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Hand-outs vs hand-ups: A case study exploring the perceptions of the participants on the impact of a sewing project

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A research report presented to

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In partial fulfillment of the requirements

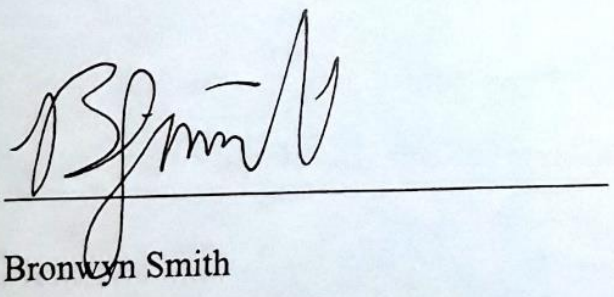
for the degree Master of Arts in Social Development

SUPERVISOR: Dr. A. Warria

March 2015

DECLARATION

I, Bronwyn Smith, declare that this research report is my own, original work and is being submitted in partial fulfillment of the requirements of the Masters of Arts in Social Development at the University of the Witwatersrand. This work has not been submitted before for any other degree. I also acknowledge that this work was not plagiarised and that all sources used have been acknowledged.



Bronwyn Smith

March 2015

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ABSTRACT

Hand-outs vs hand-ups: A case study exploring the perceptions of the participants on the impact of a sewing project

Development has become a tool with which to tackle poverty and inequality globally with a recent focus in African development on concepts such as participation, community development and sustainability. Social development advocates for the harmonisation of economic and social goals to redress distorted development, although much attention and policies in South Africa have been directed towards social assistance and social insurance for the country's poor. While this may be helpful, concern exists about the creation of a 'hand-out' mentality and this study intends to explore the perceptions of participants involved in the Hope Training and Development sewing skills development project in order to understand this concern.

Qualitative investigation in the form of a case study was applied to help explore this topic. Semi-structured interviews were used to interview eleven participants selected with purposive sampling methods. Data was gathered using in-depth interviews and recorded, with participant's consent. The interviews were transcribed verbatim and analysed using thematic analysis, in conjunction with literature previously reviewed.

It was found that although the project was perceived positively by the participants, the sewing project has not yet led to a noticeable increase in the livelihood of most of the participants. The self-esteem and skill set of the participants was greatly increased while lack of job opportunities was outlined as one of the main challenges. It is envisioned that this study may provide social development practitioners with a better understanding of how development is being experienced by participants and how skills development has the potential to equip participants with the tools needed to tackle poverty.

Keywords: perceptions; participants; skills development; sustainable livelihoods

Hand-outs vs hand-ups: A case study exploring the perceptions of the participants on the impact of a sewing project.

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LIST OF ABBREVIATIONS

ANC	African National Congress
ASGISA	Accelerated and Shared Growth Initiative South Africa
CDWs	Community Development Workers
DFID	Department for International Development
DHET	Department of Higher Education and Training
FET	Further Education and Training
FP&M	Fibre, Processing and Manufacturing
GEAR	Growth, Employment and Redistribution
ILO	International Labour Organisation
M&E	Monitoring and Evaluation
NPO	Non-Profit Organisation
NQF	National Qualifications Framework
NSDS	National Skills Development Strategy
NSF	National Skills Fund
PIVOTAL	Professional, Vocational, Technical and Academic Learning
RDP	Reconstruction and Development Programme
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SLF	Sustainable Livelihood Framework
TVET	Technical and Vocational Training

CHAPTER 1

GENERAL ORIENTATION OF THE STUDY

1.1 BACKGROUND AND CONTEXT TO THE STUDY

In South Africa, the end of apartheid brought a number of challenges which the newly elected African National Congress (ANC) government aimed to address. Poverty and unemployment have been improved by extensive social assistance and social insurance policies put in place. However a cause for concern is the continued focus on remedial rather that developmental approaches to social work practice (Patel, 2003; Hölscher, 2007). Although a large portion of the population receives non-contributory social assistance grants, the majority of the unemployed are excluded from any social assistance or insurance benefits, leaving them vulnerable (Neves & du Toit, 2012). The above issues speak to the challenge that the current government faces in providing welfare for its citizens in the form of hand-outs (social grants) versus encouraging self-sufficiency and hand-ups through equipping people with the knowledge, tools and skills needed to tackle poverty.

In order to better understand the impact that equipping people with knowledge and skills as a solution to poverty has on the participants of these projects, this study was conducted. The case study explored the experiences of the participants involved in the Hope Training and Development's sewing project. The project operated in conjunction with the Viva Foundation. The Viva Foundation aims to alleviate poverty in the Alaska area of Mamelodi (in Pretoria East) and it was established to address the symptoms of poverty in the area. The Viva Foundation and Hope Training and Development have a partnership regarding the running and lifespan of the sewing project whereby Hope Training is allowed access to the Viva Foundation and two of their classrooms as well as their generator for the duration of the project. This partnership was established as the Viva Foundation sees the value in skills development but currently have no programmes directed at this need. Hope Training and Development approached the Viva Foundation due to their prominence in the area and their ability to provide an adequate, safe space for the running of the project.

This chapter provides a brief background by describing the problem statement and rationale for the study, its purpose and the research strategy and methodology. Important concepts are then defined and the structure of the report is outlined.

1.2 STATEMENT OF THE PROBLEM AND RATIONALE FOR THE STUDY

The 1980s was a time when awareness was being drawn to the fact that many countries were facing dehumanising poverty, collapsing ecological systems and deeply stressed social structures (Korten, 1990). As dissatisfaction with Western models of development has grown, the focus of development in the developing world has shifted to strategies which are inclusive, participatory and which acknowledges the importance of coupling economic development with social development (Patel 2005; Korten, 1990; Rahema, 1992; Roodt, 2001). As the unemployment problem in South Africa has worsened, so new approaches to development are being explored. Skills development has been presented as a possible pathway out of poverty for those who have traditionally been excluded from the economy (Palmer, 2007; Greyling, 2001; Strydom, 2005; Sparreboom, 2004; White, 2005; Bhorat & Oosthuizen, 2007; Turok, 2010).

The rationale for this research can be aligned with the goals of social development in South Africa, which focuses on the potential of active developmental techniques to drive social change which will affect the welfare of all (Midgley, 1995). Social development promotes participation and aims to ensure the poor are heard in decision making; it is a people-centred approach where strong partnerships are encouraged (Patel, 2005). In South Africa, social development is primarily concerned with implementing welfare strategies targeted at reducing poverty and inequality (Patel, 2005; Lombard, 1996) which is where this study locates itself. This study has the potential to highlight the role individuals, communities and development practitioners play in the functioning of skills development projects which encourage participation and empowerment. It may provide social development practitioners with a better understanding of how development is being experienced by the people and how development has the potential to equip participants with a hand-up in the form of skills to help tackle poverty. The contributions of a study such as this may help to challenge the way skills development projects function and may serve as justification for emphasising the importance of including participants in their development.

1.3 RESEARCH QUESTION

What are the perceptions of the participants of the Hope Training and Development sewing project about the impact of the sewing programme?

1.4 AIMS AND OBJECTIVES OF THE STUDY

This study aimed to explore the perceptions of participants within the Hope Training and Development sewing project. In order to achieve this aim, the following objectives were formulated:

i) To elicit the opinions of participants on the perceived impact of the skills development project;

ii) To explore the participants' perceived challenges of the skills development project;

iii) To elicit opinions of participants on how the skills development project can be strengthened.

1.5 RESEARCH METHODOLOGY

This research took the form of a qualitative case study which investigated the perceptions of the participants of the Hope Training and Development sewing project. In-depth individual interviews were undertaken and semi-structured interview schedules allowed the participants to explore their perceptions of the project's impact on themselves and their community. Confidentiality and anonymity procedures were two of the ethical considerations applied to protect the identity of the participants. A sample of 11 participants from Mamelodi was drawn according to purposive sampling methods. Thematic analysis was used in the analysis and interpretation of data collected.

1.6 DEFINITION OF KEY CONCEPTS

1.6.1 Skills development: This is a poverty alleviation strategy aimed at upskilling and training the current workforce or unemployed with the ultimate goal of job creation and a highly skilled workforce that is able to fill the current skills gap (Greyling, 2001; Strydom, 2005; Sparreboom, 2004; White, 2005; Bhorat & Oosthuizen, 2007; Turok, 2010)

1.6.2 Sustainable livelihood: "A livelihood comprises the capabilities, assets (including both material and social resources) and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stresses and shocks, maintain or enhance

its capabilities and assets, while not undermining the natural resource base" (Krantz, 2001, p. 1)

1.6.3 Participants: People's own lives were a focus of this research. The process of inquiry "begins 'where people are at' and explores problems from people's own perspective". For this study, the participants were those who took part in the Hope Training and Development sewing project. (Lavoie, MacDonald & Whitmore, 2010, p. 303).

1.6.4 Perceptions: Perceptions are the way that people see things. It involves accessing ones experience and interpretation of the world (Munhall, 2008).

1.7 STRUCTURE OF THE RESEARCH REPORT

The research report will be presented as follows:

Chapter 1 provides an introduction and brief outline of the background and justification for the study with the problem statement and rationale, key concepts and definitions.

Chapter 2 presents the literature review and theoretical framework whereby arguments and relevant research are outlined.

Chapter 3 describes the research methodology and strategy, including the justifications for why the research was carried out as it was. This is presented along with an explanation of how the research was carried out.

Chapter 4 is the presentation and discussion of the data according to thematic analysis. The main themes are presented and discussed according to literature.

Chapter 5 provides the main findings, conclusions and recommendations.

1.8 CONCLUSION

This chapter has served to outline the general structure and orientation of the study. South Africa continues to face high unemployment and poverty levels, necessitating a study such as this. Exploring how a skills development project is perceived by participants may help highlight difficulties these projects face and the perceived impact they can have. A qualitative case study was used to help explore the research aims and objectives. The definition of key

concepts defined the key words of this study while the structure of the report has provided an overview of the chapters to follow.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

Development in South Africa has not been equal. The National Party implemented a number of segregationist laws which had the white population as the focus of any economic and social improvement while the majority black population was systematically excluded from most development. The post 1994 government has sought solutions to its development challenges in implementing strategies which effectively addresses the social and economic issues facing the majority of South Africans today. Through this, understandings of what constitutes development have evolved. This chapter locates the research within a body of development knowledge which speaks to the challenges South Africa has had to face in tackling poverty, inequality and unemployment. The chapter provides a brief outline of the development trajectory of South Africa, including discussions on social and community development and government's pursuit of developmental state goals. Skills development is then introduced and located in both international and national literature. This section examines how skills development is expected to make an impact on the problems currently faced by the large majority of the South African population. The following sections outline the specific actions taken by the South African government in addressing skills development: the National Skills Development Strategy (NSDS) III, Sector Education and Training Authority (SETA) and the learnership programme. A discussion on sustainable livelihoods as a theoretical underpinning to the study is then examined and a brief conclusion highlights this study's position on the existing development body of knowledge.

2.2 OVERVIEW: THE SOUTH AFRICAN DEVELOPMENT TRAJECTORY

In the context of the systematic exclusion of the black population from development strategies, the first ideas of social development and social welfare began to be given space in National planning by the government of the Union. In 1937, the first State Welfare Department was created. Although a step in the right direction, state interventions were based on Western Models and were often inappropriate to the South African context (Patel, 2005). Authors such as May and Norton (1997), Mensah and Benedict (2009), Patel (2005) and von Holdt (2010) agree that race formed part of every programme and legislature, including those

on social welfare. This led to social welfare developing along racially distorted and unequal lines. It was this distorted focus on development that left the majority of non-white South Africans in a state of underdevelopment and social crisis.

Policy frameworks began to focus on finding solutions to the mass poverty and inequality that existed in South Africa due to past discriminatory policies as the transition from apartheid to a democratic state began. Mensah and Benedict (2010, p. 139) highlight that "…since 1994 poverty reduction and improvements in living standards of the poor have been among the priorities of government". Access to basic necessities, such as water, housing and healthcare was emphasised as a way to help improve the lives of citizens (Aliber, 2003). Government programmes such as the Reconstruction and Development Programme (RDP), the Growth, Employment and Redistribution (GEAR) policy and the Accelerated and Shared Growth Initiative-South Africa (ASGISA) have demonstrated this commitment to poverty reduction. Over and above these strategies**,** government has sought to find solutions to its development challenges and implement development which effectively addresses the social and economic issues facing the majority of South Africans today. This has led to an evolution in the understandings of what constitutes development. What is now present is a community, rights based approach to development which aims to address past disparities in the distribution of resources and promote social empowerment (Patel, 2003). This has led to the understanding of development shifting from a racialized, primarily residual based welfare system to the adoption of developmental social welfare (Gray, 2006; Hölscher, 2007; Patel, Schmid & Hochfeld, 2012; van Niekerk, 2003). However, poverty and unemployment continue to be pervasive, with 20.2% of South Africans living below the food poverty line and 24.3% continue to be unemployed (Statistics South Africa, 2014). This highlights the issues that government still faces.

2.3 SOCIAL WELFARE IN SOUTH AFRICA

For South Africa, social development and social welfare go hand in hand in trying to address and rectify many of the social problems and inequalities created by the apartheid era. The social welfare sector is closest to South Africa's most needy and is therefore an important partner in addressing current issues (Lombard, 2008). Social welfare encompasses the broad system of social services which promote social development and reflects the situation in a nation where all individuals are enabled to thrive economically, socially, politically,

physically, mentally, emotionally and spiritually and where health, well-being, recreational prosperity and self-actualisation are all end goals of the system (Lombard, 1996). Social welfare in South Africa developed in reaction to the apartheid legacy and therefore it has a particular focus on transformation, human emancipation and democracy (Patel, 2005). Social welfare aims to address the needs of society as a whole and achieve the goal of human well-being and security. It aims to meet needs, manage social problems, maximise opportunities and promote human empowerment and social inclusion (Patel, 2005).

Means-tested state cash transfers are a major part of social assistance policy in South Africa and this non-contributory system is relatively extensive for a developing country (Neves & du Toit, 2013). The policy responsible for informing this grant-based system is the Social Assistance Act of 2004. This act replaced its counterpart, the Social Assistance Act of 1992 which was the first of its kind to do away with social insurance, promoting social assistance instead (Brockerhoff, 2013). This meant that a much larger portion of the population was given access to the benefits of social assistance. The Act stipulates who is able to access social grants and has developed through and been shaped by the influences of other policies such as the RDP and GEAR. However the 2004 Act has done very little to restructure the social assistance system in place which excludes a significant portion of South Africans (Brockerhoff, 2013).

Beneficiaries of social grants as stipulated by the Act include children and those entrusted with their care, the disabled and the elderly but exclude non-disabled, working age adults (Brockerhoff, 2013; Neves & du Toit, 2013). This leaves the unemployed latter category of people unassisted and forced to find a way to support themselves and their families. (Brockerhoff, 2013). Although the South African government has made great progress towards helping the needy through Acts and policies such as these, it cannot be ignored that the universal right to social assistance still fails to be applied to policies (Brockerhoff, 2013).

2.3.1 Developmental Social Policy in South Africa

South Africa has gone through many developmental changes since Apartheid in an attempt to eradicate poverty and unemployment. Currently being debated and relevant to the idea of hand-outs versus hand-ups is whether or not South Africa can be considered a developmental state. Patel (2012) speaks to the fact that South Africa's developmental social welfare policy relies on Non-Profit Organisations (NPOs) to provide social welfare services to the poor and vulnerable. The adoption of the *White Paper for Social Welfare* by the Mandela government

(1994 – 1999) set a new path of development action which would be rights-based and targeted at redressing the injustices of the past by providing social services and benefits to those who had previously been excluded. It was predicted that by placing itself in a leading role, the state would promote inclusive development, grow the economy, reduce poverty and inequality and improve the livelihoods of the poor. Today, although there has been success in providing social assistance, this success exists alongside inadequate provision of social services to the large majority. Service delivery, or lack thereof, has become one of the leading causes of unrest and strife in the country, and it is attributed to under-funding, policy, leadership and institutional inadequacies. Services have remained mainly urbanized and remedial in function, with a limited focus on the developmental aspects of policy. Protective and remedial services still retain the focus of funding while development interventions and prevention strategies are underfunded and incentives for innovative developmental programmes are missing (Patel, 2012).

Patel (2012) asserts that a state dominant model of welfare service is unrealistic in South Africa due to the lack of state capacity and transformational leadership in the departments responsible for social development (2012). She is not alone in her criticism as Hölsher (2008, p. 115) suggests that "despite South Africa's overt commitment to social development, residual conceptions of social welfare remain entrenched with post-apartheid policy". Speaking to South Africa's welfare ideologies, Hölsher (2008) points out that the ANC adopted a social-democratic welfare ideology but as the adoption of GEAR policies show, neoliberalism has been a pervasive ideology of all subsequent policy and action. Tshishonga and Maphunye (2011) support this, pointing out the adoption of GEAR illustrates South Africa's reluctance to leave neoliberalism behind. This continued commitment to neoliberal strategy has resulted in societal power balances shifting in favour of corporate capital which has in turn been putting pressure on government to implement policy that will favour capital accumulation policies (Hölsher, 2008). Hölsher (2008) goes as far as to question whether the social-democratic welfare ideology ever truly existed: the adoption of GEAR effectively side-lined social-welfare and in fact a residual welfare agenda was present even in the White Paper for Social Welfare of 1997. Nevertheless, despite the failures of past policy, the state has continued to pursue and recommit themselves to developmental welfare goals. The one strategy argued to hold much potential is that of South Africa's social security system. Cash and in-kind transfers have been government's largest direct intervention programme aimed at alleviating poverty (Hölsher, 2008).

Important to note is the concern that social security reliance means diverting money away from sustainable development through education, health and job creation. In fact, through relying so heavily on social security, government has failed to truly address the root causes of poverty and inequality and has ensured that funds continue to be residually orientated rather than being allocated towards developmental services and programmes (Hölsher, 2008). Social security plays a role in the fight against poverty and is a step towards social development. However, until government shows a true commitment to moving away from residual, neoliberal strategies and embraces development goals head on, Hölsher worries that developmental welfare has no future here (Hölsher, 2008). Sewpaul (2005) also agrees that social security in South Africa can be argued to have had the most significant impact in reducing poverty but that structural barriers to development are still being overlooked by intervention strategy. One of the ways in which these structural barriers are being tackled is through skills development which will now be discussed.

2.4 SKILLS DEVELOPMENT

2.4.1 Skills development theory globally

Skills development as a strategy for poverty alleviation is a fairly new concept in development literature. In developing countries, skills development has been neglected and side-lined behind investment in primary education. It also does not appear in the Millennium Development Goals (Palmer, 2007). Kuruvilla, Erickson and Hwang (2002) speak to the importance of improving the national skill set of a country and how this is an important policy factor worldwide. Kuruvilla et al (2002) evaluated the success of Singapore's skills development system and note the impact the system has had on upskilling the countries labour force and improving their economic development. In addition, the authors speak to the links between economic and skills development and argue that the success of Singapore should be an indicator to other countries of how to go about development. Singapore is however unique in its context and the authors note that as previous attempts at 'cookie-cutter' development plans have shown, transplanting systems from one country to another is rarely successful (Kuruvilla et al, 2002). Palmer (2007) also cautions that education does not always lead directly to employment and focus must be given to the specific constraints experienced by people. Education and skills training need to ensure that socio-economic well-being is promoted through prospects for decent work and higher earnings. Employment or self-

employment is seen as the main pathway out of poverty; jobs are a main source of income and are therefore vital in paving the way out of poverty. Therefore skills are essential in improving productivity, incomes and access to these job opportunities as is an enabling environment in which to operate (Palmer, 2007). Palmer (2007) points out that in Ghana, trade-related informal training is important; in other words, basic trading skills such as knowledge of supply locations, prices, ability to make calculations and give change and being able to develop social networks are advantageous for local business success.

In Nigeria, Ogwumike (2002) explores the value of skills development as a development strategy and argues that poverty reduction will need to involve partnerships between government and civil society. Russia's development strategy has served to emphasise the importance that entrepreneurial activity has in encouraging economic development which can be used as motivation for equipping populations with the skills necessary for participation in this sector of the economy (Sorokin, 2011). Hartl (2009) discusses technical and vocational training (TVET) and skills development; with a focus more specifically on woman and rural areas whilst citing numerous examples from countries such as Ghana, Brazil, Peru, Egypt, Sudan, Vietnam, Syria, Mozambique and Latin America. It is clear that Hartl's (2009) study highlights the renewed interest in skills development due to evidence that other development strategies are not being successful.

2.4.2 Skills development literature in South Africa

A large and growing body of literature has investigated skills development in South Africa (Bhorat & Oosthuizen, 2007; Greyling, 2001; Sparreboom, 2004; Strydom, 2005; Turok, 2010; White, 2005). The literature highlights that skills development is a crucial tool for bringing the poor into the economy in order to help poverty alleviation.

