

# **Beekeeping and Capacity Building for Sustainable Development**

A Critical Assessment of a Beekeeping Training Programme in  
Cape Town's Manenberg Township

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## ABBREVIATIONS

AgriSETA	Agriculture Sector Education Training Authority
CBOs	Community based organisations
CoCT	City of Cape Town
CSOs	Civil society organisations
HIV	Human Immunodeficiency Virus
ILO	International Labour Organisation
NGOs	Non-governmental organisations
TREE	Training for Rural Economic Empowerment

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## ABSTRACT

Beekeeping is an important industry in South Africa yet it is in decline. The South African government and development agencies see the increasing production deficits in the industry as a business opportunity for income generation for social-economically disadvantaged groups. However, most of these developmental initiatives, which have taken the form of beekeeping training programmes, have not succeeded in creating a profitable and sustainable source of income. My study interrogated one such project in order to determine how beekeeping training programmes could be revised to increase the likelihood of trainees becoming viable beekeepers. I have drawn on the International Labour Organisation's knowledge and skills development framework (called Training for Rural Economic Empowerment) to assess the methodological processes used in the development and implementation of the beekeeping programme. I collected data using a combination of qualitative interviews, documentary sources and participant observation, and then used Miles and Huberman's thematic coding approach to analyse the qualitative data. My main finding is that there were methodological gaps in the pre-training, training and post-training phases of the beekeeping programme, either because of the exclusion of participants'/targeted groups' inputs in the processes, or because participatory decision-making processes with participants were misapplied. As a result, the beekeeping training programme did not match the participants' needs, economic opportunities in their area, and their social situations, and these circumstances contributed, in large part, to the graduates not taking up beekeeping.

## CHAPTER 1: INTRODUCTION

Beekeeping is an important industry in South Africa for economic, ecological and social reasons. Economically, income is generated through bee pollination services in crop production, an industry valued at R16 billion per annum (Mswazi, 2014). Income is also earned through honey production amongst other bee products. Environmentally and socially, bees play a key role in food production, food security and keeping the bio-diversity healthy (Campos & Patrício-Roberto, 2014:160). However, it has been widely acknowledged that South Africa's beekeeping industry is in decline and the country has become a net importer of honey (Villette, 2017). Moodie (2011:4) considers the invasion of the Cape Bee which has attacked the *Apis mellifera scutellata* species (African honey bees) as the main cause of the decline of the beekeeping industry. The Cape Bee, a parasite in African honeybee colonies, is indigenous to the Western and Eastern Cape, but was migrated to other parts of South Africa by beekeepers in the 1990s. Johannsmeier (2001:205) agrees that the Cape Bee invasion has damaged the beekeeping industry, "Commercial beekeepers, in particular, have lost thousands of colonies annually, which has forced some beekeepers out of business and increased honey prices and the cost of pollination". In addition, the lack of policy enforcement designed to protect bees and the ecology is considered a contributing factor to the growing inefficiency in the industry (Moodie, 2011:5). The increase in the human population and socio-economic difficulties associated with urbanisation have also been cited as factors that have negatively affected the bee population (Mswazi, 2014). In other words, ecological, political, social and economic threats are behind the current degradation of South Africa's beekeeping industry.

In order to address the ecological, political, social and economic problems, the South African government and development agencies have invested in programmes aimed at maintaining the biodiversity as well as increasing the productivity of the beekeeping industry. Similarly, they view the production deficits in the industry as a lucrative business opportunity for income

generation for social-economically disadvantaged groups. Ironically, most of these developmental initiatives, which have taken the form of beekeeping training programmes, have not achieved their intended objectives (Steenhuisen, 2011). For example, Casidra (2013) has reported that despite funding from the Department of Agriculture in the Western Cape “numerous beekeepers ... [have] showed no profits and sustainability”.

My study focused on one such beekeeping training project in the Western Cape. This project aimed at providing people in a low income township with a sustainable livelihood. When the R180 000 donor funding from the City of Cape Town’s (CoCT) Office of Sustainable Livelihoods was exhausted, the project beneficiaries abandoned their beekeeping cooperative business (Schmitt, 2014:8). Following this undesirable outcome, my study assessed the beekeeping project in order to determine how beekeeping training programmes could be improved so as to increase the likelihood of trainees becoming viable beekeepers. In particular, I assessed the methodological processes used in the development and implementation of the beekeeping programme from pre-training, through training to post-training.

