and representation of thousands of constituents (Goraya, 2012:658). Scholars such as Ready (2015:1), summarised the roles that most parliamentarians fulfil as representative of electorates, legislator of laws and scrutinizer/overseer of the executives. Such assertion seems to be the globally recognised approach that defines the function and role of parliament and parliamentarians, respectively.

### **2.5.1 Parliamentarians as representatives**

Parliamentarians have been elected to parliament as representatives of their electorates (Ready, 2015:1). They are elected by the public to represent their interests in parliament. They are the representative body of the people (Malamud & Stavridis, 2011:101). In any democracy, the representation of the people must be the basic source of authority for a body that makes the laws under which society operates (Ready, 2015:2). Leston-Bandeiras and Norton (2005:23) argued that the representative function is at the very centre of parliament's reason to exist, though

the type of representation might differ from one parliament to the other depending on the system of government.

Parliamentarians are therefore representative of the electorates and are entrusted with the responsibility of laying down the legal framework within which society will be governed. A parliament is also tasked with ensuring that these legal conditions are implemented in a responsible manner by the executive branch. As the principal representative institution in a state, parliamentarians are responsible for representing the interests of all sectors of society, articulating these interests into relevant policies and ensuring that these policies are implemented efficiently (UNICEF, 2009:2-3).

### **2.5.2 Parliamentarians as legislators**

Parliament is also usually referred to as the legislative branch of government (Yamamoto, 2007:6). Some scholars argued that from the core roles of parliament, it is likely that the legislative role is the most visible role that parliamentarians are called upon to play (Stapenhurst, Ulrich & Strohal 2006:3; Ready, 2015:3). It is viewed by most academics that law-making is the central responsibility of parliamentarians (Ready, 2015:1; Stapenhurst, Ulrich & Strohal, 2006:3). It is part of the function of the parliament to ensure that the public actively participate during law making processes (Stapenhurst *et al.*, 2006:3). The public are invited to public hearing to express their views about a bill or policy under discussion. The views of the public should find expression in the law. According to Stapenhurst *et al.* (2006:3), the intention for parliament to make laws is to address socio-political, economic, developmental and environmental challenges faced by the society.

### **2.5.3 Parliamentarians as scrutinizers/overseers**

Parliamentarians are also expected to scrutinise or oversee the work of the executives. This function also extends to the support or criticism of policies and programmes placed before parliament by the government (Ready, 2015:1). Through its oversight function, parliamentarians hold the executives on behalf of the people to account on how government policies and programmes are implemented. During

oversight work, parliamentarians ensure that government actions are both efficient and commensurate with the needs of the public (Yamamoto, 2007:6).

According to Malamud and Stavridis (2011:103), parliamentarians also influence the implementation of government policies and direction, which the country should follow through the recommendations made in their oversight reports. The recommendations made by committees are adopted by the House and becomes the House resolutions. These resolutions are critical in enforcing the executives to implement certain decisions in the interests of the public (Malamud & Stavridis, 2011:103). As the body that represents the people, parliament is called upon to see to it that the administration of public policy reflects and meets the people's needs. Parliament is also called upon to ensure that agreed policies are properly implemented by the executives (Yamamoto, 2007:9).

The role played by parliamentarians as a scrutinizer enables them to examine whether government has correctly used the funds appropriated to them by parliament. The reward is that parliamentarians would have helped to make the processes of government more transparent and more accountable to the people who elected them (Ready, 2015:4). In a nutshell, parliamentarians are doing well in terms of executing their constitutional mandate. However, a point should be made that they are absent from global forums at which decisions are negotiated and adopted. When these decisions are brought to the national level, parliamentarians have limited capacity to execute them. Therefore, parliamentarians should be involved in the process of negotiating and adopting decisions at the global level, so as to bring in the voice of the people and facilitate the implementation of internationally negotiated decisions at the national level (UNCCD, 2013:10).

## **2.6 Capacity Building for parliamentarians: A global perspective**

Parliamentarians in Australia and across the globe perform complex, multi-dimensional roles that include scrutinising, passing, amending or rejecting legislation that establishes the rules by which a society is governed. Their careers prior to becoming parliamentarians reflect a wide variety of backgrounds. In many instances

they have more than one career before being elected to public office. The proficiencies they develop in their pre-legislative careers can potentially equip them with many of the skills required to be a parliamentarian. However, the unique and important role of parliament necessitates a more sophisticated and managed approach to acquiring the appropriate abilities for a parliamentary career (Neesham, Lewis, Holland, Donohue & Coghill, 2010:41).

In addition, the increasing complexity of parliamentarians work and the real skill gap is creating a challenge for parliamentarians to effectively execute their constitutional mandate (Coghill *et al.*, 2008:74). In most countries such as South Africa, there is no formal training for new parliamentarians (Ready, 2015:3). However, despite the crucial role they perform, parliamentarians receive little education, training or development to help them understand the peculiarities of parliaments (Neesham *et al.*, 2010:41). In addition, when parliamentarians are elected into office they are afforded little time to prepare themselves for the very important and complex tasks that await them (Coghill, Lewis & Steinack, 2012:505).

It is therefore important that parliaments as well as political parties should facilitate the learning experience for parliamentarians and ensure that the legislative process is such that informed debate is promoted through sound arrangements ranging from orientation and development opportunities to properly supported committee procedures (Ready, 2015:3). In addition, most training for parliamentarians is done based on perceptions, which is not addressing the skill gap and expectations from parliamentarians. This undermines governance and parliamentary performance due to failure to provide a level of professional development to satisfy the growing need for skills among parliamentarians (Coghill *et al.*, 2008:74).

In addition, scholarly research directly related to the area of professional development for parliamentarians is virtually lacking (Coghill *et al.*, 2008:75). Most writings usually relate to political science, not parliamentary work. It was in the journal such as "*Parliamentary Affairs*" which they at-least adds knowledge by continuously publishing parliamentary information, including capacity and professional development for parliamentarians. Rozzoli's *Gavel to Gavel: An Insider's View of Parliament* (2006), is also one of the few publications, which set out

to offer a well-informed, critical review and proposals for parliamentary knowledge generation reform (Coghill *et al.*, 2008:75). In addition, there is limited professional development available to assist parliamentarians in their parliamentary duties (Coghill *et al.*, 2008:78). Even most universities are still battling to develop knowledge relevant to parliamentary work.

Coghill *et al.* (2008:77) argued that given the diverse backgrounds of parliamentarians, it is important for training and development programmes to focus on the skills and competencies required to function effectively immediately upon election. This should also include on-going development for the specialist skills required by parliamentarians. Lewis (2012:699) concurs that there is a need for training for parliamentarians, but what he contests is the way in which education and training is delivered. Defining the evolving elements of the parliamentarian's role is critical in determining what knowledge and skill transfer needs to take place, and what resources are required to run and manage the on-going programme (Coghill, *et al.*, 2008:77). Unfortunately, the type of training provided to parliamentarians is determined by parliamentary staff often without consulting parliamentarians (Steinack, 2012:542).

### **2.6.1 Human resources management**

The focus of organisational effectiveness and competence includes the on-going attraction, retention and development of human resource assets. A key theoretical perspective supporting the development of parliamentarians is the resource based view of the firm (Neesham *et al.*, 2010:44). The theory focuses on human resources as the key asset of an organisation. However, a particular feature of the resource based view theory is its focus on the need to continuously develop the organisation's core human resources, to the extent that they become increasingly valuable, rare and difficult to replace or imitate. While this theory provides a useful framework for analysis of an organisation's management of its key assets, the parliamentary perspective highlights an inherent weakness in the theory (Neesham *et al.*, 2010:44). The weakness is due to the fact that deployments of parliamentarians happen at any given time and there is no guarantee that a parliamentarian will come back to

parliament after the general elections. As a result, development of human resource needs to be continuous because the possibilities of having most of parliamentarians serving for the first time in the parliament are high.

### **2.6.2 Education, training and development**

Parliamentarians are expected to perform complex and multi-dimensional roles, which thus require professional training. However, parliaments in countries such as Pakistan deprived parliamentarians from the power of knowledge that comes from timely, accurate and credible information and objective analysis on the most sensitive of national matters (Goraya, 2012:659). In addition, most of parliamentarians lack formal training, which therefore requires continuous education, training and development in order to bridge the skills gap (Neesham *et al.*, 2010:45-46). The learning areas identified to capacitate new parliamentarians are parliamentary procedures, rules of procedure, debates and interventions, committee skills, drafting legislation and amendments, parliamentary questions, reporting procedures, hearings, ethics and interpretation of the Constitution (Coghill *et al.*, 2009:526). There is also a need for learning areas to focus on the tools for effective oversight and accountability, protocol, research and report writing and public speaking.

### **2.6.3 Professional development approaches**

Parliamentarians are expected to be professionals when executing their mandate. As a result, professional training and development is a critical foundation underlying professional development (Nefas & Valickas, 2014:98). The need for professional development amongst parliamentarians has never been greater. This should cover not only the knowledge skills necessary for parliamentarians to function in both the parliamentary and constituency fields, but also the ethical and integrity standards that underpin any effective machinery of governance (Rozzoli, 2012:628). However, in countries such as Australia and South Africa, there are no defined qualifications to be a parliamentarian. Those elected to public office are expected to possess indefinable qualities to accomplish an indescribable job (Coghill *et al.*, 2008:74).

The increasing complexity of the environment within which parliamentarians work, has created both a perceived and a real skill gap that can be linked to a lack of professional standardisation and professional accreditation (Coghill *et al.*, 2008:74). This implies that parliaments need to play an important role in supporting their Members. Parliaments need to structure or deliver training relevant to the needs of parliamentarians and which are free of partisan (Neesham *et al.*, 2010:47). The training should be professional hence the need for professional development approaches. This implies that parliamentarians need to be afforded opportunities to register for diploma or degree relevant to their work. Professional training offered by recognised tertiary institutions need to be taken into account when preparing training for parliamentarians.

The raising level of parliamentary performance to a recognised and measurable standard of professional competence enhances the contribution of parliamentarians to facilitate more effective government. In addition, increasing parliamentarians' performance extends their contribution by facilitating further activities of value to society after they have completed their parliamentary service (Coghill *et al.*, 2009:522). Professional development programmes may include a variety of issues that range from training, development and career management (Coghill *et al.*, 2008:76). However, the teaching methods that can be employed include the provision of documentation, information session, web-based modules, simulation, videos and mentorship (Coghill *et al.*, 2009:527).

Professional development can contribute to the efficient and effective development of performance in the multiple roles of a parliamentarian over a sustained period. For the profession, these activities can be seen as the bedrock for enhanced performance and competency of the parliamentarian, the job and the parliament performance. As such, professional development will impact not only upon operational activities, but also a wide range of organisational strategies, policies and practices. In this context, the framework for enhancing learning, adaptation and change is applied to improve the quality of service. In other words, professional development helps build the core competencies of the profession and the organisations within which parliamentarian works. Furthermore, the identification of appropriate knowledge, skills and ethical standards can be critical to career success.

In particular, it can facilitate movement through the various informal levels of the career ladder to formal position such as Ministers. Additionally, by developing their skills, parliamentarians may increase the likelihood of successfully managing the transition to new careers as empirical evidence indicates that skill development is an important factor in determining career change (Coghill *et al.*, 2008:76-77).

Therefore, given the diverse backgrounds of parliamentarians, it is important for training and development programmes to focus on the skills and competencies required to function effectively immediately upon election as well as on-going development for the specialist skills required for roles such as Committee Chairperson. Each stage of development requires a further refining of these skills. Defining the evolving elements of the parliamentarian's role is critical in determining what knowledge and skill transfer needs to take place and what resources are required to run and manage the on-going programme (Coghill *et al.*, 2008:77).

#### **2.6.4 Continuing professional development**

Scholars such as Coghill *et al.* (2008:77) argued that parliament needs to provide Continuing Professional Development (CPD) programmes to parliamentarians. However, the provision of specialised CPD for parliamentarians is remarkably limited. There is no formal professional development regime and whatever training opportunities are available are *ad hoc* (Coghill *et al.*, 2008:78). Existing professional development programmes offered by parliaments in established democracies are overwhelmingly limited to orientation sessions, although some extend to induction programmes that aim to develop newly elected parliamentarian's skills in particular areas, including how to apply legislature's rules and procedures (Coghill *et al.*, 2012:506).