Turok (2010) explains that in a recessive economy, investment in training is key to helping workers find alternative employment and to help address the legacy of the highly unequal education and training system. He describes the economy as bias towards meeting the needs of the few rather than the majority and points to the skills shortage as a major challenge facing South Africa's pursuit of developmental goals. In agreement with Turok (2010), Edwards (2001) addresses the struggles that the South African economy has been dealing with since the 1980s and makes a special case for redressing the skills bias by improving education and training. The effect that globalisation has had on the economy is highlighted through discussing employment trends; there has been a significant shift away from low

skilled employment due to technological advances and demands globally. A major factor of current unemployment amongst the unskilled in South Africa is due to the inability of workers to adjust to these new skill requirements. This is where the importance of improving education and training is highlighted (Edwards, 2001). Turok (2010) and Edwards (2001) highlight the need for supply-driven training to fill the gaps in the economy.

On the other hand, Sparreboom (2004) describes how skills development in Southern Africa has shifted from being purely supply-driven (by government and training agencies) to demand-driven where entrepreneurs are demanding better training. The importance of skills development as a tool for integrating Africa's, and South Africa's in particular, poor, is addressed by Bhorat and Oosthuizen (2007), Strydom (2005) and Greyling (2001) who describe the unique South African context and challenges and how this necessitates more appropriate responses to poverty alleviation. Bhorat and Oosthuizen (2007) look specifically at the youth and the labour market, and the challenges that African governments face in creating employment for this youth. They speak to the correlation between Africa's poor economic performance and rapid population growth and how this exacerbates unemployment. The authors quote the International Labour Organisation (ILO) as stating that unemployment "creates a sense of vulnerability, uselessness and idleness among young people and can heighten the attraction of engaging in illegal activities" (Bhorat & Oosthuizen, 2007, p. 389). It is this situation that skills development should target, in ensuring that not only the youth, but any capable citizen, is equipped with the skills and training necessary to further develop themselves. The authors paint a picture of the South African labour market, where the apartheid legacy has left many disconnected from economic hubs and where high unemployment rates, difficulties in finding employment and the costs which are associated with the job search results in a discouraged work force (Bhorat & Oosthuizen, 2007). In their concluding remarks, it is noted that the skills shortage in South Africa needs to be addressed if the economy is to be strengthened. Policy needs to be sensitive to the employment needs of the population and the youth should be made aware of what the opportunities and requirements of the economy are, so that they are able to study effectively and fill the gaps which exist (Bhorat & Oosthuizen, 2007). Agreeing with this, Neves and du Toit (2013) explain the limited opportunities for low-skilled employment and the ineffectiveness of the informal sector to absorb enough labour to impact poverty and unemployment.

2.4.3 Skills development and the 'hand-out' culture

Mensah and Benedict's (2009) study is in support of Bhorat and Oosthusizen's (2007), although they look more closely at entrepreneurship training and poverty alleviation. Apartheid's exclusionary policies denied black South Africans the opportunity to be exposed to small business which has helped elsewhere to create a form of self-reliance. This, both authors argue, is one of the root causes of poverty and helplessness in South Africa. The goal of training should be to empower survivalist operators to become self-reliant and therefore less dependent on social assistance provided by the state. Empowering the poor through quality education and training will help them to be able to generate their own income which may be a viable strategy for reducing poverty in the medium-to-long term (Mensah & Benedict, 2009). Both authors present an interesting argument against the culture of hand-outs, or social grants, which is a relevant point of discussion in light of government's commitment to social assistance. Mensah and Benedict (2009) argue that hand-out strategies such as social grants are not effective solutions to poverty in South Africa. The ANC's top-to-bottom hand-out approach is said to be increasing the number of poor in South Africa. It puts pressure on the government to continue to provide ever increasing services and support which they cannot sustain, which leads to the ever increasing number of service delivery protests experienced today.

Mensah and Benedict (2009, p. 159) explain that "unconditional hand-outs do not alleviate poverty in the long-term; in the South African context, they often lead to dissatisfaction, violent protests and social impoverishment through destruction of public and private property". If the poor are given the skills they need, this could help alleviate pressure on government to reach unattainable goals and would also help to empower and improve the lives of many South African citizens. Hand-outs aimed at reducing poverty should then only be conditional and given to those who are either unable to participate in the labour force for valid reasons or who are receiving training in order to join the labour force or run their own business (Mensah & Benedict, 2009). They are not the only authors to question the value of unconditional hand-outs, as these debates were touched upon in the previous section. Although a valid concern, the importance of social assistance cannot be ignored. As Sewpaul (2005) indicated, these poverty alleviation strategies have had a significant impact on the poor. Rather, this understanding of a 'hand-out' strategy must be understood in light of state capacity; if the government continues to promise that which it is not capable of delivering, unrest will follow.

Counter to the concerns discussed above about creating a culture of hands-outs in South Africa, Surender, Noble, Wright and Ntshongwana (2010) explore the connection between social assistance and dependency. Their research took place amongst increasing anxiety that social grants may be acting as a disincentive to the unemployed job seeking population. What they found, however, is that there persists a high value which is placed on employment, regardless of the social grant system. All grant recipients interviewed would prefer to have been employed as employment is an important source of personal satisfaction and social integration, over and above being economically desirable. A lack of skills, training and qualifications were also identified by participants as being reasons for unemployment (Surender et al, 2010). Although this would seem to support the argument that skills development programmes may target the unemployed who are willing and motivated to find work, von Holdt (2010) does point out that ambivalence towards skills is still an issue today. Modern skills such as medical, engineering and scientific skills have a complex history in South Africa, wrapped in colonial and therefore racial domination. This has led to a persistence in a larger number of white than black South Africans who are highly skilled and an ambivalence towards skill. Skills, knowledge and racial power have become inseparable; the problem of skills is a complex social issue as well as an economic one and this needs to be considered when assessing attitudes towards skills and programmes which will target skills development (von Holdt, 2010). What this speaks to is the fact that just as any development strategy, this solution is not a simple one. There exists many complexities which need to be addressed and prepared for and although a promising way forward, it is not without its potential pitfalls.

Westoby and Botes (2013) speak to the dilemma that many community development workers (CDWs) face in working developmentally with people. They acknowledge that community development practice is one of partnership, versus what has come to be referred to as 'the sense of entitlement' where people are demanding things to be done for them rather than with them. CDWs are being faced with people who see themselves as beneficiaries of development rather than participants and partners in the process. This poses a problem for participatory development strategy and may also prevent skills development programmes from being effective; if this attitude is pervasive amongst the unemployed population, there is a chance that they will not be motivated to develop their skills but instead choose to rely on government assistance. However, as demonstrated above by Surender et al (2010) this attitude may not have become normalised in all areas and should not be a key source of

concern. As this section has shown, skills development is a complex issue. It cannot be denied that the government needs to intervene on behalf of South African citizens who are unemployed and living in poverty. However, as concerns about state capacity and capability grows, there exists a gap which skills development may be able to help fill. Increased skills and training will do little good if employment opportunities are not created and if this training is not appropriately targeted to meet relevant employment needs. It is still up to government and policy to ensure that the labour market is favourable and is able to absorb citizens looking for work. With the support of the state, NPOs and their own entrepreneurship aspirations, there may be hope for previously unemployed and unskilled South Africans to find work and participate in the economy. One of the ways in which government is demonstrating its commitment to skills development is through their National Skills Development Strategy, which will be discussed next.

2.5 THE NATIONAL SKILLS DEVELOPMENT STRATEGY III

What the previous section on skills development has served to do is highlight the attention being given to skills development as a poverty alleviation strategy both internationally and in South Africa. This section will speak to the specific actions taken by the South African government in attempting to address the skills shortage currently experienced.

2.5.1 The National Skills Development Strategy III (NSDSIII)

The Skills Development Act of 1998 has been the principal legislative instrument used to upskill black South Africans previously excluded from training and education opportunities by Apartheid (Kraak, 2008). The first two phases of the NSDS have run since 1 April 2001, with this third phase being implemented from 2011 - 2016 (Kraak, 2008; DHET, 2012).

> *"The NSDS is the overarching strategic guide for skills development and provides direction to sector skills planning and implementation in the SETAs. It provides a framework for the skills development levy recourse utilisation of these institutions as well as the NSF, and sets out the linkages with, and responsibilities of, other education and training stakeholders" (*DHET, 2012, p. 8).

The NSDS III aims to increase access to high quality and relevant education and skills development opportunities. This will lead to greater participation in the economy by all South Africans. This commitment speaks directly to the concerns raised by authors such as Turok

(2010) and Edwards (2001) and illustrates the supply driven form of skills development. Linkages between skills development and career paths, career development, sustainable employment and in-work progression are emphasised. Theoretical training and workplace training need to be integrated as well as the facilitation of moving individuals from school, college or university or unemployment towards sustained employment and in-work progression (DHET, 2012).

The NSDS III responds to the following challenges, as set out by the Department of Higher Education (DHET):

(i) The insufficient skills levels and poor work readiness of many leaving formal secondary and tertiary education, who are entering the labour market for the first time.

(ii) Many longer term unemployed lack essential basic numeracy and literacy, entry-level skills, work experience and work-based training all of which are needed to pursue and obtain work.

(iii) Fundamental to the growth of the economy is addressing the continued lack of skills in the artisanal, technical and professional fields.

(iv) An over-emphasis on National Qualifications Network (NQF) level 1-3 – additional programmes are needed that will help those looking to progress within the knowledge economy.

(v) Systemic blockages such as lack of clarity over the roles of the various parts of the skills development system.

(vi) The absence of coherent strategies within economic and industrial sectors.

(vii) The urban bias of economic development which has resulted in an urban in skills development initiatives. (DHET, 2012).

These challenges are similar to the ones spoken to by authors on skills development such as Greyling (2001), Bhorat and Oosthuizen (2007) and Mensah and Benedict (2009). This indicates that the South African government is aware of the problems facing the labour market and the unemployed.

The NSDS III is guided by seven developmental and transformative imperatives: race, class, gender, geography, age, disability and the HIV and AIDS pandemic. Through pillars such as sector strategies, relevant sector-based programmes, professional, vocational, technical and academic (PIVOTAL) programmes and partnerships between public and private training

providers, the NSDS III aims to deliver upon its commitments and goals (DHET, 2012). While the DHET plays a leading role, it is the responsibility of the stakeholders and partners in skills development to ensure the implementation of the strategy. Monitoring and Evaluation (M&E) of the strategy is coordinated by the DHET and includes report backs from each SETA and National Skills Fund (NSF). Qualitative indicators, the national M&E framework and the fight against corruption will help inform the M&E strategy and continued evaluation is expected to help the NSDS III deliver on its promises (DHET, 2012).

According to NSDS III Progress Report 2013, the strategy has had mixed success so far. This is evidenced by the struggles that the unemployed are still facing, as outlined by Neves and du Toit (2013). It is argued that the plan needs time to take shape and to be properly understood for more change to be noticeable (DHET, 2013). A discussion on the success and failures of the NSDS is beyond the scope of this research. However what it has done is highlight the attention being given to skills development and the strategies being put in place by the South African government in order to address the skills shortages and unemployment problems experienced. Central to the success of skills development in South Africa are the SETAs and learnership system currently employed.

2.6 SECTOR EDUCATION AND TRAINING AUTHORITY (SETA)

SETAs are multifaceted bodies responsible for distributing the financial grants made available to them for the purpose of promoting enterprise training in large and small firms and in the formal and informal economic sectors (Kraak, 2008). The NSDS has set out three main avenues for supporting skills development: the levy-grant system, the financial support of the NSF and SETA discretionary funds. SETA discretionary funds are the reserve funds held by SETA which are not being allocated as grants or training costs to firms. These funds are available to be used for special projects according to SETAs discretion (Kraak, 2008). The SETAs were established by section 9(1) of the Skills Development Act No. 97 (1998) and came into operation in April 2000. SETA membership includes employers, trade unions, government, interested professional bodies and bargaining councils (Turner, Halabi, Sartorius & Arendse, 2013). Along with the disbursement of training levies, the 21 (down from the original 23) SETAs are required: to develop and implement sector appropriate skills development plans, assist government in implementing the NSDS and ensure that all training

adheres to the standards set out by National Qualifications. All SETAs have five principal objectives, namley:

(i) Prioritise critical skills for growth, development and equity;
(ii) Encourage quality training for all in the workplace;
(iii) Promote employability and sustainable development through skills development;
(iv) Support new entrants into the labour market and self-employment;
(v) Improve the quality and relevance of training and learning provisions (Turner et al, 2013).

SETAs are unique in their proximity to industry, which enable them to intervene proactively in the process of matching those leaving full time education with industry skill needs (FP&M SETA, 2014). Despite the fact that the SETAs display a commitment to skills development and training, South Africa still faces a major skills shortage. This is because the efficiency of these SETAs has often been brought into question (Turner et al, 2013). Various SETAs have failed to meet their targets and have been criticised for poor governance and financial management (Turner et al, 2013; Kraak, 2008). There also exists a lack of articulation between the SETAs, Further Education and Training (FET) Colleges and other higher education institutions surround sector agreements (Kraak, 2008). Despite SETAs mixed success, it is important for this research to locate the Hope Training and Development sewing project within this national skills development strategy. Due to the nature of the sewing project, the relevant SETA under which it falls is the Fibre Processing and Manufacturing (FP&M) SETA, which is presented next.

2.6.1 Fibre Processing and Manufacturing SETA (FP&M)

The FP&M sector is made up on 77 industries and include sub-sectors such as clothing, dry cleaning, footwear, textiles and leather. The FP&M sector is primarily concerned with turning raw material into finished products. The clothing sub-sector is described as transforming fabrics into clothing and accessories that supply retail stores. It is one of the largest sub-sectors with 4308 employers and receives 8.5% of the skills levy for the sector. Gauteng has the third highest concentration of FP&M employers in the country (FP&M SETA, 2014). Interesting to note in the FP&M Progress Report (2014) is that within the clothing sector, scarce skills (defined as areas within occupations in which there is a shortage of qualified and experienced people) include patternmakers and clothing, textile and leather goods production operator/machinist. This may be an important gap into which Hope

Training and Development can feed. Hope Training and Development are an accredited private training provider: although these supply-side platforms are being built up, concerns surround the issue of gaps between the scarce and critical needs of the sector and these supply-side platforms (FP&M SETA, 2014). For instance, where a scarce skill may be a patternmaker, these platforms are training in the reading of patterns which fails to fulfil that need.

Significant strides have been made in converting informal training programmes into NQF-aligned, credit bearing qualifications. The clothing sub-sector has registered national qualifications for sewing machine mechanics at NQF level 3 and 4, which will improve career pathing opportunities for learners within the clothing sector. One way to measure the effectiveness and quality of the programmes being offered is learner enrolment and achievement (FP&M SETA, 2014). Although achievement of a NQF qualification should support employment, there are gaps in learner readiness after qualifying in occupational qualifications which may hamper employment. Some training is only practical in the work place and it is difficult to prepare learners or new entrants for this. The need has therefore been identified for the addition of soft-skills to supplement the technical aspects of a qualification. Life skills, communication skills and how to sell oneself in the workplace are seen to be lacking and may benefit the job seeker. There is also a concern about the gap between theoretical and practical knowledge and experience. SETA may therefore need to place emphasis on expanding workplace training, while taking into consideration the capacity of employers to take on training. Mentorships, internships and incubator are possible solutions that could be explored further (FP&M SETA, 2014).

2.6.2 The Learnership Programme

The National Learnership Programme was launched on 26 June 2001. The learnerships are understood to be a mode of delivering learning programmes. They combine theory and practice to give the leaner a holistic understanding of what they are doing and why (Potgieter, 2003). Historically, skills have been passed from master to apprentice both practically and experimentally. This is where the culture of apprenticeship rose from and what has greatly shaped the learnership programme in South Africa (Potgieter, 2003). Learnerships are generally structured in such a way that the employer provides the practical components of the learnership while an education or training provider offers the theory. It is therefore a work based learning method which results in a qualification registered by the South African

Qualifications Authority (SAQA) (Davies & Farquharson, 2004). Learnership implementation is guided by six main principles: lifelong learning, promotion of equity, driven by demand, flexibility and decentralisation, partnership and cooperation and efficiency and effectiveness (Potgieter, 2003). Learnerships go hand in hand with SETA: SETAs are measured on how successful they are in transforming the skills base in their sectors by implementing targeted learnerships (Davies & Farquharson, 2004). Skills development legislation is firmly embedded within the NQF; therefore the learnerships are highly-regulated. This has implications for quality control and assessment as all stakeholders are informed of the legislation requirements of each learnership (Davies & Farquharson, 2004). Learnerships may take the form of two different routes: training programmes for employed workers or training programmes for unemployed workers (Kraak, 2008). The overall goal of learnerships regardless of sector or route taken is to ensure that South Africans are being equipped with the theory, experience and appropriate qualifications they need to enter into the work place (Kraak, 2008; Davies & Farquharson, 2004; Potgieter, 2003). As Davies and Farquharson (2004, p. 200) explain, "learnerships provide an alternative model of vocational education and training that is particularly appropriate for a high unemployment and low skills context".

2.7 THEORETICAL FRAMEWORK: The Sustainable Livelihoods Approach

The connotations of poverty have evolved, resulting in poverty being understood as a multifaceted concept which includes social status, health and opportunities to make decisions about one's life as well as access to economic resources (Pederson & Peterson, 2010). The sustainable livelihoods framework (SLF) is "…a tool for development work, by highlighting how to understand, analyse and describe the main factors that affect the livelihoods of the poor people" (Pederson & Peterson, 2010, p.6). SLF is an attempt to change the traditional way of approaching development and poverty eradication approaches. Emphasis is given to the number of factors and processes which can either limit or enhance the poor's ability to achieve their desired livelihood (Krantz, 2001). Authors such as Brocklesby and Fisher (2003), de Haan (2012), Krantz (2001), Mazibuko (2013), Toner and Franks (2006) and Toner (2003) agree that it was the Department for International Development (DFID) that popularised the approach and modified the definition originally provided by Chambers and Conway (1992) according to its needs.

The livelihoods approach is a framework; a way of viewing the world and considering phenomenon and recognising patterns (Mazibuko, 2013). Emphasis in SLF is given to human agency, the strengths and weaknesses of local people and what they understand their needs to be (de Haan, 2012). In this way, it is a useful framework for explaining the perceptions of the participants about how the sewing project has impacted their lives.

The SLF argues from the point that people have specific assets or capital which influence their ability to attain their desired livelihood. According to Mazibuko (2013), there are five categories of capital which people draw on to achieve sustainable human development, namely:

(i) Human capital: labour and the skills, creativity, knowledge, good health and experience that empower people to realise their desired livelihood.

(ii) Natural capital: resources such as land, water and pastures as well as minerals. It also includes less tangible assets such as atmosphere and biodiversity.

(iii) Physical capital: the basic infrastructure people need; houses, tools, machinery, livestock and food stocks as well as jewellery and equipment.

(iv) Financial capital: financial resources that people need including money in a savings account or kept in a safe place, a loan or available credit.

(v) Social capital: quality of relations among people, for instance whether or not the support of family or neighbours can be relied upon. Social resources include the networks, memberships or bonds of trust that people draw from to achieve their livelihood (de Haan, 2012; Mazibuko, 2013; Pederson & Peterson, 2010).

These assets do not exist in a vacuum, but within a larger context of shocks, trends and vulnerability and the capability of a person to survive these shocks are what contribute to achieving a sustainable livelihood (Mazibuko, 2013; Pederson & Peterson, 2010). For example, in Ghana the majority of those working in the rural informal economy do not have access to decent conditions, which results in a struggle to move from subsistence to growth. The slow growth of formal employment opportunities (an external variable that cannot be controlled by the poor) and the rural nature of poverty means that people's buying power within the informal economy is limited (Palmer, 2007). Therefore the policy constraints and context in which skills development takes place in South Africa must also be recognised as it

directly influences the livelihood strategies available to the poor and in this case, the participants of the sewing project.

Many working aged, unemployed poor people in South Africa are excluded from social assistance or insurance policies (Neves & du Toit, 2013), making the SLF framework helpful for analysing how a skills development project has the potential to strengthen a participant's access to financial capital and other assets by developing marketable skills which could lead to employment. SLF as a framework is useful in the analysis of development projects by providing a holistic view of what factors are beneficial to include in development activities (such as skills development projects) and how these factors combine with other elements (such as policy, the market, the geographical location of a household) to affect a person's livelihood (Pederson & Peterson, 2010). It is for the above reasons that the SLF approach was used in this study to analyse the potential that a skills development project has to increase the sustainability of a person's income. The SLF can help determine what assets were affected by the project and what assets remain unchanged. This can then be used to explain how this project has affected the overall livelihood of the participants.

2.8 CONCLUSION

Unemployment, inequality and poverty continue to adversely affect millions of lives in South Africa. This review of literature has served to illustrate how development has been tackled in South Africa and the challenges which exist, resulting in mixed successes. The attainment of a developmental state may be unrealistic in South Africa due to resource and capacity constraints. However, by improving the skills set and training of the unemployed and by providing opportunities for the marginalized to become involved in the economy, there is potential for change. This study bases its understanding of skills development as an important tool which has the potential to help bring the poor into the economy. This will allow South Africans to achieve a better, more sustainable livelihood that is capable of withstanding lack of government delivery on social security.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Since the aim of the study was to elicit the in-depth responses about the perceptions of the participants about the impact of the Hope Training and Development sewing project, a qualitative research strategy was chosen. In particular, a case study design was applied and the responses were analysed according to thematic analysis. This chapter justifies these methodological choices by demonstrating the usefulness of qualitative case study to address the research aim. The following section describes practical issues such as sampling procedures, research instruments and data collection and analysis. The trustworthiness of the study is then discussed, followed by ethical considerations, reflexivity and the limitations of the study and methodology.