I cannot claim that my findings will solve the problem of sustainability, but I can confidently argue, based on a review of the literature, that interventions such as the beekeeping training project are more likely to succeed, when the methodologies used in the training intervention are informed by the participants’ in-depth knowledge of their daily circumstances and lived experience in ways that promote what White (1996) calls “transformative participation” for self-reliance.

I proceeded to analyse the development and implementation processes in the beekeeping training programme using the International Labour Organisation’s (ILO) knowledge and skills development framework for socio-economically disadvantaged groups, called Training for Rural Economic Empowerment (TREE) (International Labour Organisation [ILO], 2009). The study used qualitative research methods (Punch, 2005). I interviewed the beekeeping training

programmes' Project Manager from the CoCT, the beekeeping trainer and three of the seven trainees who had graduated from the programme. I also scrutinised the beekeeping training manual as a key source of information. My data analysis used Miles and Huberman's thematic coding approach (Miles, Huberman & Saldana, 2014) to identify weaknesses in the development and implementation processes of the training programme at pre-training, training and post-training phases, in order for the Training Agency to re-think and revise future bee training interventions.

## Research problem

According to a study by Schmitt (2014), which investigated the same beekeeping programme, there are several factors that contributed to its failure. He found that the participants lacked any interest, commitment and motivation in the programme, so they did not carry on with it once donor funding, supplies and outside support ceased to be available (Schmitt, 2014:16). An official from the CoCT commented that "whenever we took our hands off the project it would stand still, they were not doing anything for themselves" (Schmitt, 2014:16). His findings attributed the lack of commitment by participants to flaws in the selection process. During the inception of the programme, the participants never expressed interest to be a part of it, and, consequently, they rarely showed up for training. Schmitt (2014) added that the beekeeping programme did not last long because there were problems finding a suitable space for the beehives; the CoCT did not permit the programme to place beehives on municipal parkland.

Schmitt (2014) concluded that beekeeping for income generation is not suited for those that do not have any experience of or a commitment to the trade. Therefore, he, recommended that projects adopt a robust "sifting" process where participants' commitment is continually gauged according to levels of effort and personal investment in the programme. He also recommended that those who do not show the necessary commitment are not rewarded with continued support.

In other words, a demonstrable commitment by the participants is considered a key element for the success of beekeeping training programmes.

I recognise that commitment is an important factor in development, but my findings show that Schmitt's conclusions do not take into account that the potential weaknesses in the methodological processes of developing and delivering the beekeeping training project contributed to the failure of the programme. My study investigates these methodological weaknesses in order to provide a more comprehensive picture of the complex mix of factors that influence sustainable outcomes of training interventions for development.

## Rationale

Anyaegbunam et al. (2004:9) argue that methodological processes for designing and delivering training projects for socio-economically disadvantaged people are important. The methodology needs to unveil and take into account participants' knowledge of their life experience, so that the training programme accords with their needs, circumstances as well as problems, and is tailored to the opportunities available to them (ibid). According to Anyaegbunam et al. (2004:9), many training projects have failed because participants' knowledge and life experiences have not been taken into account when the projects are being formulated and delivered. Such projects tend to assume that disadvantaged people are 'empty vessels' that need to be filled with information and skills determined by 'experts' (ibid). Consequently, trainees have often abandoned the implementation of the knowledge and skills acquired because they are not relevant to their social and economic situations and needs, as was the case with the beekeeping project. Mefalopolus (1993:9) observes that "documented experiences and lessons from the field have in fact indicated that development tends to fail for two basic reasons [:] lack of participation and ineffective communication".

As such, along with Boulet (2015), I argue that human beings are often knowledgeable about their experiences, irrespective of their levels of formal education on the subject matter. Experience-based knowledge is valuable for training programmes directed at poorer communities if the training outcomes are to be contextually relevant and contribute to sustainable development. For instance, this paper will show that even though the participants had no experience in beekeeping, they had knowledge of their social and economic contexts which would have helped structure the programme into one they could sustain. Following this argument, in a training situation, both trainees and trainers can be knowledgeable about certain relevant phenomena, especially ones related to the trainees' existential context. This understanding of the resourcefulness of 'trainees' from socio-economically disadvantaged communities is informed by Paulo Freire's (1972) "Pedagogy of the Oppressed" and Hope and Timmel's (2014) "Training for Transformation in Practice", which is influenced by Freire. It is a critically important idea in the context of knowledge and skills development because it fundamentally influences the assumptions that the trainers make about the participants' in their programmes and their training methodologies. The concept of training advocated in my thesis, therefore, calls for a partnership between the trainer and trainees where both parties develop the appropriate knowledge and skills in collaboration. This approach challenges the view of training which sees the trainer as the expert and the trainee as the novice.