However, in nascent democracies, professional development programmes are frequently supported by donor agencies through parliamentary assistance projects. Like those offered in established democracies, they emphasise the process (e.g. 'how to') aspect of a parliamentarian's role but fail to address more fundamental matters, such as the importance of maintaining probity relationships between



institutions and the crucial role such relations play in protecting human civil and political rights (Coghill *et al.*, 2012:506). Given the increasing professionalism demanded of parliamentarians, it is desirable that parliaments engage in the development of 'working tools', particularly for new parliamentarians (Coghill *et al.*, 2008:78). For instance, the development programme initiated by the Legislative Sector of South Africa may be the best model for the future. The programme enrolls parliamentarians from a certificate, diploma to master's degree, currently with the University of Witwatersrand.

## **2.7 Perspective on African parliaments**

African parliaments can make a crucial contribution to good governance and development in Africa. At the heart of governance lies the relationship between citizens, institutions and rulers. Parliaments are therefore central to this relationship. Where parliament works as a strong and effective institution, it can help government work accountably, capably and responsively (Africa All Party Parliamentary Group, 2008:14).

African parliaments were traditionally weak, but they have slowly begun to exert the new constitutional powers that have come with the transition away from dictatorships to multi-party politics. African parliaments wield more power currently than they have since independence. The picture might vary greatly, but parliaments in countries such as Malawi, Kenya and South Africa seem to enjoy their constitutional mandates. Most of African parliaments are now more assertive in overseeing financial governance. However, African parliaments still lack institutional capacity to effectively exercise their responsibilities (Africa All Party Parliamentary Group, 2008:14).

It seemed that African parliaments are based on Western parliaments and have similar formal roles. However, the social, cultural and political contexts in which they operate differs. Today, African parliaments formally reflect Western-style parliaments and draw little on traditional practices (Africa All Party Parliamentary Group, 2008:17). The traditional neglect of parliaments is changing and several donors are

starting to give more attention to parliaments partly to support renewed efforts by African parliamentarians and civil society to strengthen their parliaments. Increased support to parliaments is also linked to moves to reform how donor funding is managed and delivered (Africa All Party Parliamentary Group, 2008:19).

There are several deep-seated challenges hindering effective performance of parliament and parliamentarians. However, this chapter only focused on resources and institutional capacity as the main focus for this study. According to the Africa All Party Parliamentary Group (2008:30), the work of parliamentarians is channelled and enabled by the institutional structures and support that parliament provides. This implies that efforts to reinforce African parliaments cannot be successful unless the institutional capacity of parliament is strengthened. Many African countries typically contains majority of parliamentarians with no prior parliamentary experience and with varying educational backgrounds, thus creating significant demands for comprehensive induction and training (Africa All Party Parliamentary Group, 2008:30).

### **2.7.1 Levels of formal education in African legislatures**

A survey was conducted in order to describe the levels of formal education from 11 sampled countries. The countries sampled for analysis were South Africa, Nigeria, Uganda, Ghana, Kenya, Tanzania, Namibia, Zambia, Malawi, Mozambique and Lesotho. The survey revealed that the majority of the MPs interviewed (58%) across these 11 countries have at least completed some form of tertiary education. One in five (19%) have completed an undergraduate university degree, and 15% have either a postgraduate diploma or honours degree. One in five have a master's degree (21%) and 3% have doctorates. At the other end of the scale, 18% had only a secondary school education or less. These levels of higher education attainment amongst parliamentarians are anywhere from 15 to 80 times higher than amongst ordinary citizens in their respective countries. This tells us something about the ability of political parties to recruit candidates out of the highest social strata in these countries (Mattes & Mozaffar, 2011:4).

### **2.7.2 Levels of formal education per sampled country**

Many present day parliamentarians are tertiary educated and ordinary backbench members pursue their task as full-time professionals (Coghill *et al.*, 2008:75). The most educated legislature was found in Ghana, where 65% have some sort of post-undergraduate degree and almost half (45%) have a Master's degree. South Africa comes next with 55% of parliamentarian having post-undergraduate degrees, basically identical to places like Nigeria (51%), Kenya (49%) and Uganda (50%). The largest concentrations of parliamentarians with only a high school diploma or less can be found in Lesotho (69%), Malawi (34%) and Mozambique (32%) (Mattes & Mozaffar, 2011:4-5).

### **2.8 Training needs for parliamentarians: Zimbabwean perspective**

The traditional roles of parliament are law making, public participation and oversight. However, in times of transition such as in Zimbabwe, parliamentarians must be actively involved in the national project and play a positive developmental role as well as ensuring that there is peace and political stability (Chiroro & Mashingaidze, 2012:1). Considering the critical roles played by parliamentarians, training of parliamentarians on diverse issues and capacity-building initiatives is important in strengthening parliament as a core democratic institution (Chiroro & Mashingaidze, 2012:2).

The Zimbabwe parliament sought to develop itself into an effective instrument whose capacities anchor democracy and support a democratic dispensation. Thus, equipped with appropriate skills and knowledge, and an appreciation of the leadership role they play, parliamentarians can perform their statutory and constituency obligations effectively. Consequently, a baseline study which sought to establish the capacity of parliamentarians to engage constructively and competently in legislative analysis processes was conducted (Chiroro & Mashingaidze, 2012:3).

The survey revealed that 100% of the interviewed parliamentarians had knowledge regarding their Constitutional mandate. However, there was discrepancy when it comes to correct interpretation of the Constitution and powers and procedures in

parliament (Chiroro & Mashingaidze, 2012:20). Ninety five percent (95%) of parliamentarians viewed that it is important to be systematic when analysing the Bill, while 5% of them did not see a need to be systematics. Although 70% of the parliamentarians knew that a Bill that the President does not assent to can be referred back to parliament, the majority of parliamentarians demonstrated poor knowledge of how Bills are to be presented and processed through the parliamentary system (Chiroro & Mashingaidze, 2012:25-26). In addition, parliamentarians generally had a good understanding of the processes involved in formulating laws, except that a number of parliamentarians were not clear about the period within which the President should assent a Bill to a law. Thus, the reason for poor understanding of laws cannot be explained only by members' levels of knowledge regarding how Parliament makes laws (Chiroro & Mashingaidze, 2012:28).

Substantial majority of the parliamentarians (86.5%) said that they had attended induction training courses after they were elected to Parliament. However, only 43.2% of them said that the training they received covered legislative analysis. When asked about their level of confidence in performing legislative analysis duties in Parliament, more than half of the parliamentarians either said that they were "a little" confident (56.8%) or "not at all" confident (10.8%). When asked whether they would be willing to participate in parliamentary workshops and other activities to discuss issues around legislative analysis, 92% of the parliamentarians said "Yes". Thus, there exists a capacity gap in terms of the need to engage parliamentarians in training programmes that cover issues regarding legislative analysis (Chiroro & Mashingaidze, 2012:33).

## **2.9 Training needs for parliamentarians: Zambian perspective**

Members of Parliament (MPs) in Zambia like any other parliament needed to have certain knowledge, skills and abilities to perform their parliamentary role effectively. In addition, in order for any training to be effective, it must address the needs of the target group. However, the Zambian Parliament determines the training needs of its members from a practitioner's perspective, focusing on the practical efforts made by

parliament to equip its parliamentarians to perform their role in the most effective manner (Simpamba, 2012:608).

According to Coghill *et al.* (2004:2), looking at what parliamentarians do can make it possible to ascertain that some of the skills and abilities they need to develop or enhance include public speaking and debating, ability to analyse information critically, interpersonal skills, persuading and negotiating, and managing a constituency office and staff. Since 2008, Zambian Parliament embarked on capacity building programme for parliamentarians. The implementation of the programme was supported by four cooperating partners, namely: the British Department for International Development, the European Commission, Irish Aid and the United Nations Development Programme. The programme was aimed at assisting parliamentarians to be more effective in their oversight role by enhancing their knowledge, skills and abilities relevant to the operations of parliament. The first process was to assess the knowledge of parliamentarians, which was essential in identifying training needs as well as their professional development path (Simpamba, 2012:613).

The sampled population was 150 elected parliamentarians in the Zambian Parliament during 2006-2011. The findings indicated that 47 elected parliamentarians who had spent more than one term in parliament equated to 31% of parliamentarians who had previous exposure to the operations of parliament. It can therefore be stated that only these parliamentarians had the necessary practical skills and knowledge in parliamentary practice and procedure arising from their previous service as parliamentarians (Simpamba, 2012:613-614). Most of parliamentarians (30%) had a college diploma, followed by those with a degree (27%). Parliamentarians with a certificate, master's degree and PhD accounted for 25%, 13% and 5%, respectively. The previous knowledge, skills and experience was used by the Zambian parliament to allocate parliamentarians responsibilities in Committees (Simpamba, 2012:615).

Simpamba (2012:615) found that workshops and seminars provide an excellent way of sharing experiences and ideas. The workshops, meetings and seminars attended by parliamentarians proved to be the one way of ensuring that parliamentarians are

more effective in their duties. Therefore, apart from the induction programme, continued exposure to workshops, meetings, conferences and seminars provided parliamentarians with an opportunity for further professional development. Attending various workshops, seminars and other meetings, afforded parliamentarians to gain new knowledge, sharpen their skills and enhance their abilities (Simpamba, 2012:616).

When asked whether a training needs assessment for parliamentarians had been done in the Zambian Parliament, the interviewee working in the department which deals with training revealed that only a training needs assessment for members of staff had been done (Simpamba, 2012:620). It was further indicated that training programmes were worked-out depending on specific needs at a particular time as opposed to long-term planning. One of the officials in the department dealing with training revealed that when organising workshops or seminars with an external training provider, they usually told the training provider what they wanted (Simpamba, 2012:620).

Several challenges in determining the training needs of parliamentarians in the Zambian Parliament were identified as follows (Simpamba, 2012:625):

- No training needs assessment for parliamentarians was done.
- Trainings were not planned but happened when a need arose.
- No evaluation was done to assess whether the training was effective or not.

Consequently, there was a need to carry-out regular surveys using questionnaires in order to determine what parliamentarians would really like to see included in their training. It is also pivotal that training of parliamentarians should be systematic and on-going. It should not be left to chance (Simpamba, 2012:625). Furthermore, parliamentarians need to be involved and play a role in the identifications of types of training they will need for their own development.

## **2.10 Training needs for parliamentarians: A South African perspective**

Strengthening the capacity for parliamentarians is an important element of work to foster capable, accountable and responsive governance (Hudson, 2007:7). This is based on the premise that effective parliaments are an essential and integral component of democratic and responsible governance. Therefore, parliamentary training and capacity-building should be geared towards providing parliamentarians with specific skills and knowledge necessary to fulfil their mandates. This implies that there is a need for continuous education and training programmes, and professional development to keep parliamentarians updated on emerging democratic and governance trends. This is equally important for returning and new or incoming parliamentarians and staff (Nxele, Phakathi, Duma & Mpondi, 2014:5).

The Legislative Sector of South Africa commissioned a survey in 2009, on the training needs for parliamentarians in South Africa. The survey assisted in identifying the training needs of parliamentarian by parliamentarians themselves. A total of 338 out of 884 parliamentarians from national parliament and provincial legislatures participated in the survey. The survey showed that top five feeders to the provincial legislatures and national parliament is the provincial and local government (36%), followed by private sector (14%), NGO's (13%), executive sector (12%) and education (8%). Most of the parliamentarians interviewed were having matric plus a certificate or diploma (29%), followed by those with degrees (15%), post-graduate certificate or diploma (12%), matric (12%), honours (11%), masters (11%) and PhD (3%) (Kraak & Visser, 2009:7).

The survey further revealed that parliamentarians have been trained on short-course and several have acquired more than one certificate of attendance. The top five courses attended included (Kraak & Visser, 2009:8):

- Leadership for Good Governance,
- Financial Management and Budgeting,
- Project and Programme Management,
- Strategic Planning and Management, and
- Policy formulation and implementation.