3.2 RESEARCH APPROACH: Qualitative approach

This research took the form of a qualitative study to investigate the perceptions of the relevant individuals.

Qualitative research is based on the need to understand human social interaction from the perspective of insiders and participants (Greenstein, Roberts & Sitas, 2003). Qualitative research was chosen as the researcher was interested in understanding the context specific perceptions of the participants of the Hope Training and Development sewing project. A qualitative approach was chosen for a number of reasons as outlined by Greenstein, Roberts and Sitas (2003), which are detailed next. These include the perceptions of the participants in the sewing project, also known as insider perspectives, as these were vital to answering the research aims and objectives; their opinions were therefore crucial. Thick descriptions were used in the form of quotations from the transcribings to give voice to the participants as well as to provide a richness of description. Literature search was helpful in placing the participants and their experiences within an existing body of knowledge both in South Africa and internationally, as well as acknowledging that this case study was context specific and experience may differ elsewhere. This is also known as context sensitivity. Finally it's an inductive approach as theory is built from the ground up which was encouraged through thematic analysis that highlights themes in relation to the objectives of this study.

Blaikie (2000) describes different types of objectives for basic research: to explore, to describe, to explain, to understand and to predict outcomes. Research can either be geared towards achieving all the above objectives, or else it can aim to achieve selected ones (Blaikie, 2000). This research did not aim to make predictions or detailed explanations. Rather it focused on exploring and describing the unique experiences of the participants through insider perspectives and thick descriptions.

Qualitative research focuses on description and explanation and its importance lies not in its generalisability but in its ability to provide an in-depth look into the life experiences of the participants. It is relevant to point out that the purpose of this research was not to investigate broad trends and deliver generalisations. If not pointed out, this fact may make the results look unfinished and insufficient; it is always important to understand the reasons for doing research, both for the researcher and those who examine it.

3.3 RESEARCH DESIGN: Case study

A case study was applied to this research because it involves in-depth investigation into one or more specific phenomena in order to help understand this specific phenomena better. This could then lead to a broader understanding of a similar case or theoretical explanation (Vennesson, 2008). Porta and Keating (2008) support this point, explaining that a case study is an event or phenomenon which is chosen to be studied empirically in order to demonstrate a broader class of phenomenon or events. Baxter and Jack (2008) point out that one of the times it may be appropriate to use a case study is when the research aim is to explore a contextual case as it may help to explain a phenomenon important to the study. The challenge for the case study is to uncover and acknowledge specific meaning which has certain qualities that may be generalised to specific sets of related cases (Porta & Keating, 2008). This case study involved the Hope Training and Development's sewing project, located in the Mamelodi Township. The sewing project aims to equip participants with the basic sewing skills needed to make standard garments such as trousers, pencil skirts, tunics and a shirt. The goal is then to link the participants with a learnership which will further their skills and increase their employability in the field. For this study, by exploring the Hope Training and Development's project, although a specific context, general features of the study and findings may be used to help explain other skills development projects in other contexts.

A case study is based on the constructivist paradigm which encourages an understanding of reality as relative to and socially constructed by the individual (Baxter & Jack, 2008). Through employing this strategy in research, the researcher was able to get to know the participants on a deeper level in order to explore their own understandings and perceptions of the world in which they live and experience and how this affects their actions (Baxter & Jack, 2008). Case studies can be qualitative or quantitative and employ a range of methods in data collection (Porta & Keating, 2008). Case study design can take the form of single or multiple case studies (Creswell, 2007). A single case study is when the researcher focuses on a single issue or concern and the case study is then used to illustrate this concern. Multiple case studies on the other hand is when the researcher still selects a specific concern or issue but uses multiple cases studies to show different perspectives on the issue which can be used to then compare and contrast outcomes. This type of case study uses replication to ensure that the same procedures are performed for every case (Creswell, 2007). For this study, a single case was chosen as the researcher aims to illustrate the issue of skills development through a specific case study and does not aim to compare or contrast different contexts.

A case study was chosen as the researcher was interested in exploring and understanding how the participants perceive the Hope Training and Development sewing project. This exploration involved understanding both the perceptions of how the project has impacted their lives as well as the perceptions of the functioning of the project as a whole. This will contribute towards the understanding of how similar projects are implemented and experienced in other contexts.

3.4 POPULATION, SAMPLE, AND SAMPLING PROCEDURES

A population refers to the wider case that a study is attempting to investigate. A sample is taken from the general population in order to understand this population better and draw generalisations, where possible, for the wider population (Mason, 1996). Sampling is necessary as it is generally understood that studying the population in its totality is either impractical, impossible or unnecessary. Decisions about the population and sample will hint at the nature of the interest a researcher has (Mason, 1996). Non-probability sampling refers to a sample which has not been chosen using random sampling methods which implies that certain units in the population are more likely to be chosen than others (Bryman, 2004). Purposive sampling is a type of non-probability sampling and occurs when populations are

chosen critically and purposefully due to the relevance this population has to the phenomenon under study (Silverman, 2010). Henning (2004) explains that selecting a sample is all about the people and who will shed the most light on the research topic and it aims to find study participants who have certain characteristics desirable to the topic of investigation. Purposive sampling methods were therefore employed in this study in order to access those who were participants of the sewing project and who were relevant and useful in exploring the research topic.

The participants for the study were from the Viva Foundation. The Viva Foundation aims to alleviate poverty in the Alaska area of Mamelodi (in Pretoria East) and it was established to address the symptoms of poverty. The Viva Foundation and Hope Training and Development have a partnership regarding the running and lifespan of the sewing project whereby Hope Training is allowed access to the Viva Foundation and two of their classrooms as well as their generator for the duration of the project. The generator was used to power the sewing machines and Hope Training and Development were responsible for diesel costs. Hope Training and Development is accredited with SETA and they receive funding based on this accreditation. It is from this population of 30 students that a sample was chosen.

Eleven participants of the sewing project were selected according to the following selection criteria: they had been involved in the programme for at least three months prior to data collection and were participants of Hope Training and Development's sewing project and they were available and willing to participate in the study. Participants were within the age range of 18-40. Curtis, Gesler, Smith and Washburn (2000) argue that in qualitative research, samples are small and studies are intensive in order to generate as much information as possible. This is an important principle for the scope of this study as the aim was to engage personally and on a deeper level with participants which would be made inefficient if the sample was much larger. The researcher negotiated access to participants through management and was provided with permission letters from both the Viva Foundation and Hope Training and Development to conduct the study (Appendix F and G). The researcher arranged to meet with potential participants in a group at Viva Foundation on a Saturday morning, where discussion of what the research is broadly concerned with and what the interviews will entail took place. Participant information sheets (Appendix A) and consent forms (Appendix B) were also distributed. All present were encouraged to hand consent forms back, regardless of whether they chose to participate or not. Those who were interested in participating left their names and numbers on the forms for follow up. This ensured

potential participants were able to remain anonymous; however many of them chose to discuss participating before handing in their forms**.** Management was not directly involved in the recruitment of participants to avoid intimidation or fears about voluntary participation.

Furthermore, triangulation of data was used to ensure trustworthiness of the study. Triangulation is defined by Bryman (2004, p. 454) as "the use of more than one method or source of data in the study of a social phenomenon so that findings can be cross-checked". Two key-informants were interviewed in order to gain a broader understanding of the functioning and goals of the skills development project. Using key informants allowed for a more involved exploration of the goals of the project and the intended impacts, as understood by those implementing the project. A boarder understanding of the challenges and what was being done or would be done in the future also helped explore the objectives of the study. A key informant is someone who can offer the researcher perceptive information about the social setting, events and individuals (Bryman, 2004). The key informants were Rejoice, the Hope Training and Development training provider and Phillip, the General Manager employed by the Viva Foundation. The selection criteria for the key informants were that they had been directly involved in the skills development project. Rejoice is the skills training provider for Hope Training and Development and her involvement is therefore central to the running of the project. Phillip was the main contact at the Viva Foundation who negotiated access to their facilities and was involved in the initial start-up of the project partnership and discussions surrounding its longevity. They had also been in their current position for at least three months and they were available during data collection. They were two people who were vital to the functioning and implementation of the project and were therefore selected for their unique knowledge and involvement.

3.5 RESEARCH INSTRUMENT

The research instrument employed for this study was a semi-structured interview schedule. A semi-structured interview schedule is a set of questions which the researcher asks. Questions can be varied in sequence and structure as the interview develops, allowing for flexibility in response and elaboration on points or new areas of interest where necessary (Bryman, 2004; Henning, 2004). Semi-structured interviews were chosen as they allowed the researcher to develop a detailed description of the perceptions of the participants and allowed room for unplanned points of interest to be further explored during the interviews (Bryman, 2004;

Henning, 2004). Separate interview schedules (See Appendix D and E) were used for the participants and key informants.

The main research question, secondary aims and objectives and the sample population are all factors that need to be considered when designing an interview schedule. Sampling, as discussed previously, is an important step in the interview schedule design process. Once the sample had been decided on, the interview schedule could be planned out. Questions were designed as possible guides which could be changed and elaborated on as the interview continued. It was useful to have a set of broad questions which gave the interview structure and was used in every interview which helped achieve reliability (Henning, 2004). By adhering to an inductivist point of departure, questions were not designed according to themes the researcher expected to be answered but instead allowed themes to develop on their own through relevant questioning. Questions should provide "a conceptual, structural "peg" for the interviewee, which she can use to "hang up" her ideas while she is trying to find her feet in the interview" (Henning, 2004, p. 73). Mason (1996) describes the interview schedule design process as complex and exhausting as it requires constant attention and engagement and is more than a simple set of questions. Issues of trustworthiness are considered in a separate section below. Silverman (2010) speaks to the fact that the questions in the interview schedule should not give the research topic outright. Doing so may affect the way questions are answered as the participants wish to answer in a way that will be pleasing to the researcher. This may also lead to lazy research where data analysis is not carried out critically but involves simple report back.

Bryman (2004) explains some further considerations of instrument development. The formulation of questions were not so specific that it blocked off other avenues of enquiry as that goes against the goal of qualitative research in trying to understand the views of the participants. Questions were framed in a way that is understandable to the interviewees; questions were formulated in a way which answered the research question; questions were not leading and information regarding who the interviewee was (bearing in mind anonymity and confidentiality) can contextualise answers (Bryman, 2004). For this reason, the interview schedule for this study began with background information on the participant in order to help contextualise their responses. Open-ended questions followed which allowed the participants to explain their involvement in the sewing project, their perceptions of how being involved in the project has impacted their lives and where they perceive the project to be strong or

needing to be strengthened. By adhering to the research aims and objectives, an interview schedule which is original and meaningful was designed and implemented.

3.5.1 Pre-testing of the research instrument

Pre-testing the research instrument is an important measure of reliability as it helps to iron out any inconsistencies and can test run how the questions flow and how they are understood by an external party (Silverman, 2010). Silverman (2010) emphasises the importance of pre-testing an interview schedule as this allows the researcher to experiment with different styles of questioning and learn from early mistakes, to improve their interviewing skills and become more comfortable with the process, as well as highlighting whether or not the questions asked would yield important and relevant information. Bryman (2004) reports that questions which make respondents uncomfortable can be identified and issues with language can be addressed (the research instrument needs to be understood by participants). A pre-test allowed the researcher to gain more confidence in using the schedule and allowed a rough time line to be created. It was also used to assess whether there were adequate questions to cover the important topics and what extra questions or issues may have come up (Bryman, 2004). A pre-test was conducted on one participant who was not involved in the study and that data is not included in the analysis. The test was carried our prior to the commencement of field work. The researcher found that several questions required further elaboration. Particularly, it became clear that participants may not elaborate on important points and the researcher would therefore need to ask questions such as ‘why’ and ‘how’ to elicit more in-depth responses. Furthermore, the interview technique could be improved by speaking slower and allowing the participant to develop their ideas without prompting. The researcher also needed to be mindful of asking multiple questions at once as that came across as confusing for the participant. These comments were applied to the rest of the interviews.

3.6 DATA COLLECTION

The raw data for this study was collected using semi-structured individual interviews. The interviews allowed the researcher to gain a unique look into each participant and develop value rich data. The researcher had the ability to ask for elaboration or clarity on points of interest and ask questions which may not have been included in the interview schedule, but there still existed enough structure for the interviewee to feel secure in moving forward with their answers (Bryman, 2004). A semi-structured interview helped to ensure that all topics

were covered and certain questions were not forgotten during the process. This research is already focused which made the use of unstructured interviews unnecessary (Bryman, 2004). Qualitative researchers have come to realise that interviews are not neutral tools of data collection but are an active interaction between two or more people. The focus of interviews has moved past the traditional questions of the 'what' or activities of people's everyday lives towards including the 'hows' – the constructive elements of producing everyday life (Fontana & Frey, 2000).

In-depth interviews were chosen for this study because firstly, they are intended to combine *structure with flexibility*; the interviewer always had some idea of where they wanted the interview to go and what themes they were looking for. However there was also room for participants to speak freely and for development of topics to go according to what was comfortable for the participant. The interviewer was then able to respond to relevant points and asked for expansion where necessary. Secondly, interviews are *interactive in nature* and the interaction between the two allowed for the generation of material that the interviewer may not originally have thought of. This interaction allowed the flexibility spoken about above. The third key feature is the use of a *number of techniques* in order to achieve the depth of answers. These included ways in which the interviewer moved from an initial, often surface level response, to a more detailed, in-depth response. Lastly, in-depth interviews are *generative* in that they gave space for participants to lead the interviewer down paths of knowledge that may not have been thought about by the researcher previously (Legard, Keegan and Ward, 2003). Interviews often work best face-to-face instead of over the phone, which was a factor taken into account throughout the research design process (Legard, Keegan & Ward, 2003). Legard, Keegan and Ward (2003, p. 142) comment that "the interview is an intense experience, for both parties involved, and a physical encounter is essential…for an interview which is flexible, interactive and generative".

Each participant was interviewed once where interviews lasted approximately 20-30 minutes with only three interviews lasting longer than 30 minutes. Therefore no additional interviews were required to reach saturation. As the majority of the interviews only lasted 20-30 minutes, it may be argued that in-depth interviewing was not applied. However, the researcher endeavoured to make the process as in-depth as possible and still applied the appropriate techniques. Interviews were conducted at a place and time that was convenient for the participant. Ten of the interviews took place in a private room at Viva while one took place at the home of a participant. The physical environment where the interview took place

was properly designed; there were at least two tape recorders, a notebook, the venue was suitably set apart from the rest of the environment and comfortable. Data collection only commenced once ethics clearance had been provided by the University of the Witwatersrand Ethics Committee. Interviews were conducted in English as no participant indicated their desire to use a translator. The researcher summarised what had been said throughout the interview in order to clarify understandings.

The researcher took note of Henning's (2004) pointers on how to conduct an interview to ensure the process of interviewing was effective and efficient. The participant was made to feel comfortable with the research venue and process and anything said "off the record" was respected. The researcher was prepared for the potential unexpected directions an interview may take, as when a participant is made to voice aloud their perspectives and opinions, unexpected feelings may arise. This is one of the major reasons for qualitative researchers often choosing to interview a participant once off rather than continuously over a period of time. Interviews developed in a flowing manner as it typically mimicked a conversational structure. Questions were asked in a manner which allowed the participant to think and reflect and the researcher found it necessary to occasionally sum up what had been said so far to gain clarity and confirm understanding. This is where the researcher was able to stray from the structured questions and ask for elaboration on points brought up. It was vital to keep a check on the recording device to ensure it captured the whole interview and at the end, the researcher was able to ask for any final opinions or points that the participant would like to bring up. Transcription then took place as soon as possible, mainly by the researcher, in order to remain 'close' to the data which helped interpret tone and indistinct speech (Henning, 2004).

With the participant's consent, interviews were audio-taped (Appendix C) and transcribed verbatim by the researcher at a later stage. The nature of the interview and the material covered necessitated tape recording which the researcher combined with note taking, as note taking alone can be disruptive to the flow of the interview and important points may be lost (Legard, Keegan & Ward, 2003). Note taking is however encouraged by Henning (2004) because the researcher may write down certain factors not implicit in the talking, such as body language and gestures, and also helped the researcher to keep track of questions asked and questions needing elaboration. No one other than the researcher and supervisor has access to the tapes, which will be kept in a locked cabinet for two years following any publications or for six years if no publications emanate from this study. Participant's

identities will be protected by the use of pseudonyms (Creswell, 2009). Two problems were experienced during data collection. One participant was under the impression that she was there to speak about this research project itself and not her involvement in the sewing project. Once this became evident, the researcher was able to lead the participant into talking more specifically about the sewing project. Furthermore, the use of a contact in the community to help put the researcher in touch with participants resulted in a misunderstanding around the purpose of the researcher approaching the participants. Participants were under the impression that the researcher was there to offer employment or a learnership, which therefore initially negatively affected participation. Once this became clear, the researcher apologised for the miscommunication and gave the participants space to discuss the issue amongst themselves. She also explained that the purpose of their participation was to help this project as well as other projects become better at helping the people who participate in them.

Becker and Geer (1957) define participant observation as "an observation of some social event, the events which precede and follow it, and explanations of its meaning by participants and spectators, before, during, and after its occurrence" (Becker & Geer, 1957, p.28). Their explanation of participant observation includes the idea of the researcher participating in the daily lives of the people they are studying in order to gain a full understanding of their context. Although this type of participation from the researcher was not the main goal of this research, by spending time at the Viva Foundation's Centre in Mamelodi and attending the project's graduation, the researcher was able to gain an understanding of the issues beyond what an outsider could (Becker & Geer, 1957).

3.7 DATA ANALYSIS

Qualitative data analysis is often a complex process that is not easily formulated. Whereas quantitative data analysis has clear cut rules and formulas, qualitative analysis focuses on understanding the themes that come through in the narrative. "Qualitative data analysis is a search for general statements about relationships and underlying themes; it explores and describes and builds grounded theory" (Marshall & Rossman, 2011, p.207). Data analysis is the process that tries to make sense of the text data and by preparing this text and conducting analysis, a deeper understanding is gained of this data and interpretations of it can be made (Creswell, 2009). This study used thematic analysis to organise the transcripts into themes

which were then discussed and applied to the literature. Moreover, a social constructivist research paradigm was employed as it holds that the realities of individuals are constructed through social interaction (Terre Blanche & Durrheim, 2006). The organisation of transcripts involved preparing the data, coding the data and developing themes and descriptions which were analysed and explored critically. There are a number of processes involved in analysis: it is an ongoing process which requires constant reflection, organising and writing; it involves collecting open-ended data and it involves certain steps, such as coding or narrative analysis, to help organise the data (Creswell, 2009). This research analysed one type of data – the interviews.

Before data analysis began, the researcher needed to understand how they planned to 'read' their data. Mason (1996) outlines three ways a researcher can read their data, as outlined next. *Literally* – this speaks to an interest in the literal form, content, structure and style, for example, of the data and although a good starting point, most qualitative researchers take the process further. *Interpretively* – an interpretive reading will necessitate the researcher constructing or documenting a version of the data which the researcher understands as having meaning (it involves 'reading through or beyond' the data). Finally, *reflexive reading* which locates the researcher as part of the data gathered and the researcher will need to determine the extent to which they wish to be included in role of data generation and processing. Many researchers make use of all three of these levels. Silverman (2010) encourages a continuous view of analysis, whereby as soon as you have data to analyse, a researcher should begin. This is to prevent drowning in the data collected at the end of all of the interviews. Transcribing the interviews was an important first step and this not only helped get the interviews onto paper, but also helped remind the researcher of what was covered in each interview.

Henning (2004) outlines a practical guide to coding which the researcher employed during data analysis. Space was left in the margins of the transcription to allow for the researcher's notes. *Open coding* refers to the process whereby the researcher read through the whole text in order to get a broad feel for what had been said. The next step was for the researcher to begin marking units of meaning, or themes. The open coding process was inductive and codes were selected according to what they mean to the researcher. Codes which then related to one another were grouped together or categorised. These codes were influenced by the data, by the theory behind the research and by the research questions. Building from this, Bryman (2004) suggests the following considerations about coding: coding as soon as

possible, reading through everything first before starting work on coding; reviewing the codes and making sure there are no repetitions and that they all relate back to the research; beginning to generate some theoretical ideas about the data and highlighting links and connections between themes and sub-themes. This was all considered by the researcher.

Coding is done to reduce the amount of data and encouraged the researcher to begin thinking about meaning of the data. All of this coding and categorising is a type of thematic organisation which helped to explain and organise the findings (Henning, 2004). Creswell (2009) describes the following codes: codes which readers would expect to find due to literature and common sense; codes which are surprising and unanticipated from the beginning; codes which are unusual and therefore interesting on their own and codes which address a broader theoretical perspective. Although there are a number of different ways codes can be drawn up, for the purposes of this research, codes were developed according to the data collected during interviews and no predetermined codes were applied to the process (Creswell, 2009).