Processes concerning development and delivery of training programmes with the socioeconomically disadvantaged groups are, therefore, very important if the intended developmental outcomes are to be achieved, hence the need to critically reflect on training programmes that target socio-economically disadvantaged people.

Structurally my thesis unfolds as follows:

- In Chapter 2 I locate my thesis in relevant debates in the literature.
- In Chapter 3 I present the key research questions as well as the framework that I used to analyse data that I collected.
- In Chapter 4 I discuss the study's research methods
- In Chapter 5 I present findings of the research
- In Chapter 6 I discuss the key findings in relation to relevant debates in the literature.
- In Chapter 7 as this is applied research, I end with some recommendations and concluding remarks which point out areas for future interventions.

## CHAPTER 2-LITERATURE REVIEW

This study examines a beekeeping training programme, which intended to develop a disadvantaged group from Manenberg into beekeepers, for their sustainable development. This chapter briefly introduces background literature and some relevant theories and concepts which relate to training for economic empowerment and sustainability.

Initially, I asked a number of questions that helped me engage with relevant literature and documentary sources. These included:

1. What are the debates around the notion of knowledge acquisition and skills development?
2. How can one conduct successful and sustainable economic empowerment training for socio-economically disadvantaged groups?
3. What was the beekeeping training project under study about and what were its outcomes?
4. How important is the beekeeping industry in South Africa?
5. What have studies found about the state of beekeeping in South Africa?

### Knowledge and Skills Development

The central focus of this study is on training as knowledge and skills development.

Knowledge is usually defined as “factual information and theoretical concepts”, gained through sensory input mainly from reading or listening (Boulet, 2015), and it is often associated with learning processes. The concept of “skills” is understood as the acting out of knowledge (Boulet, 2015). Skills are best acquired through practice or experience. When a person applies knowledge effectively, they are said to be skilful. Of course, one cannot assume that having knowledge means that one is skilful in applying that knowledge. For instance, while aerospace

engineers are knowledgeable about avionics and flight theory, it doesn't qualify them as pilots (Boulet, 2015). Therefore, in order for an individual to be able to act in an informed way in a specific field, they need both knowledge and skill.

This neat association of skill with experience, and knowledge with reading or listening does not take into account that knowledge can also be obtained through experience (Boulet, 2015). It is not always the case that knowledge is attained through sensory input by reading or listening, it can also be obtained through experiences (Boulet, 2015). Therefore, all human beings are knowledgeable of their experiences irrespective of their level of formal education. This entails that in a training programme, trainees' existential knowledge has to be taken into account when creating and delivering the programme.

## Training: Knowledge Transfer versus Knowledge Creation

There have been several debates on effective ways of conducting training programmes for social-economically disadvantaged groups; for successful knowledge acquisition and skills development. According to Ison and Russell (2000), the major debate has been whether knowledge and skills are best "transferred" from experts to trainees, or "created" by the two parties.

### Knowledge "transfer"

The concept of 'knowledge transfer' originates from the Positivist school of thought in philosophy, which believes that there is an external world of objects which can be known (Ison & Russell, 2000:10). Thus, Positivism assumes that knowledge can be collected; the more knowledge that one collects, "the greater [is] their knowledge base" and when it is applied, that person is likely to have better results (Ison & Russell, 2000:9).

For many years, this Positivist concept of knowledge transfer was the basis of development initiatives for low income areas (Ison & Russell, 2000:109). The process involved researching

on knowledge gaps in rural industries, and “transferring” to the community members’ correct information, as a mechanism for fixing development problems (Ison & Russell, 2000:12). An example of this approach is the creation of agricultural “extension services” (ibid). This concept originated at the North American Land Grant University. The practice is based on the idea of “extend[ing] knowledge from the centre of learning to those in need of this knowledge” (Ison & Russell, 2000:19).

Since its beginnings, the concept of knowledge transfer has gone through a process of modification because of the criticisms from the participatory development movements which sprung up in the 1980s (Russell et al., 1989). Participatory development proponents argue that knowledge must be developed from an understanding which is “endogenous” to the local community for which it is intended, not from external scientific paradigms because "socially constructed knowledge is only applicable in its place of origin" (Ison and Russell, 2000:18). Otherwise, knowledge transfer interventions that originate from the external remain experiments on people and the ecology (ibid). Based on this argument, Ison and Russell assert that it is crucial to scrutinise how knowledge or information "is arrived at" as well as whose problems the information attends to (Ison & Russell, 2000:23). This assertion by Ison and Russell, corresponds with the rationale of this study.