The parliamentarians who responded to the survey felt that they possess advanced competence in the following five areas (Kraak & Visser, 2009:9):

- Chairing, managing meetings,
- Working with civil society stakeholders and communities,
- Leadership,
- Ethics, and
- Committee work.

In contrast, respondents felt they were least competent in the following five areas:

- Computer skills, including internet and email,
- Researching and accessing information,
- Understanding the South African economy within the global context,
- Financial management and budgeting, and
- Report writing and speech writing.

The survey however showed that the courses which are urgently required by parliamentarians are as follows (Kraak & Visser, 2009:11):

- Public Finance, Budgeting and Oversight,
- International Relations,
- Governance and Legislative Process,
- Financial Management,
- Monitoring and Evaluation,
- Basic Action Research, and
- Project Management

Courses that were deemed not to be a priority by respondents were listed as follows (Kraak & Visser, 2009:11):

- Personal Leadership,
- Communication Leadership Skills,
- Basic Action Research,



- Project Management,
- Governance and Legislative Process, and
- Research Methodology

In addition, parliamentarians were asked if they held specific office in the legislatures and the type of training they will require as office-bearers. The top five training needs identified by office-bearers in the order of priority were computer training, financial management, economics, governance and legislative processes, and public administration and management (Kraak & Visser, 2009:14).

Respondents were also asked about their preferred mode of learning. Surprisingly, traditional presentations and lectures (54%) were the most popular mode of learning, followed closely by contact workshops of 2-3 days. Multi-modal (lectures and e-learning), group seminars and e-learning appear to be less preferred mode of learning. This is not by surprise because most of them lack computer and internet skills. Furthermore, parliamentarians were asked to indicate the kinds of academic support necessary to ensure an enabling environment in the legislatures for effective training and development. It was shown that there is significant need for research assistance, guest lectures, internet search assistance, tutorials, mentors and e-learning support (Kraak & Visser, 2009:14-15).

Though the survey was conducted in 2009, the findings provide a firm foundation for preparations towards a future Capacity Building Programme for parliamentarians. One major priority set of competencies that required improvement was writing and research skills, monitoring and evaluation, and the accessing of information using the internet. Ideally, building-up good computer skills through these sorts of training interventions will reduce the dislike of e-learning as a medium of learning. Contextual issues on economics, international relations, financial management and budgeting also needed to be given priority. However, it needs to be complimented by verbal presentation skills, understanding public communications and media relations (Kraak & Visser, 2009:17).

## **2.11 Capacity building programmes for parliamentarians**

The philosophy that capacity-building is critical to effective development is not new, and its pertinence in the context of African democracies is being increasingly recognised. There has been a proliferation of parliamentary institutes in Africa and all over the world. In essence, the rationale behind the establishment of parliamentary institutes was to provide independent and quality research, analytic and capacity-building services to parliamentarians and support staff with the definitive end of creating well-functioning parliaments. Such centres of excellence, it is argued, were critical for developing skilled parliamentarians who were able to make informed decisions and develop relevant, effective and responsive policies (Nxele *et al.*, 2014:4).

It is further argued that parliaments themselves often lack the institutional capacity to perform their roles effectively, thus becoming ineffective as institutions. Therefore, parliamentary institutes have been viewed as a solution to strengthen the performance of parliament (Nxele *et al.*, 2014:5). Countries such as South Africa are committed to building capacity for parliamentarians through the establishment of an institute such as the South African Legislative Sector. The South African Legislative Sector is playing a leading role in capacity building for parliamentarians in South Africa. In addition, the South African Legislative Sector provides a platform through seminars, workshop and conference for parliamentarians to share best practices and experiences in effective oversight and accountability.

In addition, institutions such as the National School of Government (NSG), previously known as Public Administration Leadership Academy (PALAMA), is also contributing significantly towards capacity building for parliamentarians in South Africa. The National School of Government provide an opportunity for parliamentarians to register with recognised tertiary institution through their bursary schemes. Parliamentarians were enrolled for certificates and diplomas with institution such as the University of Witwatersrand. Some parliamentarians were proceeding to their master's degree under the Wits School of Governance.

In addition, the Association of European Parliamentarians with Africa (AWEPA) is also playing a critical role in terms of strengthening democracy through provision of training and capacity building opportunities to parliamentarians in Africa. AWEPA works in partnership with African parliaments to strengthen parliamentary democracy in Africa. It also facilitates African-European Parliamentary dialogue, which is a platform to share best practices and skills between parliamentarians in Africa and Europe. Furthermore, AWEPA provide funding for capacity building for parliamentarians and support staff.

## **2.12 Conclusion**

According to the literature, separation of powers was designed as a principle that can be applied to prevent the abuse of power and human rights by either one of the branches of government. The principle assists in clearly defining the roles and responsibilities of each arm of the state (Sultana, 2011:55). However, in a democratic system, the principle of separation of powers cannot be strictly applied, some overlaps will obviously exist. For instance, in South Africa, the President is the head of the Executive, but also responsible for the appointment of the head of the Judiciary (Chief Justice). It is important that such overlaps are carefully managed.

This chapter further demonstrated that the legislative branch is elected by the public and plays a critical role in ensuring that the executive account to the public on how government policies and programmes are implemented. The parliamentarians fall under the legislative branch and represent the interests of the public and are thus expected to perform their work diligently. This implies that they should execute their roles in the interests of the general public. They are expected to swiftly familiarise themselves with concepts such as oversight, accountability and law making processes and subsequently implement such. The literature review has revealed that in countries such as Australia and South Africa, there are no skills-based prerequisite qualifications to become a parliamentarian (Donohue & Holland, 2012:529). The challenge is that unlike in the other arm of state such as the judiciary where qualifications are a prerequisite, there are no qualifications needed to be a parliamentarian.

Furthermore, the increasing complexity of parliamentarians work and the real skill gap is creating a challenge for parliamentarians to effectively execute their constitutional mandate (Coghill *et al.*, 2008:74). As a result, limited skills and knowledge inevitably becomes inherent and a challenge. This implies that there is a need for continuous capacity building for parliamentarians so that they can effectively perform their responsibilities. Therefore, capacity building for parliamentarians is necessary in order to bridge skills and knowledge gaps for efficiency and effectiveness. However, it is not given that such intervention needs to be planned and rolled-out with parliamentarians as the people who can identify their weaknesses and strength. The next chapter focuses on the choice and rationale of the research methodology.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

Research methodology may be understood as a scientific way on how research is conducted scientifically to solve the research problem (Kothari, 2004:8). It is in this chapter that various steps that were generally adopted by the researcher in conducting this research were explained. This chapter outlines the overall research methodology by providing the clarification and justification for choice of the methods used, data collection and analysis. A reflection was also made on the limitations of the study and ethical considerations.

### **3.2 Research method**

Research method may be understood to constitute one of the central pillars of the research methodology. The choice of an appropriate method was as important as the success of the research. There are two basic types of research methods, i.e. quantitative and qualitative methods. Quantitative research method is primarily concerned with numerical data that can be converted into numbers and generalised results based on a sample of the population of the study (Dawson, 2003:14). Using this method, the researcher can generate statistical data based on small or large scale surveys using instruments such as structured interviews or questionnaires. One of the advantages of quantitative research method is the capability to cover large groups of people quicker.

The qualitative research method is geared to solicit narrative data from the respondents to gain an in-depth understanding of how respondents understand and interpret their situation and circumstances around them (Dawson, 2003:14). Using this method, non-numerical data is collected from respondents, analysed and interpreted. Both the qualitative and quantitative research methods have their own advantages depending on the nature of the research. However, these methods can be combined to enable the researcher to overcome the different weaknesses inherent in each of the methods (Dawson, 2002:34).

A combination of the two methods is commonly known as mixed methods. According to Maxwell (2007), mixed methods research may be understood to refer to both a method for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research in a single study. It is view that the purpose of mixed research method is that both qualitative and quantitative research, put together, provides a better understanding of a research problem than either method alone.

To develop a comprehensive understanding of the training needs of parliamentarians in the Limpopo Legislature, the researcher chose the mixed research method for the purpose of this research. This enabled the researcher to collect both statistical data and data from respondents in terms of their understanding and interpretation of their situation and circumstances. In this way, the research was able to benefit from the combined strengths of both quantitative and qualitative research methods.

### **3.3 Research design**

Research design essentially refers to the conceptual blueprint to guide the researcher in conducting the research and constitutes the roadmap for the collection, measurement and analysis of data (Kothari, 2004:32). An appropriate research design should bring to the minimum possible bias and enhances the reliability of the data collected and analysed. In the same vein, a proper and efficient research design should generate maximal information and offer an opportunity for considering different facets of the research problem (Kothari, 2004:33). Descriptive research is generally concerned with describing the profile or characteristics of a particular individual, or of a group.

The research design for this study was grounded on a descriptive design intended to describe the characteristics of the participants. In this instance, a case of the Limpopo Legislature has been chosen as the focal point for the study in order to assess the training need of parliamentarians. The research questions for the study were appropriate for a descriptive analysis of the case under review, which supported a need for the chosen design. Descriptive design was further deemed

appropriate in the light of the fact that it could be applied in both qualitative and quantitative approaches, which was envisaged in the study. The principal goal of descriptive research is to deliver an accurate and valid representation of the variables that are relevant to the research question in a structured approach (Knupfer & McLellan, 1996:1196).

### **3.3.1 Population**

Population represents the totality of all the units participating in the study (Polit & Hungler, 1999:37). The population of the study comprised of 49 parliamentarians of the Limpopo Legislature constituted by party affiliation as follows: African National Congress (ANC) has 39 seats; Economic Freedom Fighters (EFF) 6 seats; Democratic Alliance (DA) 3 seats; and the Congress of the People (COPE) with only 1 seat.

### **3.3.2 Sampling**

Sampling can be understood to refer to the choice of participants or individuals, units or settings that must be studied in a research (Nastasi *et al.*, 2004). The researcher has to sample either individuals, units or a setting for the purpose of conducting a scientific research. It is common that in qualitative research purposeful sampling is most ideal, yet in quantitative research, random sampling is the most preferred (Nastasi *et al.*, 2004). In view of the fact that the study was based on the mixed research approach, for the qualitative component a non-probability sampling design in a form of purposive sampling was employed.

The researcher chose this type of sampling in view of the size and representativeness of the sampled population. A total of 10 respondents were selected from various categories of parliamentarians from the four parties, i.e., ANC, EFF, COPE and DA. The categories included respondents from the executive council, committee chairpersons, ordinary parliamentarians, minority parties and a balance of males and females. The respondents were also selected on the basis of accessibility. However, only 7 parliamentarians participated in the interviews. For the

purpose of the quantitative research component, the probability/random sampling was utilised. All 49 parliamentarians in the Limpopo Legislature were given an opportunity to participate in the survey. Through this sampling design, all members of the chosen population had an equal probable chance of inclusion in the sample. Only 35 parliamentarians participated in the survey. Random sampling was utilised in order to reduce biasness in the sample and to provide equal opportunity for every parliamentarian to be included in the sample.

### **3.3.3 Data collection approach and methods**

Data collection represents a major step in scientific research. Generally, there are two types of data to be collected in research, i.e., primary and secondary data. The former may refer to the original data collected afresh and for the first time, although the latter may refer to the already existing data generated by someone else (Kothari, 2007:94). For the purpose of this study mainly primary data was collected. In view of the research method adopted for this study, the researcher employed a two pronged approach for data collection as described as follows.

#### **3.3.3.1 Qualitative data collection method**

The researcher employed semi-structured interviews for the purpose of qualitative data collection. The semi-structured interviews tool, assisted the researcher to extract in-depth understanding of the parliamentarians in their sphere of operation that can be contrasted and compared with information sourced from various respondents (Dawson, 2003:28). For all respondents, the researcher used an interview guide although in a semi-structured way to allow further discussion to gain in-depth views (Annexure 1).