Each theme developed has the potential to be used as a basis for an argument in the discussions which came later. The raw data, once organised thematically, still did not represent findings until the themes were discussed and arranged to support an argument which related back to the research question. It was through this processing of data and themes that the data was given meaning and was used to explore the research topic in more depth (Henning, 2004). The data coding process was used to develop descriptions of the people, the setting and the themes. The data was represented and discussed by using narrative passages which conveyed the findings and arguments of the researcher. This interpretation used the researcher's own experiences as well as the information taken from the literature and theories in order to develop an analysis which was interesting, relevant and helpful in exploring the topic of this study (Henning, 2004).

Bryman (2004) outlines some of the potential limitations with coding. Most commonly criticised is the potential coding has to lose the context of what has been said; coding requires the breaking up of content which could lead to the social setting being lost. The narrative flow of what participants have said can also be broken as the data becomes fragmented. This was not however a problem experienced by this researcher. Bryman (2004) points out that it is vital to not simply present your data in quotations but rather it is necessary to theorise about the data to give it meaning. The researcher was aware of the potential issues in data

analysis and aimed to ensure that the analysis did justice to the data and that findings contributed to the value of the overall study.

3.8 TRUSTWORTHINESS OF THE STUDY

The trustworthiness of this study was ensured through four criteria: credibility, transferability, dependability and confirmability (Krefting, 1991).

Credibility refers to the commitment by the researcher to spend enough time in the field to ensure that recurrent themes and patterns can be identified (Krefting, 1991). Krefting (1991) suggests that one of the important credibility strategies is to spend a prolonged time in the field. As the researcher was only able to spend six days in the field, other strategies were employed which are outlined next. Triangulation ensured that themes have been justified by examining them according to literature review, participant and key informant responses (See appendix I and J for transcribed interviews as examples of audit trail). Thick descriptions expressed the findings in a way which allows the reader to get a full understanding of the setting and creates a feeling of shared experience. Bias was important to acknowledge, because the researcher may have affected the findings and research process. Negative information ensures that should there be contradicting themes or opinions, these too were touched upon in order to ensure that the account of the themes and findings are realistic and therefore valid. Finally the researcher used an external person to review the research and ask questions to ensure that the research resonates with those other than the researcher and this is known as peer debriefing (Creswell, 2009).

Morrow (2005) describes transferability as the ability of the reader to generalise the findings of the study to their own context. The aim of this research was to explore the perceptions of a specific group of participants, located within a specific context and project. The assumption is therefore that this study is descriptive in nature, making transferability a non-issue (Krefting, 1991). According to Creswell (2009), it is the particularity rather than the generalisability of qualitative research which makes it so important. However, care has been taken to ensure that the research was carried out in such a way that the same methods could be used to research other case studies. The research process has been thoroughly documented, as set out in this report, detailing the factors affecting this research. An outline of the number of participants, geographical context of the project and the research and analysis methods help promote transferability. A single research instrument for the participants and key

informants respectively (see Appendix D and E) also encourages transferability as this same instrument can be applied to other case studies.

Dependability refers to the consistency of findings. For qualitative research this is more difficult to prove, however by describing the exact methods of data collection, analysis and interpretation, dependability has been enhanced (Krefting, 1991). Therefore this report provides a thorough description of the research instruments, data collection and analysis methods used throughout the study. Creswell (2009) explains that reliability in quantitative research relates to dependability in qualitative research. In light of this, further strategies employed by this study to enhance dependability included: participants were asked the same questions (although interview schedules differed between participants and key informants – see Appendix D and E) and the same researcher conducted all the interviews. A pre-test of the interview schedule also helped ensure accuracy of the research instrument.

Confirmability acknowledges that research is never objective (Morrow, 2005). It explains that results should reflect that which is being researched as far as possible, and not the thoughts or ideas of the researcher. The researcher is tasked with representing the data in a way that confirms to the reader that the findings are accurate (Morrow, 2005). Triangulation of sources helped to ensure confirmability of this study.

Table 3.1: Summary of trustworthiness criteria

Trustworthiness Criteria	Application in this study
Credibility	• Triangulation • Thick description • Acknowledging bias • Negative information reporting • Peer debriefing
Transferability	• The same methods could be used to research other case studies
Dependability	• Thorough explanation of data collection and analysis techniques • The same interviewer, same interview schedules (for participants and key informants respectively) • A pre-test.

Confirmability	• Triangulation of sources

3.9 ETHICAL CONSIDERATIONS

Research involves collecting data and information about people and their lives which means that researchers need to protect their participants and work ethically. Ethical issues need to be taken into account at all levels of research and these factors as outlined by Creswell (2009). Some of the most crucial measures as outlined by Babbie and Mouton (2001) were put in place to ensure the study was as ethical as possible.

When analysing and interpreting data, certain issues are brought to attention. The trustworthiness section detailed how the researcher ensured that the data is trustworthy and accurate. In ensuring **confidentiality,** participants are quoted in the research report but pseudonyms are used during the interview and analysis processes. Another consideration is that data needs to be kept for a reasonable amount of time and then destroyed to keep the data from falling into the wrong hands (Creswell, 2009). Data has been stored electronically, on a password protected computer, with all identifying information removed and access to the transcripts and recordings are not available to anyone other than the researcher and supervisor. This data will be stored for a period of two years after any publication arising from the study, or six years after the completion of the study if there are no publications as stipulated by University policy.

In ensuring **anonymity**, no names or identifying information have been recorded and therefore outsiders will not be able to identify the participant. Pseudonyms have been given to participants in order to ensure their anonymity. Participants were recruited through word of mouth, ensuring that none of the project staff were involved in recruitment. Management was not involved at any point during the interviews and the interviews were conducted in a private room to support anonymity. Participants were informed that their responses would remain anonymous and confidential. At no point in any correspondence will the names of the participants be used. Creswell (2009) mentions that there is the possibility that participants will want to keep their voice and choose NOT to have their identity kept confidential. This will be allowed but the researcher needs to ensure that the participant understands the possible consequences that this choice may have. Rejoice from Hope Training and Development was the only participant who wanted to be named in the report.

Informed consent was also taken into consideration and all participants were informed of what the research project entailed, why the research was being undertaken and what their participation would involve. This was done both verbally and in the participant information sheet (Appendix A). **Voluntary participation** was encouraged in the study and participants were made aware that they did not have to participate in the study. Over and above that, those who chose to participant were informed that they could leave at any point during the interview or choose to stop an interview at any time. Should the participant have decided to withdraw from the study, the information collected from them would be destroyed and it would not be used for the study. In addition, it was made clear that should they withdraw, no negative consequences would emanate from their withdrawal. The research further strived to ensure that no harm was caused to the research participants during data collection. In case the participants felt distressed during the interview, the researcher explained that she would stop the interview and only continue at a later stage when the participant was more comfortable. This did not happen during any of the interviews. However further free debriefing had been arranged and the participants were given Meleney Kriel's contact number (079 635 2964) should they have decided to speak with her at a later point.

Data collection only commenced once ethics clearance had been provided by the University of the Witwatersrand Ethics Committee (Appendix H). Other ethical considerations during data collection included receiving consent from individuals in authority to conduct the study (see Appendix F and G for permission letters from Viva Foundation and Hope Training and Development) and ensuring that the research was as unobtrusive on the research site as possible.

The language used in the reporting of findings needs to be politically correct and unbiased; the researcher committed herself to conducting research in a way that was fair, honest and will not falsify findings to support her objectives. The researcher has not exploited the labour of colleagues and finally the research will be released in a comprehensive manner which will allow readers to determine the credibility of the study for themselves (Creswell, 2009). This has been done by detailing the research techniques and data analysis employed. The findings of the study have been clearly outlined and supported and the report has been supervised throughout. Anyone requesting a copy of the final report will be provided one.

3.10 REFLEXIVITY

In qualitative research, the researcher is an instrument. Even if just for a brief period, during the interview, the researcher enters the lives of her participants and needs to be aware of ways in which she can control for this. Decisions needed to be made about how involved the researcher became in the research context, how long she spent with participants and how open she was with them regarding the purposes of the study. As the participants were spread throughout the area, it was difficult for the researcher to spend prolonged amounts of time with them. She did however attend the sewing project graduation in support of the participants. This was before research commenced and the participants were therefore unable to identify her as a researcher at the time. Detailed explanations of what the research would entail and how it might benefit the participants were required before they would agree to participate.

The researcher was at the research site for limited time periods to conduct interviews thus minimising her impact on the lives of participants. This also minimised the potential that participants got to know the researcher and want to answer questions in a way which was pleasing to her. Creswell (2009) suggests that it is important to comment on the researcher's own background and how this may affect the research process. The researcher for this study is a white, middle-class female as opposed to the black participants, of which one was male and all lived in the township. Sensitivity was therefore needed when assessing her own ideas and opinions about the participants and the research site. Participants seemed intimidated by the researcher but relaxed a bit once they began the interview. Participants who struggled with English were particularly nervous and this affected some of the interviews. The researcher did not want to be seen as a superior but felt some participants looked at her that way. The researcher was initially quite weary of travelling to and from Mamelodi alone and she had concerns about safety. However this did not affect the research in any way.

The researcher needed to ensure that time was used effectively and that access to the site and participants was well managed. (Marshall & Rossman, 2011). Viva Management was very helpful in organising access to the site. Prior to the commencement of this research, the researcher had only visited the Viva Foundation site once. She therefore had no personal ties to the foundation, Hope Training and Development or the people involved which helped control bias in reporting the findings (Creswell, 2009).

3.11 LIMITATIONS OF THE STUDY

It is important for any researcher to acknowledge and understand the limitation of their research so that they are able to adequately address these issues and be aware of them throughout the process (Bryman, 2004).

Limitations of the study included language barriers, misunderstanding of the aim of the interview and concern about negative responses, which will be discussed next.

3.11.1 Language barrier: Interviews involve a language exchange, as Marshall and While (1994) explain and the difficulties that can be experienced when English is not the first language for those being interviewed may affect the interview process. Although it was communicated to all participants that the use of a translator would be possible, none of the participants expressed the need for one. This resulted in three interviews which were noticeably affected by the language barrier. However, sufficient information was gathered from these participants despite the difficulties experienced.

3.11.2 Concern around negative responses: Silverman (2012) and Creswell (2009) state that there is the potential that interviewees may answer questions in a way that is pleasing to the interviewer. It is possible that some participants were reluctant to speak to the problems surrounding the project as they may have been worried that negative responses would result in them being excluded from further learnerships. It was explained from the beginning to the participants that their interviews would remain anonymous and this seemed to put participants at ease.

3.11.3 Telephonic interview: Although the researcher endeavored to interview every participant and key informant face to face as per recommendations by Legard, Keegan and Ward, (2003), this was not possible with the Hope Training and Development skills provider. Logistics made time short and travel between Johannesburg and Mamelodi expensive and so the decision was taken to conduct the interview over the phone. The researcher is confident that although not ideal, the quality of the interview remained extremely high.

3.11.4 Research bias: In qualitative research and most specifically with semi-structured interviews, there is the potential for the opinions and beliefs of the researcher to colour the process and findings (Creswell, 2009). This topic is something the researcher is interested in; the topic has been influenced by her future career aspirations and by what she deems as valuable and important. However, with the help of external auditing and input (as referred to

in the discussion on reliability and validity), the researcher aimed for objective questions and interpretations, supported by literature and evidence. It is not possible to completely put aside pre-conceived perceptions of what the researcher hopes to find. However, with the use of evidence from literature and supervisory input, the researcher has strived to be as unbiased as possible when carrying out this study. Field notes were taken regarding the experiences of the researcher on each day in order to help frame her mind-set and keep a level of consistency when interpreting findings (Creswell, 2009).

3.12 CONCLUSION

The above discussions have served to help motivate the reasons behind the methodological choices which have been made for this study. With the use of in-depth interviews, this research aims to shed light on an issue very relevant to South Africa today. The interviews helped give in-depth insight into the perceptions of the Hope Training and Development participants and through analysis, these experiences may help contribute to understanding the impacts, successes or failures of this project. Understanding the issues at Hope Training and Development may contribute to a better understanding of similar projects in different contexts. Despite the limitations, qualitative methods were most appropriate for this study and the researcher ensured that issues of ethics, trustworthiness and bias were properly controlled for so that this study may be a useful contribution to the body of knowledge in the South African social development community.

CHAPTER 4

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter presents the results of data analysis. Thematic analysis resulted in five themes which emerged during the interviews. The first section briefly lays out the demographic information of the participants followed by the aims and objectives of the research. The subsequent section is an in-depth discussion of each theme, placing the participants' responses within context and as relating to the body literature and SLF. A number of quotations will be used in order to give voice to the participants.

4.2 AIMS AND OBJECTIVES OF THE STUDY

This study aimed to explore the perceptions of participants within the Hope Training and Development sewing project about the impact of the project. In order to achieve this aim, the following objectives have been formulated:

i) To elicit the opinions of participants on the perceived impact of the skills development project;

ii) To explore the participants' perceived challenges of the skills development project;

iii) To elicit opinions of participants on how the skills development project can be strengthened.

4.3 DEMOGRAPHIC INFORMATION OF STUDY PARTICIPANTS

Table 4.1 presents the information of the participants including their age, gender and employment status. All participants interviewed lived in Mamelodi. To protect their identity, pseudonyms have been used to represent them.

Table4. 1: Summary of participant demographics

Pseudonym	Age	Gender	Employment Status
Andrew	36	M	Unemployed
Thando	18	F	Unemployed
Tumi	30	F	Unemployed
Grace	19	F	Unemployed
Lucy	34	F	Unemployed
Busi	28	F	Unemployed
Miriam	42	F	Self-employed
Mina	28	F	Unemployed
Joy	32	F	Unemployed
Vusi	35	F	Unemployed
Sarah	30	F	Unemployed

Table 4.1 shows that there were eleven participants interviewed and of those only one was male. There were two other male learners in the group of thirty but they either declined to participate or did not live in Mamelodi. This highlights the fact that sewing is a niche skill which possibly appeals to women more than men. Of the ten, only one is currently self-employed (through sewing) while the others are still job-searching or in the process of establishing a cooperative. The unemployment status of the majority of the leaners illustrates that as yet, the new skills have not increased their employability in a tangible way. The majority of the participants were over the age of 30, while four were below. The younger participants expressed their interest in sewing as being due to the potential it has to fill the gap in their educational achievements while the older participants saw sewing as beneficial due to their lack of success in seeking employment. Through interviewing it was discovered that Miriam was not a current participant of the sewing project but rather a facilitator. She provided a unique view however as she has experienced being both a participant and facilitator, giving insights into both involvements.

4.4 MAIN THEMES ARISING FROM DATA COLLECTED

Three main themes related to the study objective emerged during interviews. The data within each theme was further compared which resulted in sub-themes. The analysis which follows

provides an outline of each theme, presenting supporting extracts from the interviews. Following this, each theme and subtheme is discussed with reference to the body of literature reviewed.

Table4.2: Summary of themes and subthemes

Theme	Sub-theme
1. Perceived impact of the project	1.1 Motivation i) The employment motivator ii) The interest motivator 1.2 Increased self-esteem and a new hope 1.3 The potential for community change
2. Perceived challenges of the project	2.1 Lack of employment i) Lack of machinery 2.2 Electricity problems
3. Proposed solutions to the challenges	3.1 Better electricity supply 3.2 SETA and the learnership

4.5 DISCUSSION OF THEMES

The key themes arising from the thematic analysis relate to how the participants understand the project to have impacted their lives thus far and what challenges were faced throughout the project. These perceptions are then discussed in relation to the SLF and literature to locate their responses within the developmental context. It is revealed that overall, the participants felt the sewing project addressed a need and would help them improve their employability. However, there exists a gap between project completion and employment due to a number of factors, which should be addressed if the project is to have a true effect on their livelihood strategies.

4.5.1 Perceived impact of the project

The first objective of this study was to elicit the opinions of participants on the perceived impact of the skills development project. This study found that the majority of the participants perceived the sewing project as having had a positive effect on their lives. This was due to various reasons, namely: their motivations, the increase in their self-esteem and the potential for community change. These factors will be discussed next.

4.5.1.1 Motivation

For a project such as this to be a success, it needs people in the community to feel that they are going to be learning something valuable and something that will impact their lives. Their motivations affect what they expect to gain from the project and will therefore impact their overall perception of the project's success or failures. With regards to the concerns that hand-outs in the form of social grants are decreasing South Africans motivation to find work, it is interesting to find that the participants in this study were not satisfied with simply waiting on a hand out. The majority of participants interviewed indicated some personal reason for becoming involved in the project. None of them indicated that they were forced to participate but chose to for themselves. Skills such as computer literacy, welding, nursing and Early Childhood Development were mentioned as courses that participants would be interested in attending and that other community members may also support. Their discussions illustrated the desire that the participants have in receiving a hand-up in the form of a skill, which they can use to improve their lives. The majority of the participants expressed an interest in sewing and fashion as well as the hope that gaining this skill would lead to employment. These factors will be discussed next.

i) The employment motivator

All of the participants indicated that one of the reasons for becoming involved in the sewing project was to improve their chances of becoming employed, either through a company or for themselves. Some of the participants had previously been employed while others had never had formal employment and were tired of sitting at home. This indicates that for all the participants, this sewing project was deemed worthy due to its potential to increase employment opportunities. This will have an effect on the perceptions of the participants about how they feel the project changed their lives. If someone goes into a project expecting to gain a skill and that is achieved, they are more likely to perceive the project as successful rather than someone who is expecting a job and remains unemployed once the project is completed.

Before they joined the course, the participants were told that sewing could lead to employment in a number of ways. They could make school uniforms and sell them to local schools, they could make uniforms for the societies in their community and they could set up their own shop where they could do alterations or take orders. Many of them expressed a desire to do this, with self-employment being the most popular route. This indicates that from

the outset, participants' interests were peaked by how this skill could lead to employment. Some planned on combining their prior skill sets with their new ones, such as Andrew who hoped to be able to use his sewing and baking skills to start his own business.

A way in which the sewing project supported job seeking and further education if desired was through the issuing of certificates at the end of the 3 month course. Rejoice, the Hope Training and Development skills training provider, explained that students are not only issued with a certificate but also 45 credits. These can be used when applying at Universities or Colleges and also helps with job applications. The accreditation that Hope Training and Development receives from SETA allows for this formalisation. Miriam mentioned that although she knew how to sew prior to participating in the project, when she was applying for jobs employers did not hire her because she had no formal qualification or certificate.

> *"Yes yes it's very very important. Yes. Because if you have a certificate just like this one for the Hope Training and Development, it's not a fly by night you know that it is an original certificate. Take it and go to the others looking for a job. If they take you for the interview…then they can hire you because they can see the certificate is real. If you don't want to work at home and then you can go out and look for a job and then you can work."* (Miriam, 42 year old participant and facilitator).

The participants' motivation is highlighted by the following quotes:

> *"Because my parents they don't have money and I don't have matric and I said that because I didn't follow my dreams, I could come and do something and I can help myself in the future and do something there…we could find a job because if we know how to sew then you can find a job…you can sew a wedding dress, shirts, a lot of things."* (Grace, 19 year old participant).

> *"...if I learn that skills maybe I can get a job and make myself something, some other income with that and if I'll be good, maybe I can make my own business. You see? Starting by sewing different clothes, maybe for societies or some other groups, like the t-shirts or what what. Ya that's what I think about."* (Andrew, 36 year old participant).

This supports Surender, Noble, Wright and Ntshongwana's (2010) findings that there is still a high value which is placed on employment, despite the social grant system. The participants' perceptions do not therefore support the arguments of Westoby and Botes (2013) who found

a sense of entitlement to be holding community development projects back. Participants in this study were not happy to sit and wait for government; they actively participated in the project and wanted to further their skills so that they can participate in the economy. Many of these participants may also fall under the category of the unemployed who are not legible to receive a grant, further motivating them to find a job (Neves & du Toit, 2013) Skills development literature argues that skills development is a crucial tool for bringing the poor into the economy (Bhorat & Oosthuizen, 2007; Greyling, 2001; Sparreboom, 2004; Strydom, 2005; Turok, 2010; White, 2005). This sub-theme indicates that the participants would agree with this; all of the participants were motivated by the assumption that taking part in this project would increase their employability. As Mensah and Benedict (2009) explain, training should empower people to become more self-reliant and less dependent on hand-outs in the form of social welfare. The participants echo this desire.

ii) The interest motivator

Volition comes from within a person; it is what drives them to action (Haggard & Lau, 2013). Although employment was a major motivating factor for all of the participants, each of them chose the sewing project specifically because they had an interest in sewing, fashion or design. Skills development projects need to be sensitive to the interests of the community members. Depending on the context of the community, different interests may present themselves. This is where involving community members in the implementation of projects is vital. Determining skill sets that appeal to those being targeted may contribute to the ultimate success of the project. For instance, this project appealed mainly to women. It can be expected that employment motivations may not always lead people to participate in skills development courses. An underlying interest in a topic helps encourage participation and may help participants remain committed to project goals.

Many of the women explained how they had always been interested in fashion but did not know how to sew. Many of the women participants spoke about their aspirations to become fashion designers and dress makers. Fashion seemed to be an important part of their lives and was therefore a major motivator for them. It was exciting for many of them that they were presented with the skills to be able to look at popular clothing stores and understand how to make the clothes they see there. Participants were not only taught how to make a shirt, pencil skirt, smart trousers and a tunic but also how to read and cut patterns and about different materials. They saw value in making clothes because of the interest the community has for

clothing, such as society uniforms and wedding garments. This once again speaks to the context specific interests of the participants.