#### **3.3.3.2 Quantitative data collection method**

For the purpose of the quantitative data collection, the researcher employed the self-completed questionnaire as the appropriate tool (Annexure 2). The data collection instrument assisted in collecting data on the profile of respondents on aspects such



as gender, age group, knowledge and skills, training needs. The questionnaire had a combination of both closed and open ended questions. Out of a population of 49 parliamentarians, 35 parliamentarians participated in the survey.

### **3.4 Management of the research instruments**

#### **3.4.1 Semi-structured interview tool**

Before the commencement of the interview, the researcher developed a semi-structured interview guide. Subsequent to that, the researcher prepared an interview schedule for participants at a central venue. Lastly, the researcher interviewed participants at a particular given time as per the prepared schedule.

#### **3.4.2 Questionnaire tool**

For quantitative data, the researcher invited all the 49 parliamentarians in one venue wherein they were requested to complete the questionnaire. Out of the 49 parliamentarians, 35 participated. This was done to maintain the reliability of the data collected.

### **3.5 Data analysis**

Qualitative, thematic and quantitative data analysis methods were employed in this study. These methods are discussed as follows:

#### **3.5.1 Qualitative data analysis**

The qualitative data was classified according to themes, translated, described, transcribed, coded and interpreted against the themes. Where the researcher needed clarity an audio tape was replayed to get more information to support the intended research objective.

### **3.5.1.1 Thematic analysis**

In qualitative data analysis, thematic method can be used by organising collected unprocessed data into categories and create themes. Themes may also emanate from the research questions and helps the researcher to avoid being entangled into the raw data details (Neuman, 2014:480). Themes assist in capturing the essence of the data relative to the research questions in a form of identifying a pattern of responses into conceptual categories of rich data (Braun & Clarke, 2006:82).

The interview guide solicited information based on three categories. The first category focussed on the general questions on the legislative environment on issues such as the role of the legislature and work of parliamentarian including the need and importance of skills in parliamentary work. The second category focused on the requirements to become a parliamentarian and the academic qualifications in the work of parliamentarians. The third category dealt with type of skills and educational qualifications needed by parliamentarians, ways for parliamentarians to acquire skills, challenges affecting skills acquisition and the effectiveness of the Limpopo Legislature in empowering parliamentarians with training.

### **3.5.2 Quantitative data analysis**

The quantitative data was analysed using the computerized Statistical Package for Social Science (SPSS) that generated the required data. The SPSS was used to analyse the data collected through a questionnaire survey that solicited information from thirty-six parliamentarians. The information ranged from their general profile, level of education, understanding and knowledge of certain skills and aspects of their work, training requirements, mode of training and assessing the effectiveness of the legislature. The Chi-square analysis was used to analyse the association between various training needs and factors such as gender, education and age.

### **3.6 Limitations of bias**

Although pseudo names were used by the researcher, the use of pronouns such as he/she were used interchangeably and not strictly related to a specific gender only. Gender equity was taken into account when the study was conducted. The issue of gender, race, religion, sexual orientation and culture were not considered during the interview process. This was avoided to eliminate biasness in the study.

### **3.7 Ethical considerations related to data collection**

Ethics in research may be understood to refer to the researchers doing what could be seen to be morally and legally permissible. This is necessary particularly because conducting research in applied social science can be found to be susceptible to moral dilemmas due to subtle and complex ethical issues. Researchers have a duty to strike balance to navigate through the human rights imperatives and values alongside scientific requirements of methodology (Bryman, 2008). The study involved the collection of data and information from parliamentarians at the Limpopo Legislature. In the process of conducting the research, the researcher has taken the following ethical considerations into account:

- Participants were participating voluntarily.
- No physical or emotional harm against any participant.
- Respecting confidentiality.
- Ensuring that anonymity was maintained during data analysis and data kept for a reasonable period of time.
- Institutional approval for participation in the study.
- Professional conduct at all times.
- Ensure that writing is free of bias towards any group (e.g., age, ethnicity, sexual orientation, race, gender, etc.).
- Permission to use audio recorder was secured voluntarily from participants.
- No respondent was paid for his or her participation in the study.

### **3.8 Conclusion**

Research methodology is often confused with research methods. The latter is another component of the former. Methodology in research is primarily concerned about the rationale of the research study, definition of the research problem, how data was collected, which method/s was/were used to collect data, what justified a particular data analysis technique, what were the possible ethical pitfalls, etc.? For the purpose of this study, a well-chosen research method was explained and justified. Subsequently, the research design was well articulated including the data collection instruments and analysis techniques. Having elaborated on the study roadmap, data was collected, analysed and interpreted. The following chapter addresses the details of the data presentation and interpretation of findings. The chapter zoomed into the research results and discussion of findings.

## **CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF FINDINGS**

### **4.1 Introduction**

This chapter provides a detailed account of the primary data collected from the participants. Data was presented based on the quantitative and qualitative methods. The quantitative data collected assisted in depicting a profile of the respondents through the use of graphical and tabular data presentation. Graphical and tabular data was explained and analysed. This was followed by the narrative presentation of the qualitative data collected through the semi-structure interviews with participants. The presented data was analysed based on the data analysis approach outlined in chapter three, that is thematic analysis.

### **4.2 Data presentation and analysis**

As indicated in the research methodology, this study was conducted based on the mixed methods approach combining both quantitative and qualitative research methods. Consequently, the data management took into account the two methods based on the data collected. Data was presented and analysed from a quantitative and qualitative perspectives.

#### **4.2.1 Quantitative data presentation and analysis**

##### **4.2.1.1 Respondents' profile**

The study sample was composed of thirty-five respondents out of which sixty percent were females. In terms of age breakdown, seventy-seven percent were forty-six years old and above. Data collected revealed that eighty percent of the respondents were from the public sector with regard to previous employment history, while seventeen percent were from both private and non-governmental organisations

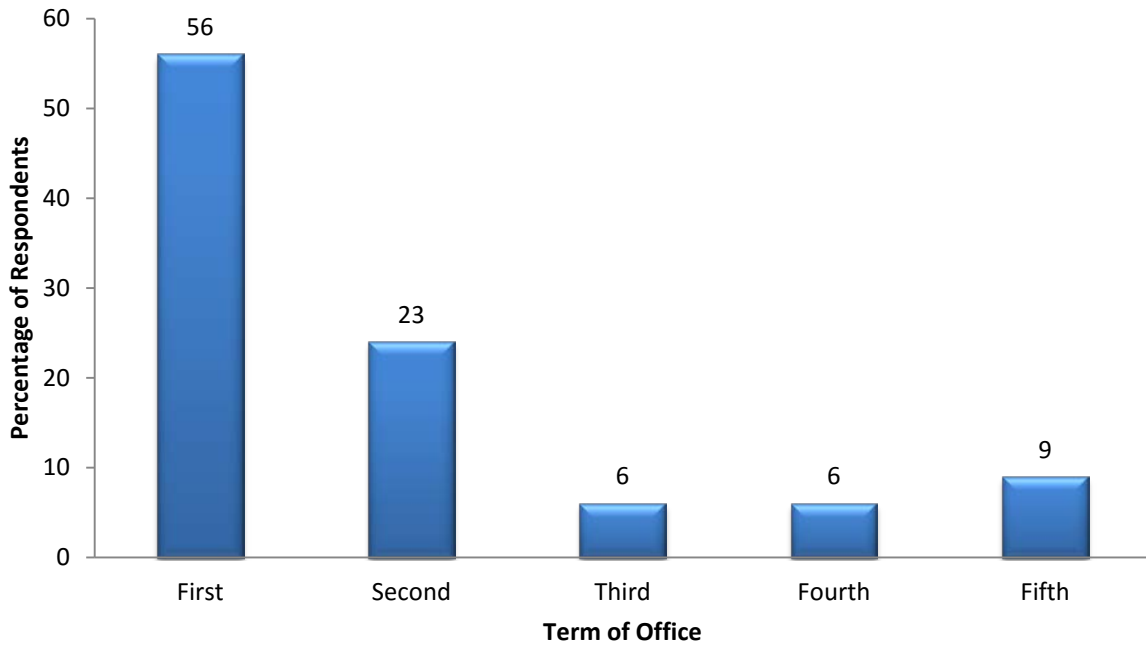
(NGO) sectors. Only three percent were unemployed before joining the legislature (Table 4.1). Respondents from the four political parties in the legislature participated in the survey with eighty percent from the ruling party, while the other parties constituted the twenty percent.

*Table 4.1: Respondents profile (n=35)*

<b>Employment sector</b>	<b>Public</b>	<b>Private</b>	<b>NGO</b>	<b>Unemployment</b>
Frequency	28	3	3	1
%	80	8.6	8.6	2.9
<b>Age (years)</b>	<b>18-35</b>	<b>36-45</b>	<b>46-55</b>	<b>56-70</b>
Frequency	1	7	16	11
%	2.9	20	45.7	31.4
<b>Gender</b>	<b>Female</b>		<b>Male</b>	
Frequency	21		14	
%	60		40	

#### **4.2.1.2 Terms of office of parliamentarians**

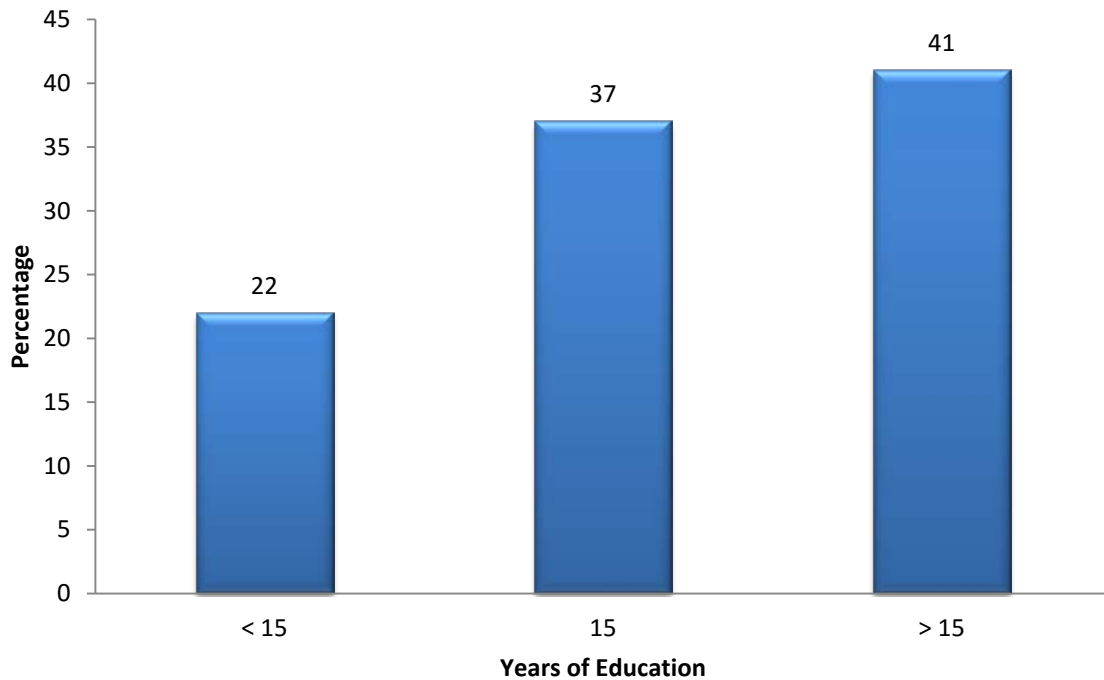
According to fig. 4.1, 56% of the respondents were serving their first term of office as parliamentarians, 23% their second term and 14% more than two more than two terms of office. This may imply that majority of the parliamentarians are new in the system and may lack parliamentary experience. It may therefore be necessary to intensify training to ensure that they perform optimally as soon as it may be practically possible.



*Figure 4.1: Terms of office of Parliamentarians*

#### **4.2.1.3 Years of education of parliamentarians**

According to fig. 4.2, 78% of the respondents possess fifteen years (bachelor degree) and more compared to 22% that are below a bachelor degree. This data implies that majority of parliamentarians are fairly well educated. Using the chi-square analysis (Table 4.5) suggest that there is an association between the level of education and the need for training in particular areas. It suggested that the higher the level of education – the lower the need for training in certain areas of the work of the legislature. This affirms the importance of education in the work of parliamentarians.



**<15 Below bachelor degree**  
**=15 Bachelor degree**  
**>Greater than bachelor degree**

*Figure 4.2: Years of education of Parliamentarians*

#### **4.2.1.4 Training programmes undertaken by parliamentarians**

Respondents indicated that they have participated in forty different types of training programmes as indicated in table 4.2. However, in Governance and Leadership programme appears to be the most training programme undertaken then followed by induction workshop. The data affirms the efforts of the Limpopo legislature to empower parliamentarians through various training interventions. The data also suggest inadequate participation by parliamentarians in some of the programmes which are supposed to be compulsory such as induction workshop. This is concerning particularly because fifty six percent (see Figure 4.1) of the respondents are fairly new in the sector as they are doing their first term of office.



Table 4.2: Training programmes undertaken by parliamentarians (n=40)

Training Programmes	Institutions	Frequency
Governance and Leadership	Wits	18
Induction workshop	Limpopo Legislature	13
Masters	UCT	2
FMPPLA	LSS	1
Parliamentary whips	AWEPA	1
Induction Course	DA	1
Public Accounts	APAC	1
Budget and finance	Treasury	1
Governance and leadership certificate	UNISA	1
Industrial policy certificate	UJ	1

#### 4.2.1.5 Skills possessed by parliamentarians

According to table 4.3, leadership (18.3%) skills was the most possessed by the respondents, followed by public speaking (15.5%), communication (14.1%), report writing (8.5%), listening (7.0%), conflict management (7.0%) and financial management (5.6%). The remaining skills were less possessed by parliamentarians and therefore a basis for more training.

Table 4.3: Skills possessed by parliamentarians (n=71)

Skills possessed by parliamentarians	Percentage
Leadership	18.3
Public speaking	15.5
Communication	14.1
Report writing	8.5
Listening	7.0
Conflict Management	7.0
Financial Management	5.6
Presiding over meetings	4.2
Strategic Management	4.2

<b>Interpersonal skills</b>	4.2
<b>Speech writing</b>	2.8
<b>Computer</b>	2.8
<b>Negotiations</b>	2.8
<b>Facilitation</b>	1.4
<b>Monitoring and Evaluation</b>	1.4
<b>Total</b>	<b>100</b>

#### 4.2.1.6 Levels of understanding of specific training areas

The distribution of responses to the current level of understanding of different characteristics of the Limpopo legislature are outlined in table 4.4. The data shows that for standing rules and orders, public policy, leadership, conflict management and PFMA, 80% or more of the respondents reported that their understanding of those concepts is good. The data suggest that most parliamentarians believe that they understand these concepts. Although the majority of respondents have got a good understanding of the latter concepts, some respondents expressed a poor understanding of FMPPLA, PFMA and standing rules and orders. Therefore, respondents may require more training in these three concepts.

*Table 4.4: Understanding of specific training areas*

<b>Training areas</b>	<b>Response distribution (%)</b>					<b>Total</b>
	<b>Very good</b>	<b>Good</b>	<b>Neutral</b>	<b>Poor</b>	<b>Very poor</b>	
<b>Standing Rules &amp; Orders</b>	20	60	17	3	0	100
<b>Public policy</b>	24	58	18	0	0	100
<b>Leadership</b>	26	71	3	0	0	100
<b>Conflict management</b>	26	57	17	0	0	100
<b>PFMA</b>	20	63	11	6	0	100
<b>FMPPLA</b>	8	29	43	20	0	100

#### 4.2.1.7 Understanding of the other training areas

Table 4.5 below summarises responses to the other identified training needs. Respondents indicated that they have >80% understanding of the other identified training needs. However, some respondents expressed at least 3% of inadequate understanding of the research; 6% of FPFMA and 20% of FAMPPLA. Therefore, this may require other areas to have further training.

*Table 4.5: Understanding of other training areas*

Other training areas	Response distribution (%)					Total
	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	
<b>Oversight</b>	43	57	0	0	0	<b>100</b>
<b>Accountability</b>	40	60	0	0	0	<b>100</b>
<b>Monitoring</b>	29	63	8	0	0	<b>100</b>
<b>Evaluation</b>	29	56	15	0	0	<b>100</b>
<b>Research</b>	26	56	15	3	0	<b>100</b>
<b>Public Speaking</b>	46	51	3	0	0	<b>100</b>
<b>Report Writing</b>	37	43	20	0	0	<b>100</b>
<b>Communication</b>	48	43	9	0	0	<b>100</b>

#### 4.2.1.8 Association between training areas with gender, education and age

Table 4.6 below summarises the results of the Chi-square analysis of the association between the distribution of responses to selected training areas and gender, education and age. The data suggest that there is an association between the identifier training areas and gender, education and age. However, further analysis of the association is provided in tables 4.7 - 4.9.

Table 4.6: Association between training areas with gender, education and age

Characteristic	Chi-Square for association results		
	Gender	Education	Age group
	p-value	p-value	p-value
Standing Rules & Orders	<b>0.036*</b>	<b>0.060*</b>	0.169
Public policy	<b>0.017*</b>	<b>0.015*</b>	0.471
Leadership	0.130	<b>0.017*</b>	<b>0.000*</b>
Conflict management	0.313	<b>0.050*</b>	0.183
PFMA	0.239	<b>0.010*</b>	0.104
FMPPLA	0.462	<b>0.002*</b>	0.344

\*significant relationship at  $P=0.05$

#### 4.2.1.8.1 Gender

Table 4.6 shows that there is an association between gender and standing rules and orders ( $P=0.036$ ) and public policy ( $P=0.060$ ). It is therefore critical to analyse the distribution of the responses among the gender. Further analysis is shown in fig 4.6.

Table 4.7: Association between gender with standing rules and orders and public policy

Training areas	Gender	Response level					Total
		Very good	Good	Neutral	Poor	Very poor	
Standing rules and orders	Male	36	64	0	0	0	100
	Female	6	63	31	0	0	100
Public policy	Male	50	50	0	0	0	100
	Female	7	60	33	0	0	100

Sixty-nine percent (69%) of the females reported that their understanding of standing rules and orders is good. However, 31% were neutral. Given these gender differences, training for standing rules and orders could be gender targeted. To

further support the possibility of gender targeting, the Cramer's V of 0.496 shows a strong association. Table 4.6 showed that there is also an association between gender and public policy. Further analysis in table 4.6 shows that all male respondents responded that their understanding of public policy is good. Sixty-seven percent (67%) of female respondents reported that their understanding of public policy is good. Therefore, training on public policy could also be gender targeted. Similarly, the Cramer's V of 0.570 shows a strong relationship thus further supporting the possibility if gender targeting.

#### **4.2.1.8.2 Education**

Data on education was collected as the highest level of education attained by the respondents. From the highest level of education, the number of years of education was calculated. For instance, a degree is 15 years of education and an honours is 16 years of education. From this data three categories were created namely, less than 15 years of education, 15 years of education and more than 15 years of education.

The distribution according to figure 4.2 was that 22% of the respondents had less than 15 years of education, 37% had 15 years of education and 41 percent had more than 15 years of education. This shows that about 78% of the Limpopo legislature parliamentarians had a degree or more. Table 4.6 shows that there is an association between education and standing rules and orders ( $P=0.060$ ), public policy ( $P=0.015$ ), leadership ( $P=0.017$ ), conflict management ( $P=0.050$ ), PFMA ( $P=0.010$ ) and FMPPLA ( $P=0.002$ ).

Table 4.8 shows that for all the characteristics of the Limpopo legislature, the reported levels of understanding increases as the level of education increases. For instance, for standing rules and orders for the less than 15 years of education, 50% reported that their understanding is good and 50% neutral, for those with 15 years of education 90% reported that their understanding of standing rules and orders is

good, whereas for those with more than 15 years of education reported that their understanding of standing rules and orders is good with 46% reporting that it is very good. The Cramer's V of 0.629 shows a strong association. This trend is similar for public policy, leadership, conflict management, PFMA and FMPPLA. This result suggests that the more educated the parliamentarians are, the less training they need because their level of understanding increases with higher education. The reverse may also apply. The Cramer's Vs' of 0.664, 0.652, 0.680, 0.686 and 0.662 for education and public policy, leadership, conflict management, PFMA and FMPPLA, respectively all show very strong relationships.

*Table 4.8: Association between identified training needs and education*

Characteristic	Education category (years)	Response level					Total
		Very good	Good	Neutral	Poor	Very poor	
Standing rules and orders	<15	0	50	50	0	0	100
	15	0	90	10	0	0	100
	>15	46	46	9	0	0	100
Public policy	<15	0	40	60	0	0	100
	15	22	56	22	0	0	100
	>15	36	64	0	0	0	100
Leadership	<15	17	67	17	0	0	100
	15	30	70	0	0	0	100
	>15	27	73	0	0	0	100
Conflict management	<15	17	33	50	0	0	100
	15	20	80	0	0	0	100
	>15	46	45	9	0	0	100
PFMA	<15	17	33	33	17	0	100
	15	0	80	10	10	0	100
	>15	27	73	0	0	0	100
FMPPLA	<15	0	17	33	50	0	100
	15	0	50	40	10	0	100
	>15	18	64	18	0	0	100

#### 4.2.1.9 Association between gender with education and age

Table 4.9 summarises the results of the Chi-square analysis for association between gender, education and age group. Table 4.9 shows that the only significant associations are those between education and monitoring ( $P=0.037$ ) and communication ( $P=0.050$ ). The rest are not significant. Therefore, monitoring and communication require further analysis which is summarized in table 4.10.

Table 4.9: Association between training areas with gender, education and age

Training areas	Chi-Square for association results		
	Gender	Education	Age group
	p-value	p-value	p-value
Oversight	0.226	0.055	0.725
Accountability	0.453	0.123	0.509
Monitoring	0.810	<b>0.037*</b>	0.646
Evaluation	0.433	0.091	0.054
Research	0.482	0.074	0.468
Public Speaking	0.342	0.326	0.0706
Report Writing	0.315	0.089	0.883
Communication	0.288	<b>0.050*</b>	0.841.

\*significant relationship at  $P=0.05$

#### 4.2.1.10 Association between education with monitoring and communication

Table 4.10 shows that for monitoring, 67% of those with less than 15 years of education agreed that they understand monitoring. All those with 15 years of education and 92% of those with more than 15 years of education agreed that they understand monitoring. The trend is similar for communication. This implies that education increases the level of understanding of monitoring and communication. This result suggests that the more educated the parliamentarians are, the less

training they need in monitoring and communication because their level of understanding increases with higher education. The reverse may also apply. The Cramer's V of 0.592 and 0.583, respectively between education and monitoring and communication both show a very strong relationship. Similar interpretation of the Cramer's V was also used by Duruiheoma *et al* (2015).

*Table 4.10: Association between education with monitoring and communication*

Characteristic	Education category (years)	Response level					Total
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
Monitoring	<15	0	67	33	0	0	100
	15	30	70	0	0	0	100
	>15	46	46	9	0	0	100
Communication	<15	17	50	33	0	0	100
	15	60	30	10	0	0	100
	>15	46	54	0	0	0	100

#### 4.2.1.11 Training needs of parliamentarians

According to data on table 4.11, financial management was ranked the most with 23% followed by research analysis with 16%, conflict management (9%), rules and orders (9%), public speaking (8%), oversight (5%) as training needs. The remaining training areas were ranked low. Therefore, the identified training areas may be priority training needs areas for parliamentarians.