> *"My dream is to be a dressmaker, a fashion designer, and then when they told me about the project here at Viva, I was excited because it was my dream."* (Sarah, 30 year old participant).

> *"I want to come because I want to know more about fashion and then the colours like how to wear in summer and springs, things like that."*(Thando, 18 year old participant).

> *"…so I like to come here and I attend this course because I like sewing before. But I don't know how to sew…I like it because before I done it by my hands. I make it for a baby doll or maybe something."* (Joy, 32 year old participant).

If a participant is interested in the skills they are learning, it may lead to an increase in personal satisfaction and social integration in their employment, as Surender et al (2010) explain. The ambivalence towards skills that von Holdt (2010) highlights may also be more due to a lack of interest in the skills being provided than in the actual process of gaining skills. This potentially problematic attitude towards skills may be improved if skills cater to the interests of the participants. In light of the SLF, this suggests an increase in human and financial capital as the motivation for becoming involved in the sewing project (de Haan, 2012; Mazibuko, 2013; Pederson & Peterson, 2010). By increasing their knowledge, skills and experience, the participants will be more empowered to realise their desired livelihood. If employment is achieved, then this would impact their financial capital and potentially their natural and physical capital too. Therefore the sewing project targets human and financial capital based on the understanding that an increase and improvement in this area could lead to the improvements in other livelihood assets.

4.5.1.2 Increased self-esteem and a new hope

Another perceived impact of the project was the effect it had on how participants felt about themselves and their future. The majority are yet to find a job and thus fulfil their primary motivation for participating. However all of them still felt that the project left them feeling proud and accomplished. By improving the self-esteem of participants and their sense of hope, skills development projects may enjoy greater success in motivating participants to further develop their skills or job search. Feelings of accomplishment were encouraged through the graduation at the end of course, where participants received certificates and were

able to show off their work. The researcher was invited to attend the graduation and saw for herself how proud and excited the participants were about their accomplishments. It was not only the individuals who felt proud; many indicated that their families were also proud of and excited for them.

Participants such as Sarah and Vusi were bored of sitting at home and were happy to have the opportunity to better themselves and learn a skill they can use. Sarah was studying towards her Matric during the project but was happy to be busy, despite the stress. Some of the participants described how they have never been given the opportunity to get a degree or further qualifications. The sewing project was free and therefore they were able to take part, making them feel proud and accomplished. This project gave them a "talent" and has allowed them to see a future for making money from it. These feelings are evidenced below:

> *"It changed my life because I was at home, I didn't have a hope and then when the sewing project comes here, everything, eish! I was very excited and then I was feeling hope. Because I didn't have a Matric, I have nothing. So maybe because sewing is my dream, ya, I was very happy and then I started to attend. It will help me because sewing is my dream and then I wanted to sew with my whole heart…and then, when I was busy sewing, I was busy writing, ya, I was very busy."* (Sarah, 30 year old participant).

> *"Before I was at home doing nothing, so if you wake up in the morning and know where to go and what to do, then that's where it brings confidence. That's where you can focus to another thing."* (Vusi, 35 year old participant).

> *"My family thinks it is good and they support me to go to school (the project)…I feel good…I see the sewing as important because it changed my life"* (Busi, 28 year old participant).

Discussed further in the next theme, worth noting is that the lack of employment has not yet caused the participants to feel negatively towards the project. They remain hopeful that their skills will lead to change. Looking at the impact as described by the majority of the participants, this project seems to feed into some of the social welfare goals of promoting a nation where all individuals are enabled to thrive economically, socially, mentally and emotionally (Lombard, 1996). The project has greatly increased their self-esteem and is encouraging the participants to be economically, mentally, emotionally and socially stable. Considered in terms of the SLF, this theme suggests that the project is feeding directly into

human and social capital (de Haan, 2012; Mazibuko, 2013; Pederson & Peterson, 2010). Many of the participants spoke about their dissatisfaction at sitting at home doing nothing, feeling hopeless. This would then support the need for encouraging hand-ups into productivity rather than hand-outs that keep people in the same position. Through applying the SLF, it is understood that each form of capital is interlinked and influences each other. Therefore it is possible that by strengthening both human and social capital, this could have a positive impact on financial and physical capital too. This may be achieved as the social networks the participants are involved in may lead to an increase in job opportunities as well as access to physical capital in the form of work space or sewing machines. The majority of the participants who have access to a sewing machine have negotiated this access through friends or family. This form of physical capital, a sewing machine, is crucial to the participants' ability to further their skills and create employment opportunities. A safe space to work in is also vital and the Viva Foundation was therefore fundamental to the success of this project. Access to Viva came about primarily because of the social ties between those involved at the Viva Foundation, the community and Hope Training and Development. Now that the participants are left without a space to work in and without machines, their progress has been hampered. The community aspect is elaborated on next.

4.5.1.3 The potential for community change

Development projects in South Africa should target more than the individual. Although it was the participants who were receiving training, this does not mean that skills development projects should not try to have an impact on the community as well. Ways that this could happen could include encouraging others to take part in other projects, adding to the economic hub of the community or helping reduce crime by tackling idleness. It was revealed through the interviews that all of the participants felt that others in their community would want to take part in the sewing project or other skills development courses. Most of them suggested more courses as something that the Department of Social Development could do for the community.

For the majority of the participants, this sewing project was understood as having the potential to encourage others to take part in similar projects. This may be due to the impact that educating one person has on their peers. Once these participants were able to explain how they could use their skills, others saw the value in it and wanted to learn too. Both Phillip and Rejoice agree that this project is aimed at more than the individual. For example

the participants of this project may approach local schools to make graduation gowns and there is a bilateral relationship there. The participant is using their skill while the school is able to source local and competitively priced gowns. Rejoice also explains how this project can affect more than just the individual:

> *"It's not individual, it does affect the community. Because these people, as you heard the counsellor, the counsellor was also positive that if we have such people, it will decrease the high crime rate. These ladies and other young people, crime will be decreased because they will be self-employed and their own children will be able to go to school. You know when something affects an individual or a family, it then extends to the community, because if this family is healthy, then the community is also healthy, you know? And the whole nation. Because it all starts with an individual as you quite rightly asked, individuals need to be positive and want to do this, and then a community, a group of people residing in the same place, you see, we affect each other in every sphere of life, whatever we do we affect each other and have an impact. It's either a negative impact or a positive impact. So I think this is going to be a positive impact."* (Rejoice, key informant).

The perceptions of the participants echo those of Mina and Miriam:

> *"The community really need more skills. If they can come out with other skills like welding, people can stop sitting at home doing nothing and not having money to do that things. Because skills, if you do welding you can make things you see, frame for windows you see you can work for yourself. For other people I think welding's better yeah. Because they love these things and they don't have money to go to school to do those things they just love. You can see a person if they can find something like this or this they will be much better than doing nothing, sitting at home or driving on trains looking for job and coming home."* (Mina, 28 year old participant).

> *"We have a lot of boys. If you can walk around here there are a lot of boys. You see the problem is, children have finished school, but there are no jobs, ne? So children they end up doing wrong things. He's not working, during the day he's running around. He doesn't have money, and lots of them they've learnt to smoke, learnt to drink, and at the end of the day he doesn't have money to buy cigarettes. At the end of the day he's going to come to my house while I'm not around, to look for steel to sell and get money for cigarettes. At the end of the day they use nyope, most of them here,*

> *there is a lot of them that use nyope. Maybe if we can have, what do they call it? A community centre, ne? To help youth, ne? That are doing nothing here at home. With skills. It doesn't matter what kind of skills…So they can be busy doing something…even the ladies. There are lots of ladies that didn't finish Matric, because you know lots of them, some of them are slow at school, and she says 'ah I didn't pass my Matric. It's better to leave school.' But if there is some skill, like they can make beads or sewing, or computer. Anything that can keep them busy."* (Miriam, 42 year old participant and facilitator).

A big issue for the community is what the introduction of more skills development projects could do to tackle not only unemployment but lawlessness too. The Hope Training and Development project may help to ease the sense of vulnerability, uselessness and idleness that can heighten criminal activities within the community (Bhorat & Oosthuizen, 2007). With the emphasis being placed on community and social development strategies in South Africa, it is fair to assume that any development project such as this should aim to impact more than just the individual (Gray, 2006; Hölscher, 2007; Patel, Schmid & Hochfeld, 2012; van Niekerk, 2003). The majority of the participants felt their knowledge and skills had been improved, empowering them to pursue employment in this sector. The ties that exist between community members feed into their social capital. This supports the arguments that the ability to develop social networks is advantageous for business success (Palmer, 2007). This project therefore encourages the linking of community members either through mutually beneficial relationships of buyer and seller but also in terms of social support (de Haan, 2012; Mazibuko, 2013; Pederson & Peterson, 2010).

4.5.2 Perceived challenges of the project

The second objective of this study was to explore the participants' perceived challenges of the project. This theme links directly to the motivations of the participants. What a person hopes to achieve will ultimately be measured against what they are able to achieve through the project. If the project does not succeed in feeding into those motivations, the perceptions of the project may be more negative. The key informants also provided insight into the challenges faced by the project and why these challenges exist. Some of the problems referenced to by participants included: fighting amongst the participants (gossiping and natural tensions); non-attendance by some students and lack of a serious attitude towards the

skill; the course being too short and the issue of lunch, where some participants were not able to bring lunch each day which affected their ability to work. Two major challenges described by the majority of the participants and the key informants include electrical problems and lack of machinery, both of which will be discussed next.

4.5.2.1 Lack of employment

Being motivated by employment, it follows that lack of employment at this point will be perceived as a challenge. A large majority of the participants interviewed have not yet been able to convert their new skills into employment. Participants are not at home because they lack the desire to work. Many expressed how they wish they could be using their skills but how issues such as the job market and lack of machinery are holding them back.

Some of the participants have been able to do small jobs or form cooperatives that plan to approach schools to sell school uniforms and graduation gowns. This however has not been the experience for the majority of participants interviewed. Although the participants were encouraged to make groups and form a cooperative, not all of them have been able to do that. Rejoice explained that the creation of cooperatives is encouraged so that they can be nominated by the Department of Social Development to provide school uniforms for vulnerable children. Rejoice indicated that there are four groups from the sewing project that have been registered as a cooperative (most of whom were not interviewed). Although Social Development has not yet contacted Hope Training and Development about whether these groups will be nominated, Rejoice hopes to hear the result of this by January 2015.

Phillip acknowledges the potential challenges facing the participants and speaks to the need of linking those who finish skills development courses with employers and opportunities as a possible solution:

> *"Obviously different people are suited to different jobs, but I do think that it is a very good skill to have. I think we could probably strengthen the usability of the skill by identifying people, outside the township as well, who are interested and have a use for these types of skills so they can put the ladies to work...and also working with a bit more advertising and marketing within the township itself so that the ladies can be recognised."* (Phillip, key informant).

The challenges being faced by the participants are described next.

"Ya but for me, Hope it was very good for me. Just because I learn something different. That's because they were just giving us free study, for learning how to sew clothes and now I have already made a shirt for myself, a trouser, see? Also, a tunic. And now I know with myself, if I will just try to make it myself it will be difficult but now I made it and I think I still can make some other things. My only problem, now we have learned that and you know, we now don't have any background, something to help us to get that machine, you see? If I can get a job, somewhere, or if they, if that Hope project I don't know if they can have something to help us. Like a market? All the people who are training, after they are training they can maybe give them some jobs or what because now you know in South Africa, there's a lot of people who are looking for a job. If you are looking for a job, you can apply at different places, even me on my emails, they send me some emails for where they want people and what what but if they say they want people, they only want 30 people. If you apply, they've already taken the job. You see?" (Andrew, 36 year old participant).

"It hasn't changed me much because I'm still stationed in one place, I never move. But in terms of knowledge I do have a little bit of knowledge, what is sewing. But in terms of movement no, I don't have any movement…my hope is to see myself designing wedding garments. That's where I want to see myself. Doing great things through sewing." (Vusi, 35 year old participant, explaining her lack of employment).

This theme demonstrates that skills development is not a sure path to employment, as Palmer (2007) cautions against. The difficulties that most of the participants are facing in their job search links to research that has been done around the South African youth and the challenge that African governments face in creating employment opportunities. The Apartheid legacy has left many, like the participants, excluded from economic hubs which makes job searching expensive and impractical (Bhorat and Oosthuizen, 2007). Although Gauteng has the third highest concentration of FP&M employers in the country, participants are still struggling to find jobs. This may be due to a lack of knowledge of where to look as well as the need for a longer course offering more experience. Over and above this are the costs of having to travel out of Mamelodi to factories and industries where there may be need for this skill (FP&M SETA, 2014). This also illustrates how the goals of the NSDS III are being carried out on the ground. The NSDS III influences how training and skills development are implemented nationwide. If the goal of this programme is to link skills development and career paths then

it follows that the current challenges being faced by these participants should be of great concern to government (DHET, 2012).

Employment and self-employment are meant to be pathways out of poverty as jobs are a main source of income. Skills are meant to improve productivity and access to opportunities but the success of this lies in the enabling environment (Palmer, 2007). If these employment opportunities are not properly created, then skills development will do little to help participants. This demonstrates the lack of capacity on the side of government to effectively grow the economy in order to absorb the unemployed – a major concern when evaluating South Africa's success at developmental social welfare goals (Patel, 2012). The potential of such opportunities may be provided through the nomination of cooperatives by the Department of Social Development, but as only four groups are currently registered, this success will be limited to those who were able to form a cooperative.

When considered in light of the SLF, the Hope Training and Development project aims to bring about improvements in all of the capital assets of the participants (de Haan, 2012; Mazibuko, 2013; Pederson & Peterson, 2010). These projects are carried out in a specific economic, policy and social climate, all of which affect the ability of participants to realise their desired livelihood (Pederson & Peterson, 2010). This supports the findings of case studies in Tanzania and Burundi which emphasised the importance of acknowledging the external pressures that people experience (Toner, 2003; Vervisch & Vlassenroot, 2013). Government policy and the pressured labour market are not doing enough to support the inclusion of these newly skilled employees into the work force. There may be a drive for upskilling, but without the creation of an absorbing labour market, these new skills risk remaining dormant. Another way in which the SLF may help to explain how this project functions is that those who have been able to join a cooperative can be seen to be improving their social capital which in turn may have a positive effect on their financial assets. The SLF is helpful in illustrating how all the aspects of the participants' lives are intertwined and affect one another. It is not always possible for an improvement in one livelihood asset to immediately cause an improvement in all livelihood strategies (de Haan, 2012; Mazibuko, 2013; Pederson & Peterson, 2010). Linked to the difficulties experienced in finding employment is the lack of machinery, discussed next.

i) Lack of machinery

An important factor for the majority of the participants is how not having access to sewing machines is affecting their employment. Having a sewing machine would mean being able to practice, to set up a shop or offer services from their home and become involved in cooperatives. Those who do have access to machines are using them effectively. The rest expressed frustration at their inability to use their skills. Phillip explained that the Viva Foundation may be able to provide a room which will house sewing machines permanently. However this is not yet the case and it is unclear whether it will become a reality in the future.

Those who have access to machines have been able to practice their skills and start planning towards earning an income from this. They have mostly been given the machine by a mother or they already had one in the house. Joy on the other hand expressed her frustrations about having a skill that she is unable to use, because she does not have a machine. She spoke of some people who are able to use their skills as they have a machine but others are still just sitting at home. She asked a friend if she could use her machine to make a skirt for herself and feels that if she had her own machine, she would be making more clothes for herself and for business.

Joy, Lucy and Miriam demonstrate the importance of having machinery:

> *"I want to do things by myself but the problem is I don't have a machine. But I'm trying, when I see somebody wearing something that I like I say 'ai this thing I think is simple.' I can learn it by myself like the skirt that I'm wearing I've done it by myself… I want to make things for myself or to sell other people."* (Joy, 32 year old participant).
>
> *"I want to but I am struggling with a sewing machine. If I had a sewing machine I will learn more, maybe I will do, design my own patterns…If I have a machine, I would advertise my gowns to other people. In our society people like to make societies, others they like to do weddings. So I will design the uniform for the children from school, I can organise with the principal from the school to do the uniform."*(Lucy, 34 year old participant).
>
> *"But I'm having a problem with those that don't have machines because you know if you don't have money, you don't have a start-up and then it's a problem - you have*

the skill but no start-up. So I don't know what we can do about that. That when a student finishes the course and then maybe she gets money to buy the machine or maybe somebody can donate a machine for those who don't have. There are other people, you find they are very serious, they attend every day, you see this person is very serious but at the end of the course she doesn't have a machine. But you can see she is doing everything nicely, his work is very beautiful but because she has nothing then she is back to square one. She is having the certificate inside the house but no job. Nothing…Ya they can't use their skills because they don't have their machine. And that is a big problem… If you can stay 3 months not using the machine then it's going to be a problem for you. You are going to forget everything." (Miriam, 42 year old participant and facilitator).

Although a challenge not directly linked to the project, the issue of machinery was pervasive enough to deserve attention. This lack must be defined as a lack of personal sewing machines, as the project had sufficient machines for all of the participants throughout the project and this was not a problem. This deficiency in their physical capital is holding them back from improving their livelihood strategies (de Haan, 2012; Mazibuko, 2013; Pederson & Peterson, 2010). Although literature has been positive in displaying the potential that skills development projects have in bringing the poor into the economy, this theme suggests that there is no simple solution. The participants position themselves as lacking the financial and physical capital they so desperately need. It has been demonstrated that for those who have no or limited access to sewing machines (physical capital), their efforts to improve their financial capital are thwarted. The opposite is also true: because of a deficit in financial capital, the participants are not able to invest in the physical capital they need in order to start their businesses. This is indicative of a never ending depravation cycle. Despite these challenge, the participants remain positive. However many of them are waiting on a learnership which may be what is giving them hope for the future. If the learnership does not come through and unemployment persists, the participants may begin to feel less positively about the project and skills development in general.

4.5.2.2 Electricity problems

One challenge was mentioned by every participant: lack of electricity. The project took place at the Viva Centre which does not have access to electricity. They therefore had to use a generator. When the generator would run out of diesel, the classes were delayed until more diesel was brought. This proved disruptive and resulted in the project's extension. Phillip, the

general manager at Viva, explained that Hope Training and Development was given access to Viva's generator to run the project, and that Hope Training and Development was only expected to pay for the diesel. All of the participants except for Vusi and Sarah echoed the problems that the generator caused.

The most obvious result of the generator problem was a slowing down in work progress. The participants explained that when the diesel (they referred to diesel as petrol) ran out, they had to stop sewing and the facilitators would have to find something else to keep them busy. They may already have covered the theory, but if they could not sew they would have to go back to reading the manual, learning more about the theory or cutting patterns. Sometimes they were forced to simply sit around and wait, often losing a whole day of sewing. Miriam explains that when the diesel would run out, they had to phone someone from Viva for help. This would cause a delay as the problem had to be confirmed first and then a plan to get more diesel took time, often a day.

The electricity issues are evidenced by the following quotes:

> *"You see Viva doesn't have electricity. That was our big problem. Because most of the time, we were busy, we were using a generator, and then sometimes the generator, the petrol just...what can I say...you find the petrol is finished in the generator. And then Leon is not there so we have to phone him, letting him know that petrol is finished, make a plan. Maybe we phone him by 10, he says no he's coming later or tomorrow. So for the whole day, most of the time that was our problem. The petrol. Maybe if they can organise to find electricity at that place. It's very nice that place, but the problem is there is no electricity. Sometimes in a week you find we work 4 days, 3 days, 2.5 days. And when there is no petrol, we have to do something. If we have to cut patterns or something so the students don't get bored and want to go home. So we keep them busy with something. But when there is time to stitch, we have to just go stitching, but when there is no petrol there is nothing we can do. We have to find something to do so we can keep them busy."* (Miriam, 42 year old participant and facilitator).
>
> *"The problem is the generator because there was no electricity there…We need electricity."* (Busi, 28 year old participant).
>
> *"Sometimes we just came and do nothing or learn from the books they give us at first…or cut or sometimes we just sit here doing nothing because there were no petrol*

> *or the petrol came late, after lunch, and we can't start working after lunch. It's very difficult, when we came in the morning and doing nothing you see." On how the problem could be solved: "Ooohh I really don't know because here they said they tried to find the electricity but it keeps on stealing the cable and they tried over and over again and that's why they think the generator is best for them. And yeah that's the situation."* (Mina, 28 year old participant).

All of the parties involved in this project acknowledge the electricity problem and tried to do what they could to manage it. This theme highlights the struggles faced by the South African public in terms of government service delivery. Patel (2012) explained how a lack of service delivery is one of the leading causes of unrest in the country and how services have remained largely urbanised. The effect of this is demonstrated by the challenges faced by this project. With development in South Africa focusing on correcting the wrongs of the past, a large portion of the country such as Mamelodi and more specifically the Lusaka area, where the Viva Centre is located, still remain excluded. Government has committed to providing services for those previously excluded by Apartheid but these services are still lacking. Phillip explains their struggle with getting the municipality to provide the area with electricity and suggests that solar power may be the ideal way forward at some point. This speaks to Patel's (2012) concern that government lacks the capacity it needs to deliver on development social welfare goals. Projects such as this are then negatively affected and are unable to deliver the quality of education that they wish to provide.