*Table 4.11: Training needs of parliamentarians as identified by parliamentarians*

Skills required	Percentage
Finance management	23
Research Analysis	16
Conflict management	9

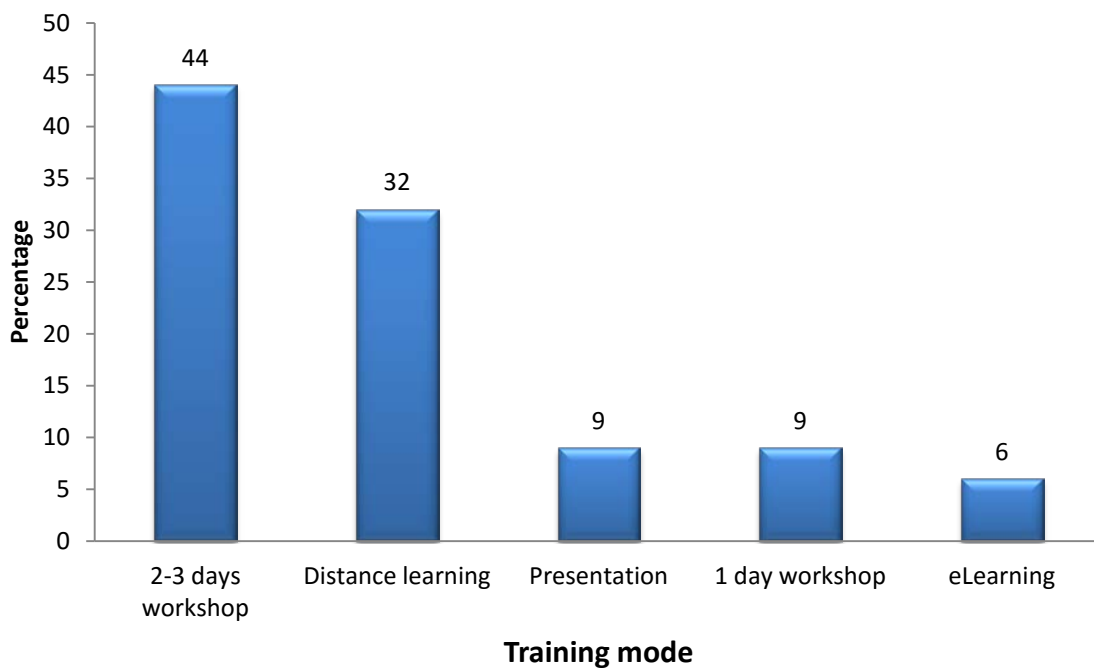


Rules and Orders	9
Public Speaking	8
Oversight	5
Legal expertise	4
Communication	4
Evaluation	3
Separation of Powers	2
Governance	2
Ethics	2
Computer literacy	2
Quality assurance of reports	1
Law Making	1
Strategic management	1
Negotiations	1
Public policy	1
Accountability	1
Reading proficiency	1
Project management	1
Leadership	1
Time management	1
<b>Total</b>	<b>100</b>

#### 4.2.1.12 Training modes/mechanisms

Forty-four percent (44%) of the respondents indicated that they prefer two to three days training workshops as the best mode of training. This was followed by 32% of respondents who prefer distance learning. eLearning was found to be the least preferred mode with 6% although one day workshops and presentations scored nine percent each. This data suggests that most of parliamentarians prefer the two to three days training workshops as a mode of training. The second preferred mode is distance learning.

Figure 4.3: Training modes



#### 4.2.1.13 Satisfaction with the training offered by the legislature

According to Figure 4.4, out of a total of thirty three respondents, 61% responded that they are satisfied with the current training offered by the Limpopo legislature. This data implies that the parliamentarians are generally satisfied with the training support offered by the legislature.

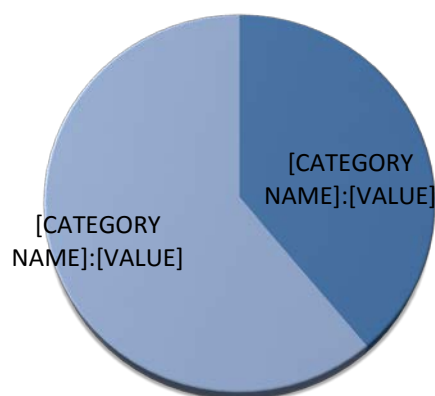


Figure 4.4: Satisfaction with training offered by the legislature

## 4.2.2 Qualitative data presentation and analysis

In line with the research analysis approach based on the thematic data analysis, data was presented according to the following identified themes:

- The role of the legislature
- Competence of parliamentarians
- Challenges and effectiveness of parliamentarians
- Qualifications of parliamentarians
- Education and training of parliamentarians
- Training, support and skills of parliamentarians

### 4.2.2.1 The role of the legislature

All respondents were in agreement on ascribing the role of the legislature to the provisions of the constitution as an arm of government, which clearly stipulates that the legislature is responsible for law making, conducting oversight on the executive and promoting public participation. It was identified by the respondents that the legislature is one of the arms of government and it derives its role or mandate from the constitution of the Republic of South Africa. In terms of the provisions of the constitution, respondent said that:

*‘the legislature has three roles, the one being of law making, the other being that of doing oversight over the executive arm of government and the third one being public participation. Being one of the arms of government, the other two being the executive and the judiciary, I think the context of the legislature is important in this sense because how the legislature actually arises is an important issue because in South Africa you have what is called a constitutional democracy’.*

According to the respondent the legislature is also a representative body of the interest of the people.

Another respondent pointed out the following to support the observation made by the other respondents:

*'I think also the oversight issues are derived from the system of governance because South Africa has a parliamentary system of governance in essence it has a legislature which is elected and the legislature has the responsibility of electing the president nationally and the premier provincially. The premier establishes its cabinet or executive council from the legislature so in essence the executive derives its mandate from the legislature and it accounts to the legislature and the legislature ensures accountability through oversight and in turn the legislature would account to citizens of the country. I think I've covered the aspect of public participation'.*

Majority of the respondents are of the view that the magnitude of the mandate of the legislature constitutes their scope of work. Parliamentarians work as individual public representatives to represent their constituencies and the public at large but also as a collective through committees of the legislature. Respondents were in agreement that the bulk of their work takes place in the committee of the legislature where they conduct oversight on the executive and hold members of the executive accountable. Outside committees, parliamentarians are expected to interact with their constituencies by giving them feedback and listening to their concerns. They further elaborated on the operational activities which constitutes the essence of their day to day work. Interaction with the constituency has come out pretty much inherent in the work of parliamentarians over and above their statutory obligations.

A respondent highlighted that:

*'...as a member of the legislature we belong to various committees where we take part in this oversight role of the legislature. As a parliamentarian you also get an opportunity to do oversight at various projects that are done by departments. You get first hand information, we interact with the beneficiaries*

*of the projects, if there are issues they are not happy with, as a parliamentarian through the committees you are able to raise the matter with the department and try to facilitate understanding with the stakeholders and beneficiaries of the projects. Inside the legislature, we look at the reports of various departments, their annual plans and see if they talk to their targets and if they achieve their targets. We then debate them in the legislature, informed by what was observed during oversight and what we discussed in the committee meetings’.*

In supporting the views expressed by the respondent above, another respondent said that:

*‘I think it’s a harrowing task in essence. If I explain the role of the parliamentarian and the expectations from society and then given the governance system, the fact that you also report to your party, you’ve got to address issues of the party and society, but also if you look at it in the context of the executive that runs a portfolio they have a whole department to support them implementing that responsibility, yet as a parliamentarian, you expected to kind of know everything to a large extent. Issues of society are very complex and there’s a whole lot of dynamics associated with that. Issues of how government runs I think is also something that is quite complex if you not familiar with it. And then there’s also the other specific things you should know about like how finances work, because of what we look at is how money is spent and how it is accounted for. So you actually need a person who is quite skilled and clued up in terms of what is happening around them. So I would say from a skills or whatever point of view you need somebody that is clued up’.*

#### **4.2.2.2 Competence and effectiveness of the parliamentarian**

The respondents observed that the work of parliamentarians is huge and complex and therefore need some requisite level of competence and effectiveness. Being

competent is considered essential to serve the people diligently, moreover that the legislature sector is highly regulated hence the need to understand various legislations. Majority of the respondents contends that competence and effectiveness of parliamentarians cannot be separated from their level of education and skills. One of the respondents indicated that:

*'It is very important to be competent, because we are representing constituencies in the legislature and if you are not competent it is a disadvantage to the constituents that you are representing, so competency is very key. You need to be able to do this, it's not a simple job. I think before one becomes a parliamentarian you need to understand how parliament works, you need to know what is expected of you as a parliamentarian, you must understand because it's one sector that is highly legislated, there are many legislations, so you need to understand those legislation, how parliament works so that you are able to perform your responsibilities'.*

Respondents also emphasized the role of qualifications in improving competency and effectiveness. Another respondent pointed out that:

*'the first point will be that that person must be academically qualified, must be someone who is not afraid to speak his or her own mind, will be able to raise issues when we meet with departments, yah. That person will be effective and competent but above all I think education is very key'.*

However, the views of the respondent are not in direct agreement with the provisions of the constitution which states that any citizen above the age of eighteen with a green bar coded identity document and without a criminal record can become a parliamentarian. In fact, some respondents actually mentioned educational qualifications raises the question whether this should be an additional requirement for being a parliamentarian.

#### 4.2.2.3 Challenges affecting effectiveness of parliamentarians

Several challenges were identified by the respondents that may negatively affect parliamentarians from being competent and effective. However, majority of the respondents raised the issue of inadequate knowledge and skills gap and tools of trade. Parliamentarians join legislatures coming from different backgrounds and need time and support to understand how the legislature functions to hit the ground running. Parliamentarians also needs various tools of trade such as information technology (IT) equipment, administrative and other logistical support to function efficiently. One of the respondents argued that:

*'Personally, it will be lack of proper education, I mean I've seen members struggle if you are not well academically competent, it's a very serious challenge because you might also not follow the debates. An example will be somebody who goes to the legislature without formal education to me it's a challenge because it will be very difficult to see what is happening, I mean debates and other things if you did not go to school. That is mainly the reason why because with little education, departmental officials are highly qualified and when they meet with members who did not go to schools, there's a problem because they always speak about this big terminology and you find its very difficult for members to understand, so it also kills the confidence of members because you might not want to argue with doctor so and so who is the director general and so on'.*

With regard to support, another respondent observed that:

*'You need tools like IT equipment, Internet access, everything should be mobile, you need transport, other equipment, computers, printer, you need access to newspapers, the Internet there's a world of information, you need access to universities, to literature, you need access to those kind of things'.*

Respondents have confirmed that the legislature does provide the requisite support for them to function effectively. The respondent observed that:

*'To do our work and I mentioned the committee system, the legislature does provide us with support staff and to some extent a researcher that is attached to that staff would assist in terms of trying to put together or consolidate information around some issues, but I don't want to go through the assessment of the product, but this is one of the support in terms of research, in terms of administrative support to the committees, however, I found the administrative support lacking, that's my personal experience, but the research I wouldn't necessarily say that it is up to a standard. That I would have liked it to be because I think a lot of what we receive from the support staff is very reactive, it's just based on what is there as opposed to trying to bring a whole lot of other information into their reports'.*

Another respondent stated in agreement that:

*'It has more to do with capability and skills that members have as I said they must come with a particular set of knowledge, but also the resources that are available what tools of trade you give to members. Sometimes members can be able to do certain thing on their own completely depending on what skill they bring. But also the kind of support that Legislature is giving to members to ensure that they are better prepared but also the available time and space to be able to engage on those processes in ensuring that the member has to reflect on the work he has to do'.*

The observations by the respondent further raised the question whether educational qualifications should be included as the requirement to be a parliamentarian. These observations raise the following questions: Does one need a minimum educational qualification to be able to effectively use the internet which is used by the legislature as a support system? Does one need a minimum qualification to be able to effectively use the IT system which is provided to parliamentarians by the legislature?



#### 4.2.2.4 Qualifications of parliamentarians

All respondents have underscored the importance of education and skills in the life of a parliamentarian for effective functioning. They have also confirmed the constitutional stipulation that does not prescribe any educational requirement as part of eligibility to become a parliamentarian. All respondents across party affiliation have asserted that even in their parties there is no requirement for any specific minimum educational qualifications to become a party representative in parliament. The respondent purported that:

*'there is no qualification for it. It's stipulated in the constitution, I think you have to be a South African and over 18. And I think because we use a party system you'll also have to belong to a party. You come from a political party and its the party that will nominate you and forward you as a parliamentarian'.*

Another respondent agreed further and pointed out that:

*'the first point will be that that person must be academically qualified, must be someone who is not afraid to speak his or her own mind, will be able to raise issues when we meet with departments, yah. That person will be effective and competent but above all I think education is very key. What qualifies you to be a parliamentarian, I think with the current system in the country, I think you must belong to a political organisation because parliamentarians represent political parties, you must be a South African who is above the age of 18'.*

A respondent observed in agreement about the issue of the provisions of the constitution and submitted further that:

*'well, you would know that there are no specific requirements for one to become a parliamentarian especially taking the background of our own country. Those who qualify firstly as parliamentarians were those who were engage in the struggle for liberation in our country. So yes anyone who shows the desire to frankly represent his community and he actually canvases with*

*his community that he will do his best, will really qualify. Of course one has to come from a political party, there are no independent representatives the Provincial Legislature’.*

Although respondents were aware of the constitutional provisions, they kept on raising the importance of education and qualifications for parliamentarians. Respondents hold a strong view about the importance education even if it is not a statutory requirement.

#### **4.2.2.5 Education and training**

Respondents were in agreement that educational qualifications are essential for a parliamentarian to become competent and effective in their line of duty. Although several respondents indicated that there is a need for a junior degree to post graduate qualification for citizens to become eligible as parliamentarians, majority of the respondents indicated that grade12/matric should become the basic requirement. Respondents expressed themselves in support of this view:

*‘I will argue that matric should give a basis, it will be even easier to train and skill so that you are able to do work in the area. It will be easier what set of knowledge, skills and attitude you get in matric. Everybody in the country will be assessed by the same system that is consistent, is should be the easiest’.*

Another respondent opined that:

*‘In my opinion, I think I have indicated many times now, there must be a requirement based on academic qualifications to say, as an example, you must have matric, I'm just giving an example, you must have a matric before you are allowed to be a parliamentarian or you must have a junior degree to be a parliamentarian’.* This was supported by another respondent who stated that “for a start I would say someone must have matric and must have the

*skill to work on the computer and must be conversant with IT matters. I mean that is a way in which we gather information process it and then and make sure you formulate something around them. But going forward yes we go for the graduates’.*

Although some respondents agreed on the importance of qualification, they observed that a university qualification may be a requirement for parliamentarians. Another respondent submitted that:

*‘in my own opinion I will say, I will recommend that each and every person who goes to the Legislature instead him/her having that little knowledge he must he must at least if it was my own way of doing things I would or at least having a tertiary level or education that was the person that I would recommend going to the Legislature. Not just party politics, so we are going to say those who are educated must go to the Legislature. I think a junior degree will do’.* Another respondent argued further that *“in my own opinion I will say, I will recommend that each and every person who goes to the Legislature instead of him/her having that little knowledge he must at least have a tertiary qualification or education. That is the person that I would recommend going to the Legislature. Not just party politics, so we are going to say those who are educated must go to the Legislature’.*

#### **4.2.2.6 Training, support and skills for parliamentarians**

Despite some failure to follow through the recommendations of individual parliamentarians, majority of respondents have indicated that the legislature annually involves them in a process to identify their training needs. Respondents indicated that identification of training needs is done through completion of a questionnaire. Respondents have express unhappiness that not all their desired training needs are attended to as identified within a reasonable period. Another respondent observed that:

*'I think every year we fill a form on skills audit but I don't think it's effective because after filing the form, no follow ups are made, you don't understand where the information goes. I don't think it's enough I think that's an area we need to improve on as a legislature, if members lost their skills saying I need to be developed on a particular area, you find next year the same question is asked, you repeat the same answer and nothing happens, to me it's also a challenge that legislature need to improve on. Nothing happens, yah, well we do have workshops that we attend but I don't think they are informed by the forms that we fill, they are just informed maybe to an extend by the realisation that members need some workshops on particular topics'.*

This was further supported by the observation of another responded who submitted that:

*'I think annually, I think twice so far I've filled in a form which is looking at our training needs. But you see skills and training for me are different. Yah well there has been some attempt by the legislature to try and find out what your current level of qualifications are, what your skills are, what your skills needs are but then I received the forms'.*

All respondents agree that they were involved in the process of identifying their need and another stated further that:

*'their stuff is more generic around being a parliamentarian or functioning in the legislature. I think those things have happened, we've filled in the forms, I've no idea what happens to it but also those forms I think are deficient. Because I think as an institution, we should be more clear in terms of what it is that we need, as an institution we need to be saying these are the predetermined, these are like the kind of basic skills sets that you need for a parliamentarian and then if you want to know where we are in this, you should asses us in terms of that, you know, and after that determine what are needs. I mean I can say anything today that I need training on in anything, I mean that's how generic the forms are. Basically you could determine what training needs you*

*actually want. But not based on any set criteria’.*

Respondents have identified various mechanisms through which they can acquire skills during their term of office. Among the suggested mechanisms are induction programmes, workshops, seminars, registration with universities and short-course trainings. However, majority of respondents prefer workshops and short-course trainings. One of the respondents observed that:

*‘currently how it’s done is, I mentioned workshops that are offered by the legislature, there longer-term training program that is being offered, there’s program I think with Wits School of Governance that members actually are attending and it goes right up to masters level’.*

Another respondent submitted that:

*‘individually members must try to develop themselves through enrolling with institutions of higher learning who offer this programs as well parliament must be able to come up with programs that will equip members with the necessary skills, encourage members and maybe to an extent give incentives, maybe after acquiring these types of skills, members will get this so that you encourage them to not just sit and do nothing about it’’. Another respondent agreed and indicated that “well that would be registration with institutions of higher learning and such kind of things and of course attending courses that are currently organised by the Legislature’.*

Respondents were asked a question to express an opinion on whether the Limpopo legislature is effective or not in providing skills development support to the parliamentarians. Majority of the respondents are of the opinion that the Limpopo legislature is effective in providing skills to the parliamentarians although a lot more can still be achieved. In the opinion of one of the respondents:

*‘it’s difficult to comment on that because our training, the one offered in the*

*legislature, besides the induction program, has just kind of started but, maybe the type of training that is currently being provided is useful not only in terms of the content being provided but also in terms of the manner in which the training is run. It's very interactive, so it moves beyond a classroom type of situation because I think what I find interesting about it is you have other colleagues who do contribute and you actually learn through that process as well. Yeah, I think it does but more can be done'.*

Although majority of the respondents expressed satisfaction with the support provided by the Limpopo legislature, one of the respondents expressed a contrary view. His argument was that the support was insufficient and argued that:

*'no no, I think it's not enough, we do get some programs and attend to these but I think it's really not enough, more must be done on these programs'.*

### **4.3 Synthesis**

Both quantitative and qualitative data were in agreement on particular findings. They have presented similar views on the significance of education and skills in the work of parliamentarians. The chi-square analysis has made a finding that there is an association between the level of education and the need for training in particular areas. During the interviews, all respondents underscored the significance of education as a basis for parliamentarians to become competent and efficient. Both data were in agreement that respondents preferred few days' workshops as an appropriate mode of training followed by distance learning. The data also concluded that majority of the respondents were generally satisfied with the training support offered by the Limpopo legislature. This findings of the study validated the researcher's plan to use the mixed research method to benefit from the complementary strength of each in conducting the study.

#### **4.4 Conclusion**

This chapter has provided a detailed narrative of the research findings. The findings were based on the dual research methods that is quantitative and qualitative. It is evident from the research findings that both methods are mutually reinforcing. The two methods have complemented each other in soliciting the necessary information from participants to respond to the research questions and objectives. To conduct a further analysis the researcher used the chi-square for qualitative data. For qualitative data the researcher classified data according to themes for thematic analysis. In the next chapter, the researcher will present the summary of research findings, recommendations and general conclusion.

## **CHAPTER FIVE: SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION**

### **5.1 Introduction**

The previous chapter presented a comprehensive account to the research findings. The research findings constitute the critical component of this study as they bring the research closer to realizing the objectives of the study. The findings have also addressed the research objectives and responded to the research questions. In this chapter, the researcher will present a summary of the research findings. This was followed by the study recommendations, limitations and general conclusion.

### **5.2 Overview of the study**

In chapter one the researcher provided an introduction and general orientation of the study. This was followed by chapter two that provided a comprehensive analysis of the literature to draw lessons on the work of other researchers and scholars. The application of the research methodology was clarified in full details in chapter three with an aim to draw a road map for the study. In this chapter the researcher presented and analysed the research findings using the research method articulated in chapter three. Data was presented and analysis from both quantitative and qualitative approaches. The last chapter deals with the recommendations, limitations and conclusion.

### **5.3 Research findings**

#### **5.3.1 Findings from the literature review**

The following are the research findings from the literature review:



- The concept of parliament is not static but rather dynamic and needs to be analysed and clarified further.
- Understanding the training needs of parliamentarians could help to improve target professional development programmes to particular groups or clusters of parliamentarians.
- The development of relevant skills for parliamentarians is also critical in the advancement of parliamentary democracy.
- Parliamentarians across the globe perform complex, multi-dimensional roles that include scrutinising, passing, amending or rejecting legislation that establishes the rules by which a society is governed. The increasing complexity of parliamentarians work and the real skill gap is creating a challenge for parliamentarians to effectively execute their constitutional mandate.
- The learning areas identified to capacitate new parliamentarians are parliamentary procedures, rules of procedure, debates and interventions, committee skills, drafting legislation and amendments, parliamentary questions, reporting procedures, hearings, ethics and interpretation of the Constitution.
- In countries such as Australia and South Africa, there are no defined qualifications to be a parliamentarian. Those elected to public office are expected to possess indefinable qualities to accomplish an indescribable job.

### **5.3.2 Findings from the empirical investigation**

The following are the findings from the empirical investigation:

- Sixty percent of the respondents were serving their first term of office as parliamentarians.
- Seventy eight percent of the respondents possess a bachelor degree and more compared to twenty three percent that are below a bachelor degree.
- Leadership skills (18.3%) was the most possessed by the respondents, followed by public speaking (15.5%), communication (14.1%), report writing

(8.5%), listening (7.0%), conflict management (7.0%) and financial management (5.6%).

- Respondents have identified the following as their training needs areas; FMPPLA, PFMA and standing rules and orders
- Other identified training needs included presiding over meeting, strategic management, interpersonal skills, speech writing, computer literacy, negotiations, facilitations skills, monitoring and evaluation.
- There is a gender dynamic in training which should be considered going forward
- The more educated the parliamentarians are, the less training they need in specific training areas such as monitoring and communication because their level of understanding increases with higher education. The reverse may also apply.
- Most of the respondents indicated that they prefer two to three days training workshops as the best mode of training followed by distance learning.

### **5.3.3 Findings from the semi-structured interviews**

- There was an agreement among respondents that the work of parliamentarians is huge and complex and therefore need some requisite level of competence and effectiveness. Being competent is considered essential to serve the people diligently moreover that the legislature sector is highly regulated hence the need to understand various legislations.
- Most of the respondents asserted that competence and effectiveness of parliamentarians cannot be separated from the level of education and skills.
- Respondents were in agreement in ascribing the role of the legislature based on the provisions of the constitution which clearly stipulates that the legislature is responsible for law making, conducting oversight on the executive and promoting public participation. Most of the respondents were of the view that the magnitude of the mandate of the legislature constitute their scope of work.

- Respondents highlighted inadequate knowledge and skills and tools of trade such as information technology (IT) as the major challenges for parliamentarians.
- Most respondents have underscored the importance of education and skills in the work of a parliamentarian for effective functioning. They have also confirmed the constitution does not prescribe any educational requirement as part of eligibility to become a parliamentarian.
- Respondents across party affiliation have asserted that even in their parties there was no requirement for any specific minimum educational qualifications to become a party representative in parliament.
- Although several respondents indicated that there is a need for a junior degree to post graduate qualification for citizens to become eligible as parliamentarians, most of the respondents indicated that grade 12/matric should become the basic requirement going forward.
- Respondents have indicated that the legislature annually involves them in a process to identify their training needs through a completion of the questionnaire. Respondents have express unhappiness that not all their desired training needs were attended to as identified.
- Most respondents preferred workshops and short-course trainings as a mode of training.
- Most respondents were of the opinion that the legislature was effective in providing skills to the parliamentarians.