In light of the SLF, this challenge speaks to the deficit of physical capital from the supply-side; that is, from Hope Training and Development and Viva (de Haan, 2012; Mazibuko, 2013; Pederson & Peterson, 2010). The project was affected by external factors that it could not control. The municipality is still to provide electricity to the area and no amount of financial capital would have helped solve the problem. This deficit in physical capital had the potential to threaten the human capital of the participants, but Hope Training and Development ensured this was not the case. Rejoice agreed to lengthen the course in order to make up for time lost during training and ensure that all knowledge was effectively passed on.

4.5.3 Proposed solutions

The third objective of this study was to elicit the opinions of the participants on how the skills development project could be strengthened. The solutions were offered in response to the challenges identified. The three major problems identified by the participants have been discussed above: lack of employment opportunities, no machinery and electricity problems. The proposed solutions to these challenges can be grouped into two main sub-themes: better electricity supply and the SETA learnership, both to be discussed next.

4.5.3.1 Better electricity supply

Due to the disruptions in the running of the project caused by the lack of electricity, this was one of the main solutions offered by most of the participants. Solutions suggested for the electricity problem included potentially moving the project to a location where electricity would not be a problem or trying to arrange with the municipality to organise electricity access for that area. A fairly simple problem but one which affected the entire project. A possible solution that no one mentioned but that could be looked at would be to have stores of diesel kept on site, so that when it ran out it could be topped up immediately.

In discussing how Rejoice would improve the sewing project if she could, she responded:

> *"Man, if I had funds, I would have made sure that Viva has electricity. Secondly, that the learners don't struggle with transport or food, and we would have given them stipends, given them money and the course would have been longer, it would have been like a learnership. And I would have, ya I think those are the only things I would have done, because we have covered everything during the course."* (Rejoice, key informant).

Other participants proposed their solution to the electricity problem:

> *"If we have our own electricity and our own place, for us only. That would be nice"* (Grace, 19 year old participant).

> *"Ooohh I really don't because here they said they tried to find the electricity but it keeps on stealing the cable and they tried over and over again and that's why they think the generator is best for them. And yeah that's the situation ya."* (Mina, 28 year old participant, explaining how difficult the problem was to solve).

This solution is once again affected by service delivery and government's inability to effectively create an environment for all South Africans where they are empowered to develop (Patel, 2012). Skills development providers are only able to provide a service as good as their resources will allow.

In light of the SLF (de Haan, 2012; Mazibuko, 2013; Pederson & Peterson, 2010), participants determined that an improvement in the physical capital of Hope Training and Development and the Viva Foundation would have led to an improvement in their experiences. This further demonstrates how individual and institutional assets are linked. The project was able to reach completion despite this challenge thanks so the input from Rejoice and the project facilitators. However this may not always be the case. It is not always possible to find a new location for projects. As Bhorat and Oosthuizen (2007) explain, many South Africans are left disconnected from economic hubs. This has an effect on projects too, as they are located close to the need in communities and are therefore often also isolated from the services they need to function effectively.

This challenge presented a simple solution according to the participants. However, the real partners in this solution are government and the municipality and their capacity to deliver, which are issues that have already been discussed in the previous theme. One of the ways that this problem could be solved is through the SETA learnership. The learnership will not be held at the Viva Foundation and will have improved infrastructure and thus be more effective in delivering the skills the participants are interested in learning.

4.5.3.2 SETA and the learnership

The SETA learnership would provide the participants with another opportunity to improve their chances at finding employment. It would mean attending classes for a year, for which they will be paid a stipend and receive further credits towards their qualification. It would open them up to more experience and training and could supplement what they have already learnt. Every participant expressed their desire to take part in a SETA learnership. The key informants confirm that it is something being worked towards and something the participants were told about. The learnership was presented by the participants as a solution to all of the challenges the sewing problem was faced with. The SETA learnership is perceived by the participants as holding the key to improved skills and therefore improved employment opportunities.

The majority of the participants explained that they want the learnership as it will further their skill set. They will be able to make wedding garments, full suits and matric dance dresses amongst other skills. Many of the participants are hopeful that the learnership will go a step further than the Hope Training and Development project in helping them find a job. Vusi feels that the project has done little to change her life but that the learnership will really make a difference; it will make her a "professional". The participants are not the only ones who feel the learnership will be important. Miriam is hopeful that the learnership will really improve the chances that the participants have of finding a job and using their skills effectively. The stipend will encourage them to save money towards machines and other needs.

What this illustrates is that although the Hope Training and Development project was helpful in providing skills training and showing the participants what they are able to do, further training and experience will increase their chances of employment. This will be accomplished either through the earning of a stipend which can be used to buy a machine or through gaining a better qualification which will improve their employability. This is supported by the following extracts:

> *"…the period of time. It wasn't enough for us, because the skills we have, it's not much. The knowledge we have is not enough to get a job. Because they need maybe professional people, you know? And we are not that professional. We still learning. We still have mistakes which they don't want. They need perfect people."* (Vusi, 35 year old participant, explaining why they need more time and the learnership)

> *"We just hoping and praying maybe if Hope can get a learnership, at least for a year…Now they have learned for three months it's a short period, and they didn't learn everything what they wanted to do. And then now somebody came, she want a suit, and then they don't know how to make a suit. They can make a trouser, they can make a jacket, and it is difficult…That is why they are willing because maybe if Hope can get a learnership at least for one year so that they continue going to school and then they can open their own businesses. And then maybe hire some people to come and work so that we don't suffer anymore. Because if you are not working, you see, you are sitting at home you are earning nothing. Just waiting for that letter that you get from grant, and then it's making nothing. But if you have a skill, and then you use a skill you stitch you do everything."* (Miriam, 42 year old participant and facilitator).

> *"Okay, now the learnership will help them to achieve a qualification. The qualification consisted of 120 credits, you see? Instead of 45 credits that we gave them for the 4 months. The learnership is for the whole year, they will be attending for the whole year. It is very intensive. Doing designing now, even designing matric dance dresses, or designing wedding dresses. And extra things that the learners have designed, will then help them to manufacture those according to their designing. It's like a designing school…where they will be given a stipend."* (Rejoice, key informant).

This theme highlights how SETA and the learnership programmes operate. It is possible that without the learnership, the participants would position themselves more negatively in terms of the project's success. The researcher was given the sense during the interviews that hope was being placed on this learnership, especially for those who do not yet have a machine. The learnership will also be able to absorb a larger number of participants – where the Hope Training and Development Project took only thirty participants, the learnership could accommodate ninety.

The 45 credits that the participants received upon course completion ties in with the goals of SETA: to ensure that all training adheres to standards set out by the NQF (Kraak, 2008; Turner et al, 2013). Something that the literature speaks to and what was echoed in some of the interviews is the lack of experience gained thus far. The NQF qualifications do not fully prepare participants for the work force and so soft-skills should be included in training. These would include life skills, communication skills and how to market oneself (FP&M SETA, 2014). Although both Phillip and Rejoice indicated that the students were taught a little on how to market themselves, there is a need for further business skills

The aim of learnerships is to combine both theory and practical work, giving the participants a holistic understanding of their job (Potgieter, 2003). This was highlighted throughout the interviews and demonstrates the need that the participants feel they have for this combined teaching. If the project stops where it is, the participants will have lost out on valuable experience and skills that are meant to be made available to them through the learnership programmes.

When considered within the constraints of the SLF, the SETA learnership may help improve the deficits in all of the capital assets of the participants. Not only will it lead to an increase in financial assets due to the stipend, but that in turn will help them to build their physical assets

too. Their social and human assets will be fed into by the knowledge and experience they are being given, as well as by exposing them to the workforce and the social networks that form from there. An improvement in natural assets may occur through increased access to financial assets and therefore the potential to buy land (de Haan, 2012; Mazibuko, 2013; Pederson & Peterson, 2010).

4.6 CONCLUSION

The thematic analysis undertaken has served to highlight the complexities that exist within a skills development project such as the Hope Training and Development project. Results tend to support the literature that skills development is an important empowerment tool and is understood as a tool for tackling poverty – an effective hand-up. However, the participants' current employment status indicates that a gap exists between project completion and employment, which, if not addressed, may result in a project that has effected little change. Skills development projects may be successful in equipping the participants with a marketable and valuable skill, however these skills need to be supplemented by learnership programmes which will ensure professionalisation, increased qualifications and improved experience, all of which combine to improve employability of the participants. The Hope Training and Development sewing project has been successful in increasing the human and social capital of the majority of the participants however a lack of expressed change has been seen in other assets thus far. This speaks to the importance that the type of learning and experience learnerships provide is for participants. If the learnership is made available and participants attend, there is the potential for an improvement in livelihood strategies. Despite the focus on the learnership and the challenges faced by the project, all of the participants interviewed position themselves as being better in one or more ways since completing the sewing project. The participants, along with the key informants, are hopeful about the change that this project has the potential to make.

CHAPTER 5

MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study sought to explore the perceptions of the participants in the Hope Training and Development sewing project, about the impact of the project and challenges faced. The growing support for skills development projects as a pathway out of poverty presented the opportunity for a study such as this to be carried out. This, along with concerns surrounding the capacity of the South African government to provide the social services that the poor need, gives the study relevance to the current development debate. Ten participants of the sewing project were interviewed using a semi-structured interview schedule to elicit responses regarding the project and its perceived impact. This was followed by thematic analysis which drew out the main themes arising from the interviews. These themes were then discussed according to the literature and examined and the SLF. The main findings of the study are discussed in the following section with reference to the main research question, aims and objectives. Finally the implications for future research are highlighted.

5.2 AIMS AND OBJECTIVES OF THE STUDY

This study aimed to explore the perceptions of participants within the Hope Training and Development sewing project. In order to achieve this aim, the following objectives were formulated:

i) To elicit the opinions of participants on the perceived impact of the skills development project;

ii) To explore the participants' perceived challenges of the skills development project;

iii) To elicit opinions of participants on how the skills development project can be strengthened.

5.3 SUMMARY OF MAIN FINDINGS

5.3.1 The Perceived Impact of the sewing project

The positioning of the participants on the perceived impact of the sewing project was mainly positive. Their responses support the argument that skills development is an important developmental tool which encourages participation in the economy (Bhorat & Oosthuizen, 2007; Greyling, 2001; Sparreboom, 2004; Strydom, 2005; Turok, 2010; White, 2005). The motivation for employment persists amongst concerns that a 'hand-out' mentality exists amongst many of the unemployed. The positive responses of the participants suggests that skills development may not simply be supply-driven by government and training providers but also demand-driven, where the unemployed are interested in gaining or improving their skills (Sparreboom, 2004). Both the literature reviewed and the perceptions of the participants indicate the strong correlation between skills development and economic empowerment. Value is placed on skills development because of the potential it is perceived to have in bringing participants into the economy by providing jobs. It allows participants to the freedom of providing for themselves which encourages feelings of pride and satisfaction over the alternative of received a hand out or grant. The struggles that are addressed in the development literature such as poor service delivery, disconnection from economic hubs, lack of adequate skills and the high unemployment rate are all issues echoed by the participants, suggesting that these still need more attention from government and development practitioners (Bhorat & Oosthuizen, 2007; Mensah & Benedict, 2009; Patel, 2012; Surrender et al, 2010). Along with this is the fact that empowerment, a core principle to not only NSDS III but also social development in South Africa can be improved through quality education and training (Mensah & Benedict, 2009). The positive attitude of the participants in reference to the impact the project has had hints at the fact that they feel more empowered to find a job and improve their livelihood strategies. However, until this empowerment is able to be exercised in the job market, it remains limited.

In light of the SLF, the perceived impact of the project according to the participants has failed to impact many of their livelihood assets. The most notable success is the increase in human capital (de Haan, 2012; Mazibuko, 2013; Pederson & Peterson, 2010). This has been achieved through the successful implementation of the sewing skills project, providing the participant with new skills and knowledge as well as the hope that SETA learnership will further increase this asset. Unfortunately the major motivator for becoming involved in the

project has failed to come to light: employment. The participants' financial capital remains largely unaffected and may remain this way until employment opportunities are realised.

5.3.2 The Challenges of the sewing project

The problems with electricity supply was the overwhelming challenge identified by the majority of the participants. The sewing project relied on the use of Viva's generator which would often run out of petrol and cause delays in work progress. This highlights the poor infrastructure which projects such as this one have to deal with. Patel's (2012) concerns about government capacity are echoed by this finding, as failure on the part of government to deliver infrastructural developments to Mamelodi have resulted in a lack of electricity and other basic services. Considered in terms of the SLF, the lack of physical capital on behalf of Viva had an impact on the functioning of the project. The project has as yet not resulted in an improvement in this regard.

5.3.3 Employment Difficulties

The majority of the participants have failed to find a job since the completion of the project. The few who are earning an income managed to do so through their access to physical capital; that is, a sewing machine. The reasons given for not yet finding employment included: not having any transport to job search, not having enough experience or knowledge yet and lack of access to a sewing machine. Not directly as a result of the functioning of the project, this is one of the major challenges facing the participants since project completion. The SLF is useful in demonstrating how the different assets affect the livelihood strategies of the participants. An increase in human capital does not necessarily mean an increase in the other capital assets (de Haan, 2012; Mazibuko, 2013; Pederson & Peterson, 2010). The participants are still experiencing a deficit in financial capital due to unemployment. Their lack of physical capital in the form of a sewing machine further exacerbates the situation. If this increase in human capital fails to lead to an increase in the financial or physical capital of the participants, this could result in skills development being perceived as redundant and unhelpful. This supports the argument of the SLF and studies by Palmer (2007) that education with and training without an enabling environment can do very little bring people out of poverty.

5.3.3 The learnership: A proposed solution

SETA was mentioned by the majority of the participants as well as the key informants. Hope Training and Development is accredited with SETA which means they have access to financial support as well as learnership opportunities. The participants are currently hopeful that the learnership through SETA could bridge the gap in training and experience that a short course such as the Hope Training and Development project provides. The learnership will function more formally according to SETA's regulations and in line with the FP&M SETA's outlines. This may help to connect participants with others who may wish to form a cooperative or it may allow participants to save towards buying their own machines while gaining valuable skills and experience. The expressed need for the learnership is supported by literature which explains the importance of linking work place experience with soft skills and technical training (FP&M SETA, 2014; DHET, 2012). Without the learnership, the concern is that the participants will not be supported in their employment seeking and will remain in their current position. In light of the SLF, this speaks to the importance of acknowledging the external pressures and policies, such as SETA, within which livelihood strategies are constructed. An increase in any capital asset may not result in tangible change for the participants if they are not part of an enabling environment as evidenced by de Haan, 2012, Mazibuko, 2013 and Pederson and Peterson, 2010.

5.4 CONCLUSIONS

5.4.1 The perceived impact of the sewing project: The study revealed that skills development projects such the Hope Training and Development project are perceived as having the potential to change both an individual as well as the community's livelihood. The challenges that have been faced by the participants have failed to negatively affect the value they place on the sewing project and its impact. Skills development is perceived as having the potential to empower the participants economically as well as socially.

5.4.2 Perceived challenges of the project: The study revealed that the project faced very few challenges and was able to deal as efficiently as possible as they were presented. Where electricity became a problem, facilitators did their utmost to keep the participants busy but it did result in the extension of the course. Lack of machinery was another major challenge which is perceived by the participants as holding them back from employment and self-employment opportunities. The project was successful in improving the human

capital of all the participants but this has failed to bring about much improvement in the other capital assets.

5.4.3 Proposed solutions to the challenges: The study revealed that participants felt that SETA learnership could lead to improved employment opportunities. This may be the solution to all of the challenges the participants face, as it will further equip the participants with the skills and experience they need to achieve their desired livelihood.

5.5 RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations can be made:

5.5.1 For Social Development

It is recommended that skills development providers be encouraged to bring projects to the communities as there is an expressed need for more of them. Skills should vary across interests and include practical talents for both men, women and youth. This may help to address idleness and criminality within the community as well as help tackle unemployment. Government's responsibility to create an enabled environment has been highlighted and care needs to be taken to ensure that skills development projects are aligned with the needs of the labour market.

Social workers can add value to these projects by ensuring that participants are impacted holistically. Care can be taken to assess the home and social situation and challenges of the participants and provide support accordingly. Participants can be given access to counselling and life coaching in order to help them cope with the pressures of unemployment. Social workers can also play an informative role about what government is able to do to support them and how they can better support themselves.

Centres such as Viva or new centres provided by the Department of Social Development should consider providing the space and infrastructure needed for the participants to practice and use their skills. If there were permanent facilities available which the participants could use, this may encourage self-employment and promote productivity.

5.5.2 For Hope Training and Development and other skills training providers

It is recommended that follow up with SETA is performed to ensure the participants are placed within a learnership programme as timeously as possible. Skills training providers and SETA should acknowledge the importance of furthering these skill sets in all projects to increase employability. Furthermore, it is recommended that projects such as this equip participants with basic life, business and communication skills in order to assist them in marketing themselves and their business. These skills will further empower the participants to make a success of their endeavours. Learning how to save money, the best ways to advertise and how to promote their businesses will further improve the potential that these skills will lead to real change. This should also be supplemented by informing participants of nearby factories or industries where their skills may be needed in order to support their job search.

5.5.3 For policy makers

Skills development policy needs to be sensitive to ways in which a person's sustainable livelihood affects their access to and ability to utilise their skills. It is not sufficient for learnerships to be recommended – they need to be a priority for skills development providers. Policy makers need to ensure that what is said on paper is being effective on the ground; participants need to be aware of the structures which are in place to support them once they have succeeded in a skills development project. Care must be taken to develop and implement policy which supports those affected by unemployment and poverty while promoting empowerment and a space for economic development. Policy which creates an absorptive labour market and promotes economic development alongside social development will go a long way in empowering South Africans to tackle poverty and unemployment.

5.5.4 For future research

To enhance our understanding of the potential that skills development has to impact change on both an individual and community level, further investigations of a qualitative nature are required. Case studies such as this one may be applied in order to illustrate the functioning of these projects on the ground, taking the literature on the subject from a theoretical level to a more practical one.

5.6 CONCLUDING REMARKS

South Africa continues to be faced with major employment challenges. Poverty and unemployment are rife and questions are being asked about government's role in addressing the employment problem. In a culture of social grants and hand-outs, it is also questioned whether more needs to be done to bring the excluded into the economy. This study confirmed the necessity for skills development and how greatly it is valued by the participants. It demonstrated how willing participants are to find work and contribute to the economy**.** This supports the idea that projects such as this which are a form of hand-up, may be the preferred route out of poverty for South Africans such as the participants. However it also confirmed the challenges that many of the unemployed are faced with in their job search. During the process of exploring the perceptions of the participants of the sewing project, the researcher became aware of some of the weaknesses this project is faced with. Ensuring that participants are placed within a SETA learnership programme once the Hope Training and Development project has been completed may be the solution to these struggles. SETA will provide the participants with increased skills, a stipend and further qualifications which may contribute positively to their job search. This confirms the reason for SETA implementing learnership programmes as a way to enhance employment opportunities. This study has contributed to skills development literature in South Africa by highlighting how projects are being experienced on the ground and the practical challenges still being faced by participants. It has also highlighted the sense of hope that these projects may instil, not just fort the individual but for the community as a whole.

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APPENDIX A: Participant Information Sheet

Good day,

My name is Bronwyn Smith and I am a post-graduate student registered for the degree MA in Social Development at the University of the Witwatersrand. As part of the requirements for the degree, I am conducting research into the experiences of people living in Mamelodi who are involved with the Hope Training and Development sewing project. It is hoped that this study will improve development practitioners understanding of how skills development projects have the potential to empower participants. I therefore wish to invite you to participate in my study. Your participation is entirely voluntary and refusal to participate will not be held against you in any way. If you agree to take part, I shall arrange to interview you at a time and place that is suitable for you. The interview will last approximately 45-60 minutes. You may withdraw from the study at any time and you may also refuse to answer any of my questions that you feel uncomfortable answering and this will not have any negative consequences.

With your permission, the interview will be tape-recorded. No one other than my supervisor will have access to the tapes. The taped interviews will be kept in a locked cabinet for two years following any publications or for six years if no publications emanate from this study. Please be assured that your name and personal details will be kept confidential and no identifying information will be included in the final research report.

Should any issues addressed in the interview make you uncomfortable and you feel the need for debriefing following the interview, I have arranged for this service to be provided free of charge by Meleney Kriel. To make an appointment, she may be contacted at 079 635 2964. Alternatively, a LifeLine counsellor will be at Viva every Wednesday for you to make an appointment with.

Please contact me on 072 246 2286 or my supervisor, Ajwang Warria on 011 717 4482 if you have any questions regarding the study. We shall answer all your questions to the best of our ability. Thank you for taking the time to consider participating in the study.

Yours Sincerely,

Bronwyn Smith

MA (Social Development) Student

APPENDIX B: Consent forms for participation in the study

Consent for participation in the study

I hereby give my consent to participate in the research project. The purpose and procedures of the study have been explained to me. I understand my participation is voluntary and that I may refuse to answer any particular items or withdraw from the study at any time without any negative consequences. I understand that my response will be kept confidential.

Name of participant: _____

Date: _____

Signature: _____

APPENDIX C: Consent form to be audio-taped

Consent form for audio-taping:

I hereby consent to tape-recording of the interview. I understand that my confidentiality will be maintained at all times and that the tapes will be destroyed two years after any publications arising from this study or six years after the completion of this study if there are no publications.

Name of participant: _____

Date: _____

Signature: _____

APPENDIX D: Interview schedule – Participants

1. **Demographic:**

Pseudonym	
Age	
Gender	

2. **Exploration:**

2.1. Can you please tell me about how you became involved with this Viva Skills development project

- How long have you been involved? How easy was it for you to become involved? Can you tell me why you decided to become involved?

2.2. Tell me about your involvement in the project

- What is it that you do? What new skills have you been taught? How have you been able to use your skills?

2.3. Tell me how becoming involved in this skills project has impacted your life

- How has being involved in this project impacted you financially (employment?); emotionally (gained confidence, self-esteem, social support)
- How would you say this project has impacted on the rest of the people involved in the project with you?

2.4. Tell me about some of the challenges you think the project has been faced with

- Do you think there is adequate: support, funding, resources, employment opportunities? What about the appropriateness of skills and level of decision making, participation and consultation?

2.5. Tell me how you think the challenges mentioned previously can be resolved?

- Remind participant of any challenges mentioned in 2.5.

2.6. Tell me how you think social development practitioners can improve development projects in your community?

Is there anything that you would like to add that I have not already asked?

Thank you for your time.

APPENDIX E: Interview schedule – Key informants

1. Demographic:

Pseudonym	
Age	
Position in organisation	

2. Exploration:

2.1 Tell me about your involvement in the project

- How long have you been involved?
- Reason for being involved in this project?
- What are your roles and responsibilities?
- Who is in charge of the running of the projects?

2.2 Can you tell me why the Hope Training and Development sewing project was started?

- What are the goals of the project?
- What are the aims and expected impact of the project – community or individual based?

2.3 Can you tell me who the sewing project is aimed at?

- Why is this the target population?
- Selection of target population?

2.4 How do you think the goals of the sewing project are aligned with social development targets and goals in South Africa?

2.5 Tell me about some of the challenges you think the sewing project has been faced with:

- Have you been challenged with support, funding or resources? What do you think of the appropriateness of skills, level of decision making and employment opportunities available?

2.6 How have you been able to resolve these challenges?

- Remind participant of challenges mentioned in 2.6.

2.7 How have you been able to assess the impact the skills development project has had on its participants?

- Have you noticed a change? How is assessment carried out and how often? Is change apparent in community members outside of the project?

2.8 If you had your way and resources were not a consideration, what would this project look like in the 'ideal' world?

Is there anything that you would like to add that I have not already asked?

Thank you for your time.

APPENDIX F: Permission letter – The Viva Foundation

The Viva Foundation of South Africa
Postnet Suite 274
Private Bag X 844
Silverton
0127

Viva Village
Moshumi Street, Alaska Township
Mamelodi East 0122

Cell +27 (0)78 564 1711
Fax: +27 (0) 86 637 7432
Email: jared@viva-sa.co.za

19th June 2014

To whom it may concern,

This letter serves as confirmation that The Viva Foundation of South Africa grants Bronwyn Smith permission to conduct her MA research project at Viva Village, including the participation of staff involved at the facility.

Should you have any further questions, please do not hesitate to contact me as per contact details above.

Kind Regards

Jared Burchell
General Manager
The Viva Foundation of South Africa

APPENDIX G: Permission letter – Hope Training and Development



ETQA ID: 754 SAQA NO : 398 Accreditation NO :FPM-HTCpa111125
Address: 302 George Hood Avenue, Eersterust, 0022Contact person: Joyce Isaacs, tel: 012 806 8087, cell: 082 457 7687
email: hopetrainingjoyce@yahoo.com

Date: 05/08/2014

To Whom it May Concern

The above company gives Bronwyn Smith permission to conduct a research for Clothing Manufacturing Process project conducted at Viva Foundation (Mamelodi).

Yours Faithfully
Joyce Isaacs (Managing Director)

APPENDIX H: Ethical clearance certificate

Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R14/49 Smith

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER H14/08/16**
PROJECT TITLE	Hand-outs vs hand-ups: A case study exploring the perceptions of the participants on the impact of a sewing project
INVESTIGATOR(S)	Ms BJ Smith
SCHOOL/DEPARTMENT	Humanities: Human and Community Development/Social Work
DATE CONSIDERED	22 August 2014
DECISION OF THE COMMITTEE	Approved Unconditionally
EXPIRY DATE	21/09/2016

DATE 22/09/2014 **CHAIRPERSON** E.M. Taku
pp (Professor T Milani)

cc: Supervisor : Dr A Warria

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10000, 10th Floor, Senate House, University.

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee. **I agree to completion of a yearly progress report.**

BJ Smith
Signature

23 / 08 / 2014
Date

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

APPENDIX I: Transcribed Interview – Participant

ANDREW

Participant (P): Ya...it's all about the Hope project?

Researcher (R): Yes.

P: Okay. Ya but for me, Hope it was very good for me. Just because I learn something different. That's because they were just giving us free study for learning how to sew clothes and now I have already made a shirt for myself, a trouser, see? Also, a tunic. And now I know with myself, if I will just try to make it myself it will be difficult but now I made it an I think I still can make some other things. My only problem now we have learned that and you know, we now don't have any background, something to help us to get that machine, you see? If I can get a job, somewhere, or if they, if that Hope project I don't know if they can have something to help us. Like a market? All the people who are training, after they are training they can maybe give them some jobs or what because now you know in South Africa, there's a lot of people who are looking for a job. If you are looking for a job, you can apply at different places, even me on my emails, they send me some emails for where they want people and what what but if they say they want people, they only want 30 people. If you apply, they've already taken the job. You see?

R: Ya they go so quickly.

P: Ya they go too quickly.

R: Okay well let me. I think we'll come back to these issues. Tell me a little bit about how you became involved in Hope? How did you start at the project?

P: Okay...me...they asked another lady, please can you just tell those people in that area, that we want people who can train there, about that, right? They came at my place and they were actually not telling me, they were telling my young sisters, you know? And they were not interested, but me at the same time I just say, I ask them the questions and how long it will take because now I am a father so I can't take something to train for a long time just because. There are some kids I have to look after you see? And they told me about 3 months, no I talk with my wife and say no man let me just take that, I think this thing can be another...if I learn that skills maybe I can get a job and make myself something, some other income with that

and if I'll be good, maybe I can make my own business. You see? Starting by sewing different clothes, maybe for societies or some other groups, like the t-shirts or that what. Ya that's what I think about.

R: And why weren't your sisters interested? Why didn't they want to participate?

P: Well...what I know, to be fair, maybe, many South Africans they are blacks, they are not so interested in education, in learning some other skills. They just want to see the money, how they going to get that money. If they can say they'll give you a job and money, that's what they're interested in. Not the educations and what what. You, I think, even if I'm older, you know I'm 36 now, ya but I take it. But they're still 20-something but they think they're too old for further education. Ya.

R: Okay, so are they busy studying or working now?

P: No, they are doing nothing. Ya.

R: Okay. But they would prefer someone to say here's a job rather than let's teach you?

P: Ya. You know mw, now I like to, I actually, I don't know what kind of a person I am, but I like to learn. You know I was learning to cook, as a chef, I have been a chef at Limpopo. As from 2004...ya. Working as a chef, cooking, you see? Different skills of cooking the pies, the different meals.

R: Did you train for that or did you know how?

P: No they just trained me at the place. They say they want someone who wants to learn, who wants to go further, and I take it. Even if I was earning less money, even if I get less money but I get an experience in something. That's what...

R: And how long did you work there?

P: I worked there for 3 years...then I came that side and worked other places.

R: So who came to tell you about Hope?

P: No, there was another lady. I didn't notice her name, that one...she know about Viva, but I don't know how. But they just phoned and told her to please tell people in the area about that.

R: So how long was the project?

P: 5 days a week, took only 3 months.

R: And what did they tell you would do?

P: That they offer you that skill you see? Others they just promise now, they ask those people from SETA, ya some other people from SETA, I don't know that SETA maybe they sponsor them with some other stuff and we ask them if we can take that project, if they can offer us another project for next year, for the whole year. Just to learn to design ourselves clothes. Like making the wedding dresses, many different suits, two pieces, stuff like that. Good designing different things, skills like that. That's what we have asked them. And they promised - and those people from Viva and they give us the papers, and we tell them and say maybe from next year or what, maybe early next year or this year before the end they can call us and tell us if this thing has been confirmed or what.

R: With SETA?

P: Yes with SETA.

R: So when you started they said they will be teaching you skills to sew and design and make different clothes (ya), and then they will put you together with SETA to make you make clothes for...

P: No no no...When they start, there was nothing about SETA. They are only the people that will give us that certificate, who will certify, those people who have learned that.

R: Was there a registration or how easy was it to become involved?

P: Oh there was no registration, we were not paying anything. To be honest, we were not paying anything, we didn't pay anything.

R: Okay and did they say you had to be a certain age or what did they tell you had to be to come?

P: About the ages, they were telling us about the age, when we were already started. Because that time when we were starting they were just calling people who were interested and were jumping. After that they told us they were actually not taking anyone above 35. You see? But they were already in and they know I'm serious, and they just let me know that they let me go on with that.

R: So what made you decide that you wanted to come to the Hope sewing?

P: As I have already said, I like to learn, I like to have some different skills. I think one of the skills some other time when I get the money or what, I can make my own business. I can try something to make myself, for my income.

R: So one day you hope to be able to use your skills to have your own business?

P: Ya that's what I want.

R: And then, can you tell me a bit more about the actual programme? What you've been saying, they taught you to sew and to design and do the design, so what were all the different skills that you learnt that you didn't know before?

P: Okay, to start. You know that we were starting, those people when they teach us, they start about the theory, that theory they were opening up our eyes about what is all about the sewing because you have to learn and maybe if you want to design something you have to get some books, books or what do you call it...that one for designing? (Patterns?) Yes you have to get firstly get the patterns to design clothes you see? It was something, it's like a map of the clothes, everything starts with a map before you make it, you see? After you learn from that, then if you learn from that pattern, you can make your own clothes. I think with a pattern I can make even different things, something people didn't think a man can make that for himself, if I can get this patterns. I will be good with that.

R: So you did your theory and they taught you about patterns and then what happened?

P: After that, they just bring us the materials, and then you have to cut your own material according to the pattern, ya. And after that how to sew it and the sewing, you have to know that thing of you want to get it right you have to know the different, you have to make, maybe, the centimetres and you have to make the 1.5cm, you have to get it alright. If you make a mistake then with that 1.5cm you know you can just turn it alright but if you just make it just close to the .5cm, it will be too small and then if you make a mistake then you can't turn it right. Some other stuff like that. What can make it to come so right and then you have to think.

R: Was it very difficult or easy to learn?

P: For myself, it was not so difficult.

R: And did you enjoy the process of learning?

P: Ya I've been enjoying it. I used to come every day, I didn't give them a tough case. They know I am that guy, I am not so difficult. What I'm doing, I'm being serious about what I'm doing.

R: And what did you make first?

P: I made the tight skirt,

R: Okay and did you make it for your wife?

P: Ya (laughs)

R: And is she wearing it now?

P: Ya she is wearing it!

R: And then after that?

P: After that I make a trouser,

R: The trouser, okay. And you also made the tunics? For the children?

P: Yes it was for the children but that tunic, I just made it because now it's not for my kid, that one I just make it for the size of my kid but they don't use it at their school. That one I just made it with another material, they're giving us, if they say we're going to make a tunic, they'll give you only the same material. IF you going to make it with the orange material then they going to give you only that material. That kind they don't use it, but only make happy, I can also make a tunic for my kids or for someone.

R: And how did they teach you? How many teachers were there and how did it work?

P: There were only 2.

R: And they were both involved?

P: Yes, they were both. And you know, they were just together, they were working together. If someone had a difficult thing, they would ask the other one to please help. What can you do, when this thing is like that, they were giving everyone support.

R: Okay so you've said so far, just to make sure I understand, that you came and they gave you the skills to read the patterns and to know how to cut the material, how to size the material, and then you made the skirt and the trousers and the tunic. How else have you been

able to use your skills? Have there been any other times where you've been able to use what you've learnt here?

P: Ya...I think I can use it. Ya especially, maybe if I can make my, if I can get a machine then I can use it at home, I can just make a small business at my place. You see, like maybe if somebody, they have a big trouser or what, then I can tell them no if you want to shorten the trouser or make what, I can just come and bring it to me and I can make it. I can cut it and make it small or big. Ya that's what I think I can make it for now.

R: And do you think, because you mentioned that you used to be the chef and that you used to do some driving, do you think these skills are important to your life? Do you think they are useful? Or are there other skills you would rather learn?

P: Okay, to be a chef, I like that job. But now only I've got one problem, I've got the sinus. I can't handle too much heat for now. That's what made me, what kicked me out. So it's also my skills to be a chef. I like it.

R: And do you think you would enjoy the sewing as much as being a chef?

P: Ya, I think so.

R: So now, can you tell me a little bit, how has the Hope sewing changed your life?

P: Ya, they change it. Just because I was with my family on Saturday, my family my relatives, I show them all the things, I just give them and say look at that. Everyone was so surprised, how a man can make himself these things. Many people don't know that you can sew a shirt just like that. That shirt, you just see, it's that guy who sew it, because it don't have a label from another store. It's only the proof, it's the same just like the shirt in the store you see.

R: Except that you made it. And you mentioned that one day if you maybe can get your own machine that you can work from home and that can maybe provide you with an income. How do you think your family has been changed by your skill?

P: I don't know for now...but even they all, all of them they just promise maybe next time, if I can have money, I can offer you that machine and buy you that machine and you pay me.

R: And how has it changed how you feel about yourself and everything else?

P: I'm feeling good for myself. I don't have any doubt about myself. Ya.

R: And for everybody else, all the other learners in the project, how do you think it's changed their life?

P: For them, it changed their lives. They were liking it. It was only 3 boys you see, and all of them they were ladies.

R: Do you think the boys thought it was a good skills?

P: Ya, even they were surprised, Hope, they were surprised how the boys were involved with that. They think maybe it's just for a ladies job. But they were surprised because we were 3 boys and we were being serious until the end.

R: And why do you think everybody enjoyed it so much?

P: I still remember when we end, that day when they were giving us the certificates, people who were here, all of them were being interested and wanted to know when they will be back because they are also interested to learn this.

R: And what are some of the challenges that the sewing project faced?

P: Okay. You know we were using that place (Viva), that doesn't have any electricity. Some days we used to come, when we are here and using the generator sometimes used to fail. When it fails, we had to continue with the theory and do some other knowledge's about the books you see. No, that thing worked like that today then it changed everything. We think maybe tomorrow we will do that but then if it fails they tried to continue to some other theory.

R: Do you think it made your progress a bit slower?

P: Ya if they can have another place, maybe if they can get, Hope, I don't know how, they can get another place. The better one where they can get good electricity? Ya.

R: And were there any other challenges?

P: Anyway...that lady, that old lady of Hope, the owner of Hope. Maybe she was having a problem before just because when she came to Viva, everything was, had to fix everything. Before we finish something, just like when we finish the skirt, they were already tell the teachers, before you finish something you have to tell me you are about to finish that, we must bring out another material. So when some others were finished they could start to continue with another thing.

R: Okay, so that didn't happen? Or it was good?

P: No it was good.

R: It was good? So before you finished a project, or a skirt, you would tell Rejoice so that she could get the next material and the next patterns? (Ya) Okay. So you've said for you that having a sewing skill can help you one day, have your own business, make clothes for your family and friends. Are there other skills that you think would be better for the community? Or for you?

P: You know, I can say, we can have another skills. But if we can all be working with the sewing, then we can all concentrate on sewing and only look for the sewing job, and there are many here. You better...maybe if there can be some other skills when you come to the communities to help them to be different. Maybe that one helping that one you see? That one helping with that and another one coming with that you see? That one can produce the clothes, some others can produce something else. Maybe some other skills it can be good for the community. Just because I know, South Africa is another place...I still remember when I grew up. When they just bring these colleges for teachers. Now it changes to the technical colleges, you see? At that time, everyone who passed Matric became teachers - how many people got that certificate of teaching now? A lot of them. How many get the certificate of being a nurse? Many of them you see? Ya maybe if they can just come and open their eyes about, you know what, you can't just be, if we are a people like that. We cannot all be the president - you have to have somebody come with that and somebody come with a different. If we combine it can be working.

R: Okay so when you speak about the challenges of the project, the only challenge was that there was no electricity in your classroom and so sometimes if the generator would fail, then you couldn't continue sewing, you would have to stop and learn and do theory and that made it slower. And that maybe some different skills, so not everybody, if everybody sews then there still won't be enough jobs...everyone will be doing the same thing but if people do different things, then everybody can help each other and find a job and everything will be better. (Ya I think so). Okay, and then you mentioned earlier about the machines? If you had your own machine then you could maybe make clothes at home. How did the machined work here when you were learning?

P: Oh the machine? Okay. If we were having a problem with the machine ne? I see some other time they came and changed maybe 8 machines, you see. If they were having a problem

with the machine, they used to call the same old lady, they used to call and tell her we have a problem with that machine and that machine and they would come with another machine and come and change it. No that machine is failing, you can change it just like that. The globes, the needles and what they had the spare ones here. If it's broken then we just change it, for the light.

R: So you can't think of any other problems with the project?

P: Those people they were organised. Really, it was really. I'm telling the truth, if they say what what it's just because the fight of the ladies. The ladies you know they used to fight (laughs). But for myself they were organised.

R: And how did they deal with the ladies if they were fighting?

P: They always like that you know. Some other time that one is not talking to that one and that one not talking with that one but I'm not involved with that, I say no and just carry on.

R: And did the teachers try stop that?

P: No, they tried to stop that. You know what? We are not the kids anymore.

R: And can you tell me a little bit about how you could participate? Did Hope come and speak to you about what you wanted from the project? Or anything like that?

P: No I can participate just because you see. Even here, I am the first person to sign. With those projects, I told them always when you get something, you can call me, if maybe I'm busy with something I can tell you no I'm busy with something can I come on that day? But if I participate with you, it's good for me.

R: So when you spoke about the challenge of the electricity, how do you think Hope can make that better?

P: Hope it's not the problem with Hope. Maybe if Hope can get another place. Here at Viva, those people who are working here at Viva, the owner of that place at Viva. With the municipality, maybe they can organise the electricity. But here there are too many isinyoka, they're stealing cables and what what. I don't know why?

R: And what else do you think they could do?

P: Maybe if they could get another place?

R: And do you think people would travel to another place? If they came to you and said you must travel to another place, would you still go there?

P: Ya but you know what? For now, especially when we come for this project of Hope, if they can make it at Eersterust. For a man like me? The problem...I cannot keep asking for my mamma, Mamma I am asking for money for the transport. I am old enough and I have to look for myself. That's the problem.

R: And what do you think the project could do differently?

P: A different? For like what? I don't know. How can I say?

R: Ya, if you could change anything about the project what could you change?

P: Ya the project. Just because they used to make it for the three month courses, maybe if they can...you know what? We were not all the same in mind. Some other people they need some more time to know how to turn what how to do what. You see? Ya. Maybe if they can make it for 6 months, then I know if that was so fast, even if we were not all...I can't say we are all...we are not all the same just because I know I used to, even, maybe if I they think I used to sew before, I just tell them this thing I'm learning from here but they were just surprised - why are you finishing before other people? I saw you know, when I do something, I'm not getting at home and just relax. I go and used to think about it...this thing if I go tomorrow, I can make it like that, or turn it to that you see? Ya.

R: Okay cool. So you would suggest maybe going somewhere else where there is electivity or for Viva to look at getting electricity here. (Ya).

P: I don't know, even that place at Viva, it was fine. Only, I don't know, how they can make it, that place to have their own electricity. Not using that generator anymore.

R: Yes so that there wouldn't be problems with the generator. (Ya). Okay great. So if someone had to come into the community, how do you think social development can come and make a difference in the community? What do you think the community needs?

P: Ya...you know what...you know that Viva, what they did, they just came to the community and tried to change the community about sewing. Even there can be some colleges out in the community, where people can start learning some other stuffs you see? Maybe some technical colleges, because where I'm staying, I'm staying around here at RDP, these people,

many of them they are having grade 10, matric, ne? Some of them, you get a child just growing up in a poor family, after that they, after maybe matric they were just going around smoking gangas and all that corruption. You know if somebody they can come to the community and bring some other stuff like that, they can go and learn what what, you know I think you remind me of something. You know, even Viva, if they can teach people like that ne? After that, maybe go to the, some other factories, even if you can take those trained people until so far, take them, give them experience. Just because you know now, they want people to do what what, we want them with experience. And then we have lack of that experience and then people say no you only have that certificate, we need people with experience. You see that? That's a problem. If they can just get some other factories who are working with that sewing and give, after a person, until you train someone, give them a job like that. Even if they can get less money, only for transport and what, just to get that experience you see. Because from now, all different places, when they say we want somebody with 3 years' experience or 6 months experience, but if we don't have that experience then people don't take you. Ya.

R: So if you think that there could be more colleges and more training, do you think people want to come to the colleges?

P: You know what, you can't force people. If some they want, those who want to come, those who can have open eyes then they can come. But those who don't want, you can't force them.