## **5.4 Recommendations**

### **5.4.1 Recommendations from the primary research**

- Parliamentarians have expressed a view that annually they complete a training needs questionnaire, however, their identified needs are never followed up. It is therefore recommended that the legislature should improve a tool and the process to identify training needs for parliamentarians.

- The legislature should prioritise training parliamentarians on financial management, FMPPLA, PFMA, research analysis, standing rules and orders, public policy and conflict management.
- Given the chi-square analysis that found gender differences on some training need areas, training for standing rules and orders could be gender targeted by focusing on women parliamentarians.
- Parliamentarians have expressed preference to be trained through two to three days training workshops. The legislature should consider prioritizing the latter training mode/approach followed by distance learning.

#### **5.4.2 Recommendations for further study**

It is in the nature of research outcomes to beget another research. Every research is predisposed to propose another research because no research is complete in itself. The following topics were suggested for further research:

- Introduction of minimum educational qualification eligibility to become a parliamentarian.
- Investigation of the appropriate modes/mechanisms to deliver training for parliamentarians.
- The role of gender in the provision of training for parliamentarians.
- Development of a tailor-made curriculum content for parliamentarians.
- Monitoring and evaluation of training interventions for parliamentarians.

#### **5.5 Limitations of the study**

Research has limitations as an inherent feature of any research project. This study had the following limitations:

- The findings of the study could not be generalised across the legislative sector in South African as focus was only on the case of Limpopo legislature.

- Participation by some of the respondents who were unavailable to complete the questionnaire due to purported time constraints and work commitments.
- Failure of the three targeted respondents to participate in the interviews.
- Possibility of bias by respondents due to their relationship with the researcher as the researcher was the supervisor/Deputy Speaker and respondents Members of the Provincial Legislature.

## **5.6 Conclusion**

The purpose of the study was to assess the training needs of parliamentarians focusing on a case of the Limpopo legislature. From the literature, it is evident that training can make a meaningful impact on the performance of the legislature. Parliamentarians across the globe perform complex, multi-dimensional roles that include scrutinising, passing, amending or rejecting legislation that establishes the rules by which a society is governed. The increasing complexity of parliamentarians work and the real skill shortages is creating a challenge for parliamentarians to effectively execute their constitutional mandate. For training to serve its purpose in improving the performance of the legislature, the challenges of proper assessment of training needs of parliamentarians and choosing of the appropriate delivery mode has to be addressed.

Based on the findings of the study, it was clear that if training could be managed properly it can improve the competence and effectiveness of parliamentarians. Assessment of training needs was essential in this regard. It is the view of the researcher that the study realised its aim of assessing the training needs of parliamentarians in line with the research objectives. The study concluded that majority of the Limpopo legislature parliamentarians were fairly well educated as they possess fifteen years of study (bachelor degree) and more compared to twenty-three percent that were below a bachelor degree. The research also concluded that training needs in the areas of FAMPPLA, PFMA, research analysis, standing rules and orders, presiding over meeting, strategic management, interpersonal skills,

speech writing, computer literacy, negotiations, facilitations skills, and monitoring and evaluation were a priority. Lastly, the study concluded that majority of parliamentarians prefer two to three days training workshops as the best mode of training, followed by distance learning.

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## **Annexures**

### **Annexure A: Interview Guide**

#### **A. General questions**

1. How do you describe the role of the Legislature?
2. In your opinion what constitutes the scope of work of parliamentarians?
3. What is your perception of a competent parliamentarian and how important is it?
4. If a parliamentarian is effective, in your opinion what will they be doing?
5. What are the conditions that must exist for parliamentarians to be competent at their work?
6. How are your skills needs determined and by whom?
7. What are the challenges that may affect effectiveness of parliamentarians?

#### **B. Current levels of education and skills of parliamentarians**

1. How does a citizen qualify to be a parliamentarian?
2. What are the qualifications and skills required to become a parliamentarian?
3. What is your opinion about the importance of qualifications and skills of parliamentarians?
4. What is your perception of the levels of education and skills of the current crop of parliamentarians in the Limpopo Legislature?
5. If you had a chance to change one aspect of qualifying to be a parliamentarian, what aspect would you change and why?

#### **C. Training needs of parliamentarians as identified by parliamentarians**

1. What are the type of education and skills needed by parliamentarians to become competent and effective in their work?
2. How can parliamentarians acquire such skills during their term of office?
3. What type of interventions do you think can be effective to empower parliamentarians with skills?

4. What is your perception of the current training support provided by the legislature?
5. What are the common challenges that affects skills development for parliamentarians?
6. How can the legislature improve the performance of parliamentarians?
7. Given your understanding of the current level of training of the parliamentarians, do you thing the Limpopo legislature is effective?

## Annexure B: Survey Questionnaire

### A. SOCIO-ECONOMIC AND POLITICAL

1. What is your gender? Tick (X)

Male	Female
------	--------

2. What is your age group? Tick (X)

18- 35	36-45	46-55	56-70	Above 71
--------	-------	-------	-------	----------

3. What is your previous employment sector? Tick (X)

Public	
Private	
NGO's	
Traditional	
Unemployed	

4. Which term are you currently serving as a parliamentarian? Tick (X)

1 <sup>st</sup> Term	2 <sup>nd</sup> Term	3 <sup>rd</sup> Term	4 <sup>th</sup> Term	5 <sup>th</sup> Term
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5. Which political party did you represent at the Legislature? Tick (X)

ANC	EFF	DA	COPE
-----	-----	----	------

6. What is your current position as a parliamentarian at the Legislature? Tick (X)

MPL	
Committee Chairperson	
Chair of Chairpersons	
Deputy Chair of Chairs	
Chief Whip	
Deputy Chief Whip	

Whip	
Leader of Government Business	
Leader of Opposition	
Speaker	
Speaker Speaker	
MEC	
Premier	
Other (Specify)	

**B. CURRENT LEVELS OF EDUCATION AND SKILLS OF PARLIAMENTARIANS?**

1. What is your current highest qualification?

.....

2. As a parliamentarian, what training programmes did you participate in during the current term that assists you in executing parliamentary duties?

Training programmes	Institution

3. Which other skills do you possess currently as a parliamentarian?

.....  
.....  
.....

4. Rate your current knowledge and skills on the followings:

4.1 What is your current level of understanding of: Tick (X)

<b>Standing Rules &amp; Orders</b>	Very good	Good	Neutral	Poor	Very poor
<b>Public policy</b>	Very good	Good	Neutral	Poor	Very poor
<b>Leadership</b>	Very good	Good	Neutral	Poor	Very poor
<b>Conflict management</b>	Very good	Good	Neutral	Poor	Very poor
<b>PFMA</b>	Very good	Good	Neutral	Poor	Very poor
<b>FMPPLA</b>	Very good	Good	Neutral	Poor	Very poor

4.2 I understand the following as follows: Tick (X)

<b>Oversight</b>	Strongly agree	Agreed	Neutral	Disagree	Strongly disagreed
<b>Accountability</b>	Strongly agree	Agreed	Neutral	Disagree	Strongly disagreed
<b>Monitoring</b>	Strongly agree	Agreed	Neutral	Disagree	Strongly disagreed
<b>Evaluation</b>	Strongly agree	Agreed	Neutral	Disagree	Strongly disagreed
<b>Research</b>	Strongly agree	Agreed	Neutral	Disagree	Strongly disagreed
<b>Public Speaking</b>	Strongly agree	Agreed	Neutral	Disagree	Strongly disagreed
<b>Report Writing</b>	Strongly agree	Agreed	Neutral	Disagree	Strongly disagreed
<b>Communication</b>	Strongly agree	Agreed	Neutral	Disagree	Strongly disagreed

5. Which committee/s do you serve on? Tick (X)

Standing Committee on Public Accounts Committee	
Standing Committee on Petitions & Public Participation	
Standing Committee on Quality of Life & Status of Women, Youth & Disability	
Portfolio Committee on Provincial Treasury	
Portfolio Committee on Cooperative Governance, Human Settlement & Traditional Affairs	
Portfolio Committee on Sport, Arts & Culture	
Portfolio Committee on Social Development	
Portfolio Committee on Education	
Portfolio Committee on Public Works, Roads & Infrastructure	
Portfolio Committee on Economic Development, Environment & Tourism	
Portfolio Committee on Agriculture	



Portfolio Committee on Health	
Portfolio Committee on Transport, Safety, Security & Liaison	
Portfolio Committee on Public Administration	
Non of the above	

**C. TRAINING NEEDS OF PARLIAMENTARIANS AS IDENTIFIED BY PARLIAMENTARIAN?**

1. In your opinion, what are your training needs? Please list them all?

.....

.....

.....

.....

2. Are you satisfied with the current training offered by the Limpopo Legislature?

Yes	No
-----	----

Please explain your response?.....

3. Which training delivery mode/channel do you prefer the most?

Presentation	
1 day workshop	
2-3 days workshop	
e-Learning	
Distance learning	
Any Other (Please Specify)	

**Annexure C: Application letter for permission to conduct the study**

**22 February 2016**

**The Hon. Speaker**

**Limpopo Legislature**

**Lebowakgomo**

**0700**

**APPLICATION FOR PERMISSION TO CONDUCT AN ACADEMIC STUDY**

The above matter refers.

Kindly note that I am a registered student with the University of Limpopo, Turfloop Graduate School of Leadership pursuing a Master Degree in Development Studies under the topic: Assessment of the training needs for parliamentarians – A case of the Limpopo Legislature. I hereby apply for a permission to conduct the study in the institution which will also involve participation by Members of the Provincial Legislature.

Thanking you in anticipation.

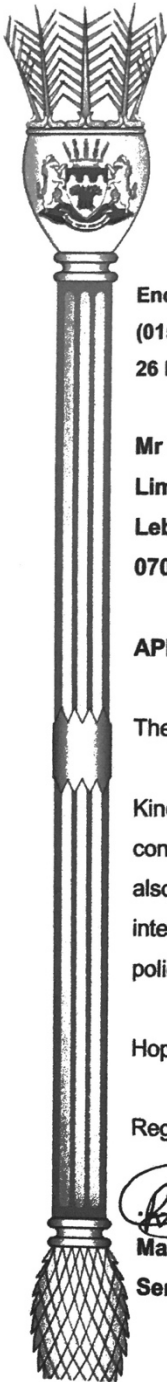
Regards,

**Masoga MLA**

**Student No: 200522963**

**082 849 5599**

**Annexure D: Approval letter from the Limpopo Legislature**



**LIMPOPO LEGISLATURE  
OFFICE OF THE SPEAKER**

Physical Address:  
Lebowakgomo  
Government Complex

Postal Address:  
Private Bag X9309  
Polokwane  
0700

**Enq: Makhado R**  
**(015) 633 8000**  
**26 February 2016**

**Mr Masoga MLA**  
**Limpopo Legislature**  
**Lebowakgomo**  
**0700**

**APPLICATION TO CONDUCT AN ACADEMIC RESEARCH ON THE LEGISLATURE**

The above matter refers.

Kindly note that the Speaker of the Limpopo Legislature has approved your request to conduct an academic research on the legislature in line with your studies. Permission is also granted for staff members of the Legislature to participate in the project and access to internal information which shall be treated as confidential as required by the government policies.

Hope you will find this to be in order.

Regards,

**Makhado RA**  
**Senior Manager: Office of the Speaker**

**Annexure E: Proof of editing letter**

# UNIVERSITY OF LIMPOPO



## School of Language and Communication Studies

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To: Dr K.S Milondzo

Date: 21 November 2016

**Subject: Language Editing**

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This is to confirm that the Research Report for M.L.A Masoga "Assessment of the training needs for Parliamentarians: A case of the Limpopo Liegislature " has been thoroughly edited.

Kind regards

A handwritten signature in black ink, appearing to be 'N. Manganye', written over a horizontal line.

Mr N. Manganye

Lecturer- English Studies

Ext. 015 268 3661