R: Why do you think people don't want to come?

P: Because some other people are just the parasite. Some other people they, you know what, myself when I grew up, when I was still at school, I was a photographer, taking people's photos, maybe I can shoot you a photo and sell that photo to you for R5. That's how I grew up. I know how to do for myself. And some other people say if I want something, mamma I need money for that. Mamma I need money for that and they just give them that, then they grow up like that. When they're older, finishing the school, they still sitting at home, they know always you can get a plate just like that you see?

R: So you think some people are willing to learn and want to work and do for themselves, but some people...

P: Some people are not like that...they just want to stay at home, walking around, just like that.

R: And do you think that will ever change?

P: I don't know how to change those people. You know what, I used to talk with the different, many people, but they just ignore. Even Christ, he came to the world talking about how people must live, but they didn't take it. Even if it's me like that, when you talk to people, no man people, let's stop that and that and do that...eish, you know what, people they don't know what. They are different. Ya.

R: Okay.

P: You can't force them nothing.

R: No you can't. Okay great. So to summarise everything we've spoken about to make sure I understand everything you've said, you were saying it was quite easy to come to the sewing project. You found out about it and then you could come to the classes which here 5 days a week for 3 months and you learnt the theory, hoe to sew, you made different clothes and that since then, something with SETA might happen, you're still waiting to hear if something will happen there. And that other than sometimes there was a problem with the generator and sometimes the ladies would fight, that wasn't a problem for you. Other than that, everything was very well organised, it moved very quickly. It's been a good skill for you, you've learnt well and you want to use the skill now. Am I right?

P: Ya you are right.

R: And that you think that maybe more colleges and more training with lots of different skills will help the community if people want to come. You can't force them, but if they want to come then that will help (ya). Good. Is there anything else you want to tell me or you feel is important to say about anything we've spoken about?

P: Ya...for now, I think, everything I have already said but what is very important for me. You know, we are many of us, you see just like last time when you called us, we are all expecting, maybe they can make some exchanges. even if they can just get us, even if don't get that machine and they just change some like another factory come and say no we can give you that skill come and work with us, just to get some more experience. Ya.

R: So you would like, once you have your skill, for them to put you in touch with people who can help you use your skills and maybe find a job or experience.

P: Something like that.

R: Okay great. Anything else?

P: I think it's fine like that.

R:Thank you for agreeing to participate and help me, and for letting me record it, and for all your input. I really appreciate it.

P: Okay, thank you.

APPENDIX J: Transcribed interview – Key informant

Rejoice

Researcher (R): Thank you for putting the time aside to be able to do this interview, I would have loved to have come through and seen you, but unfortunately it's been getting quite expensive with all the travelling to and from Pretoria. Before we begin, I just want to check: are you okay with me recording this interview?

Key Informant (KI): Ya, it's okay.

R: Okay perfect, thank you. I just have some questions for you about Hope Training and your involvement with the sewing project at Viva? Can you tell me a little bit about how you came to be involved with the Mamelodi sewing project?

KI: The Mamelodi sewing project, you need the title the Mamelodi sewing project?

R: Yes, the one specifically at Viva.

KI: Yes, I'm the skills training provider. We were nominated by SETA, FP&M SETA to train people. So I decided to take the project to Mamelodi because there's no, have you seen that place? Those people are very poor. They need such skills. So I chose that place because people cannot travel to Eersterust. My other things were based in Eersterust. So I took it to Mamelodi.

R: Okay, and how long did the project last?

KI: Okay it lasted for 4 months, because normally it would have lasted for 3 months. It started on 12 May, we were supposed complete the course on the 8 August. But because of the electric problems there in Mamelodi - Viva doesn't have electricity. They depend on the generator. So eventually we had to extend the course up to the 29 August.

R: Okay great. I know that you mentioned that you are the training provider (yes), so what are some of your roles and responsibilities?

(Repeats question)

KI: Okay. Well I need to get the machinery for the students to be able to sew, but if Hope gets the students, we have to recruit them. We start with recruitment. After recruitment, these people are registered on the database of the FP&M SETA, so that they can be on the MIS -

MIS is the management information system. With all the students or learners are registered on any SETA. I'm sure you are aware of SETA, I don't know if you are?

R; Uhm, not fully, if you could tell me a little bit more about them.

KI: Okay. SETAs are the sector education and training authority that has been formed by the government for the different organisations. It has also SETA banks, SETA construction, you know there are 22. So we fall under the FP&M which is, before it was clothing and textile, now it has amalgamated with the forestry. So we are fibre processing and manufacturing SETA. And now because we are accredited, any provider that provides training, has to be accredited. BY one of the SETAs. So we are accredited, meaning that when these students complete the course, they will have a credit which they can take over, you know if they would like to further their course in sewing. Maybe they decide to go to a University or a college now, to pursue a sewing skills. Then they will be accredited with 45 credits. That is the count of the credits wherever they will be. And then after that, these people we help them when they have completed the course. Because the course, we train them on how to thread a machine - it's not everyone who knows how to thread a machine and the different stages, and then we train them on how to identify different fabrics and material, and how to design, for them to understand the patterns, different patterns, and then they are trained. I have facilitators which I employ because I do not do the training. My facilitators do the training. They are also registered with the FP&M SETA, they have a track record. I have been working with them for a long time, only on contract basis. So the students are, okay, am I going to fast?

R: No it's perfect.

KI: Okay so the students are taught the different types of fabric, how to cut a patterns. They were trained to make the following garments. They started with a pencil skirt, which was lined. And a man's shirt, a man's trousers and a tunic. Ya, now we trained these people in those garments because those are the basic garments that everybody needs. For example, the pencil skirt, most of the townships have societies, they call them societies, like a group of women you know? The students are taught to market themselves so that they can make skirts for their society ladies. Like stokvel, or societies. And then the man's trousers or shirts, they can use that to make shirts or trousers for a man if they've been given an order. We also help them by referring them to social development, for them to be nominated to make school uniforms, where they are able to make a boys trousers and shirt or a girl's tunic, these dresses

that girls wear at school. And we also help them to register as cooperatives. Because the government wants people to be registered as cooperatives in order for the government to be able to nominate them to make school uniforms or whatever.

R: Okay great. When you speak about either registering them as cooperatives or putting them in touch with Social Development...do you facilitate that meeting and partnership? How does that process work?

KI: No I facilitate that, I help them to register as cooperatives because these learners were not getting a stipend. This was not a learnership, so students were not getting any stipends. But I as a provider felt that I have to help them on how to form cooperatives and how to register as cooperatives. So there are 4 groups that have been registered as cooperatives. And we have facilitated the nomination of these learners by Social Development. Now when we completed the course, it was already in August. Social Development had already nominated other cooperatives for the whole year. So we are looking forward to maybe in January they will be giving them. And if not, while they are waiting, we have applied for the extension of our accreditation so that we will be able to train the learners in a learnership. So we are also waiting for that. So we are waiting for 2 things - for them to be nominated by social development as cooperatives that makes school uniforms or to continue with the training in a learnership form where they will be given a stipend.

R: Okay great. And when you speak about the 4 groups, are they from the Viva project specifically?

KI: Yes those students that we trained, them. They decide with whom they would like to form a cooperative, they divide themselves and we only take what they give us. You see learners they have favourites or not favouring the other one so we don't force them, we just do what they say they want.

R: Okay great. And then can you tell me a little bit more about what the learnership will look like? I know some of the students have let me know what they think it will be but if you could just tell me a little more about that?

KI: Okay, now the learnership will help them to achieve a qualification. The qualification consisted of 120 credits, you see? Instead of 45 credits that we gave them for the 4 months. The learnership is for the whole year, they will be attending for the whole year. It is very intensive. Doing designing now, even designing matric dance dresses, or designing wedding

dresses. And extra things that the learners have designed, will then help them to manufacture those according to their designing. It's like a designing school. And I forgot to talk about Viva. Viva has helped us a lot and we have formed a partnership and the pastor there said that he will continue giving those people space because they don't have space in Mamelodi. SO Viva is prepared to let those people work there.

R: Okay that's great. And then you also mentioned that they will learn a stipend from the learnership.

KI: In the learnership, in the learnership yes.

R: Okay great. When you were speaking about the machinery. How do you go about locating the machinery for the project?

KI: How do I go about it? What do you mean?

R: Is it sponsored? Or do you have machines at your disposal?

KI: I do have machines that I have bought for the company and then they are used for training for the learners. But with the learnership, because the funding will be much better, we will help the learners to buy their own machines and we will subsidise them. Because the learners for example will be earning, they will be paid plus minus R1500 a month, if we get the learnership. And then we are going to motivate the learners, to say look you are getting this much, we are going to bring so much, we will go 50/50 with them to buy their own machines.

R: Okay great. And where does your funding come from in order to be able to do that?

KI: Okay we...because we are accredited by the FP&M SETA, we apply for the discretionary fund, the FP&M SETA have these funds, these discretionary funds. Now where does that money come from, how does it get to the SETAs? Now there are the big companies who are earning, whose salary are up to R500 000 or more. They have to pay a levy of 1%. Every big company pays a levy to the government and then the government gives 80% of these levies to the SETAs. And then the SETAs use this money for the discretionary funds. We then as providers apply to the SETAs, requesting them to give us funding either for these short course or for learnerships.

R: Okay great. Earlier on you were saying the reason why you thought that Mamelodi would be a good place for the project is because the people there are very poor and they wouldn't be able to travel to your other project. Can you tell me what some of the other goals of this specific sewing project are?

KI: The other goals? (Yes). You mean of the students or of us as training providers?

R: I think for you, as a training provider, what do you see as the goals of the project?

KI: Look Bronwyn, I've been a training provider since 1999, so my task is to train people because the government says we need to skill the community members. Especially the youth. Because there are no jobs. So through our training we help these people to be skilled. And also to help them to be self-employed or they can be employed by somebody or they can further their studies. That is our long term objective. And also, we help them...you know with a training, if a person has a skill, your esteem is uplifted, you know? Now those people, they didn't have a positive esteem, so during the course and during the graduation as you saw, you saw how those ladies modelled, you saw how the little ones modelled. And our objective is to see every young person having a positive self-esteem about himself or herself so that people can lead normal, healthy lives.

R: Great. And do you think that this has achieved this increase in self-esteem by being able to gain a skill and use this skill?

KI: Definitely, definitely. Because as I said earlier, those ladies, some of them they used to that, they play this, like gambling, they sit there at the shops gambling, you know doing all the funny things. But after the course they even told us that now they want to do on with a good life, they can see that there is something in life, not only gambling, and they see good. Some of them are working on their own, others were working but they didn't have the proper skill of sewing. Now after the course they feel positive, they know how they can sew. Some already have their businesses running from their home.

R: And what do you think some of the expected impacts of the project are? Do you think it's more individual based or how can you see it impacting the whole community?

KI: It's not individual, it does affect the community. Because these people, as you heard the counsellor, the counsellor was also positive that if we have such people, it will decrease the high crime rate. These ladies and other young people, crime will be decreased because they will be self-employed and their own children will be able to go to school. You know when

something affects and individual or a family, it then extends to the community, because if this family is healthy, then the community is also healthy, you know? And the whole nation. Because it all starts with an individual as you quite rightly asked, individuals need to be positive and want to do this, and then a community, a group of people residing in the same place, you see, we affect each other in every sphere of life, whatever we do we affect each other and have an impact. It's either a negative impact or a positive impact. So I think this is going to be a positive impact.

R: Yes, for sure. And with the expected impact, you had about 30 learners in this project, do you think that there's the potential for more projects like this to be rolled out in Mamelodi?

KI: Yes, everything depends on me as a provider. We don't only look at Mamelodi, we look at Gauteng as a whole. Because if you are a training provider accredited with the FP&M SETA, we can go anywhere in South Africa but I chose Mamelodi because of the condition there. Not that Eersterust doesn't have problems there, there are problems in Eersterust. But I felt that Mamelodi, I should give attention to Mamelodi because last year we had projects in Eersterust but Mamelodi was a priority this year.

R: Okay so it just depends year by year where you see the need being the greatest?

KI: Yes, and I find out because one of my facilitators is from Mamelodi. She attended the course in 2012, and she indicated that she was not the only one from Mamelodi. They said you know Aunty Rejoice, if this project can go to Mamelodi, there are lots and lots of people that would like to attend this course. Please next time when you have a course, nominate us. So I listened to what they needed. I don't impose such needs on people, it should be their felt need. So this was a felt need that I had to nominate them.

R: So there was a level of consultation before you brought that project (hmm) so that need existed?

KI: Yes!

R: Great, and then speaking about recruitment and the actual students and learners who came. Can you tell me a little bit about who this sewing project is aimed at? What is the target population and how do you select the learners?

KI: The learners come, they hear, we put posters all over and then they call us or they go to Miriam because Miriam is our contact person and the other lady that attended the course.

They go to the different people and these people, they know who wanted to attend the course. Our target is the youth between the ages of 18 and 35 but sometimes the youth are a bit slack, sometimes they drop out so we also include 40 year olds up to 55 but with permission from FP&M SETA because I inform them that sometimes the youth don't always attend so they said okay, you can have about 3-4 older people.

R: Okay and was there a limit to how many students could attend?

KI: According to the nomination that we have from the FP&M SETA, they nominated us to only train 30 people. Everything comes from the FP&M SETA. IF they say okay you train 20 people then you train 20 people because it's the funding that says only 20 people.

R: Okay so it was the first 30 people who came who would be registered and who would attend the course?

KI: Yes, those who came to us, those 30 people, that wanted to be trained and that we recruited. So we trained them.

R: Okay great so then how do you think the goals of the sewing project are aligned with social development goals and targets in South Africa?

KI: Social development is...you know they are the ones that really nominate sewing groups or sewing projects because they donate school uniforms to vulnerable children and to the HIV orphans, that is why this sewing project is very very important. Each and every, in fact it started here in Gauteng, the Banapele, they call it Banapele School Project. It started here and now it is expanding to the different provinces. But it started here in Gauteng as early as, I think, 2002. Ya. (Okay). So, it is really working, it is working with the social development to help the vulnerable children.

R: Okay so there is a direct link between the sewing project and the goal of social development to provide vulnerable children with school uniforms?

KI: Yes.

R: And so that ties in there.

KI: And also, DTI has a section of Women and Gender, section. Where they allow providers to train those that have been trained by other people and who have not get certificates and all of that, they are being retrained. But that is the new one, I don't know much about that.

R: Okay great. Earlier on you also mentioned that the students are taught how to market themselves in terms of either self-employment or joining in a cooperative. Can you tell me a little bit about what goes into teaching someone to self-market themselves?

KI: Yes. Now we normally ask them first. You see, one has to start from the known to the unknown, because grown-ups are people who have some experience. Now, some that were already doing this other business knew, and then what we teach them is that when one markets, you need to find out the needs of the clients in your community. What is their need? What does the community need? Who is sewing in your community and what things do they manufacture in your community, and what you think you can also do. And then we teach them on how to make posters of marketing themselves and then going to the different schools to inform the principals or to have the meeting...we show them that they can call a meeting or a public discussion in churches or at schools and inform the people that this is what they do, would they like you to manufacture skirts or school uniforms for them? And then it is either the school or the community members, like in churches, then they decide okay we are going to order from you. Or they go to crèches, crèches like to order gowns for little ones for when they graduate or the uniforms - pinafores for the little ones in the crèches. So these people are taught how to go to the people. Because people sometimes make as if marketing is such a huge difficult thing. But it's going to people, talking to people. When you talk to people you must market yourself, you tell them who you are, what you are doing and where you are doing this and if they would like to participate in their projects or whatever, you will be able to do that. And we teach them how to price, you know? The direct costs and the indirect costs, we teach them that.

R: Great. Can you also just tell me a little bit about the challenges? I know when we started speaking you mentioned the fact that Viva doesn't have electricity, and you relied on a generator which extended the project from 3-4 months. But what are some of the challenges that were faced by this project.

KI: The government, you saw the government. They are going there, traveling to Mamelodi. Some of my facilitators, I think there were 2 facilitators. One was staying Lusaka, the other one had to travel form Eersterust. The challenges was that the transport was difficult for the one from Eersterust because the taxi's only went as far as the circle there and then the lady had to walk down to Viva. And sometimes, you know it was so cold that Viva, they don't have a heating section and I appreciated Viva though I have to pay for the diesel that they

were using on the generator and I was quite willing because I feel that Viva has really helped the community and has really helped us as training providers. And another thing, the classrooms were a bit small, but we cannot blame them because Viva was not built for training though there is a section for entrepreneurship. They have trained other people there in computer literacy. But if only we had maybe 3 classrooms it would have been much better.

R: Okay, and how were you able to resolve some of these problems?

KI: Ah we have a good relationship with the pastor, I forgot the pastor. You know because before we started there at Viva and Miriam again, the ladies from Mamelodi, referred me to Viva because I didn't know anything about Viva. So they took me to Phillip. In fact I called him and told him what I do. So we had a meeting, me and Phillip, and we discussed the prices and the problems of not having electricity and we agreed that I would pay for that, for the diesel. So we didn't have any problems really, we worked hand in hand. Except at the end, one, I don't know maybe it's an organisation that took my table. They stole it.

R: Okay so none of the challenges, even with the transportation for one of your facilitators, none of it really impacted the project to a point where it couldn't function.

KI: No no, none of that.

R: Okay great. And then how have you been able to assess the impact of the sewing project and how it's impacted the learners so far.

KI: I don't understand.

R: Okay, so obviously graduation happened on the 29 August, since then, have you been able to see a change with any of the learners now that they have this skill.

KI: Yes, as I said, those that had machines are working at home and are helping each other. They go to each other as a group and say okay now you have this small business. Can I come and help you? Because we are waiting for the social development to help us out.

R: Okay, and is there any formal assessment that is carried out at all, at the conclusion of the project?

KI: Yes. Not even at the conclusion. If you are a training provider, you need to have an assessor and a moderator. So these people assess regularly, according to the policy of the FP&M SETA. The assessor checks everything, and where learners were not competent, they were rechecked again and then the moderator evaluated to what the assessor has found out.

And with all that, the report that is written to FP&M SETA and to me as a provider, I had to be given a report and I also had to write a report about the leaners. I went there regularly and spoke to learners individually to find out are they still happy with the course, do they have a problem, can we help. You know some of them didn't even have lunch, we had to contribute some money for them to have lunch. So we had a good relationship. It was not dumping the learners there and me going to my office. No, I went there regularly. And because of the assessments and the report that we send to the SETA, the SETA knows then, they drew a statement of results because when you are a credited provider, the SETA has to provide the statement of results according to what you have given them and according to what the assessor and moderator have said. And then at the end we gave the students a statement of the results and the certificate.

R: Okay great.

KI: I hope you are almost done hey Bronwyn, I must leave, I'm not in the office. I'm standing here at SARS because I don't want to drive.

R: I only have one more question so we're almost finished. (Okay). I just wanted to ask you, if you had your way and resources were unlimited and you were in an ideal world, what would this project look like for you?

KI: If I had funds (yes, so if you didn't have to worry about resources or anything, it was your ideal project, what would it look like?). I don't understand.

R: So it's just a theoretical question. If you had to take this project, and you didn't have to worry about funds, you had everything that you need, how do you think it would like to you? If you didn't have to worry about anything and it could be the perfect project.

KI: Man, if I had funds, I would have made sure that Viva has electricity. Secondly, that the learners don't struggle with transport or food, and we would have given them stipends, given them money and the course would have been longer, it would have been like a learnership. And I would have, ya I think those are the only things I would have done, because we have covered everything during the course.

R: Okay great, perfect. Is there anything else that you would like to add that I haven't asked and that we haven't already spoken about?

KI: No, man, because Bronwyn you are doing a research, I assume that the varsities must not only get the information. This information that I have given you, what are you going to do with it? Are you going to help the community? What are you going to do? Because if there's a research, a person, as I've indicated the problems of this community, something should be done. Contributions, what you think the university can also, talk to somebody or whatever, I don't know what you are going to do with the information. Are you just going to keep it for yourself and say okay I've done this now I've passed?

R: No I mean obviously the hope is to be able to use it to bring change or to bring development or at least to help me become involved in projects like this. This is where my passion is, so ya. But I definitely agree with you and I think research needs to go beyond getting a mark at the end of the year and towards actually affecting change.

KI: Would this research project, will we also get the report or are you just going to keep it for yourself?

R: No if you would like a copy then once it's finished I can get a copy to you.

KI: If it's not a problem, because I want to help the Doctor who was doing the research on traditional healers because I used to work for the department of health as the community development nurse. I studied at Wits so I used to train traditional healers because one of our doctors said man, for the community to understand health, we need to train the traditional healers in the Western ways. Because they were using the same razor blades for all the clients. So I have to give them health education, and this doctor, when she completed her research she gave me a copy. And my name was on because I said, I'm sure you are going to write Hope Training and Development Centre as the provider or I don't know what you are going to write. Viva project or whatever.

R: Ya, but you will most definitely be my key informant as referred to as the person in charge. It's not just a general company but a person in charge and that's you. Thank you so much Rejoice.

KI: Thank you Bronwyn, I hope everything goes well for you and your professor will find this very interesting.

R: I hope so.

KI: Because sometimes government and the people don't know that there are projects going on (the rest was asked to be kept off record).