Unlike the Positivist view, participatory approaches, which draw on constructivism, believe that there is no objective world from which knowledge can be developed (Ison & Russell, 2000:23). The world is subjective as it is dependent on each individual's experience (ibid). The only common ground that people share in knowledge transfer is that of communication, which can be described as "the use of common processes for perceiving and conceptualising" (Ison & Russell, 2000:21). However, although the communication process may be common, what we do with the information may differ as it depends on each individual's experiential world, which is seldom common across a population (Ison & Russell, 2000:23).

Moreover, the “old” notion of knowledge transfer is based on the belief that communication "is the process of transmitting information", the way one computer talks to another (Ison & Russell, 2000:20). However, this view of knowledge transfer has not worked for transmitting of information between humans because it is biologically impossible (ibid). As Ison and Russell (2000:20) explain, "Humans are structure specified systems and cannot be instructed with knowledge by another living system". Factors which relate to individual persons, such as their experiences in the past (history), by and large determine how he or she will act upon receiving information, and not solely on the type of information that has been transferred (Ison and Russell, 2000:21).

### Knowledge “creation”

Based on the foregoing argument, Ison and Russell (2000:22) conclude that for knowledge and skills to be acquired successfully, the requisite knowledge needed to deal with a problem must be developed endogenously with sufficient and meaningful participation of all groups concerned (e.g. scientists and community members). Consequently, rather than a “transfer” of knowledge, knowledge is “created” by the joint action of all the relevant parties, and this type of knowledge creation “encompasses both scientific and aesthetic judgements” (ibid). All parties, therefore, take part in the knowledge creation processes which include “the generation, transformation, transmission, storage, retrieval, integration, diffusion and utilisation of knowledge and information” (ibid). Thus, the concept of knowledge creation holds as paramount “people’s participation in terms of power and control” (Ison and Russell, 2000:23). In order for this to be achieved, the following factors must be taken into account: a learning environment free of “powerful authorities”, the empowerment of trainees through collaboration and the enthusiasm and commitment of all participants of intended action (i.e. if people really want to do something, they will become more informed and do it well), and the recognition and

acceptance that every person has his or her own unique realities, skills and access to resources (ibid).

The term “training” in this study, therefore, is based on the concept of knowledge creation, as advocated by participatory development theorists.

## Applying “knowledge creation” in Training programmes

The ILO’s training approach for socio-economically disadvantaged groups presented in the TREE manual is an example of how the concept of “knowledge creation” can be applied in training programmes. ILO’s approach differs from conventional training programmes in that it incorporates elements of knowledge creation in three main ways:

- ✚ “By identifying potential income generating opportunities and related training needs [together with the local community and participants] before designing corresponding training programmes” (ILO, 2009:20). The ILO does not roll out generic training programmes because it recognises that everyone has unique realities, skills and access to resources; its programmes are tailored to the participants’ specific situation. The ILO’s approach is therefore in agreement with Ison and Russell’s concept of knowledge creation.
- ✚ “By involving the local community and social partners in identifying development opportunities and constraints and [by] helping to drive forward programme implementation” (ILO, 2009:20). The locals, therefore, have power and control over the training programme processes, as advocated in the knowledge creation theory.
- ✚ “By facilitating the necessary post-training support...to ensure that trainees can initiate and sustain income-generating activities, and raise productivity in trade areas for which training was provided” (ILO, 2009:20). This reflects one of the principles of knowledge

creation which entails that all parties involved in the programme, e.g. the trainees, trainer and experts, work together in all phases of a training programme including the practicing of knowledge and skills learnt after the training. While as in the knowledge transfer model, after knowledge has been imparted by the experts, the experts withdraw and expect that the trainees will automatically practice what they have been taught, a very different scenario.

## Not all participatory approaches lead to empowerment

While the concept of participation of community members in their own development as advocated in the “knowledge creation” concept is central to people-centred development and it has become a buzzword in the field of development, it has been abused. White (1996:8) discusses four types of participation and the ways in which participation can be abused.

White (1996:8) describes the first form of abuse as nominal participation, which basically involves the mobilisation and registration of community members as “participants” in a certain development initiative. Developmental organisations use this approach to gain legitimacy as an organisation working with local people (ibid). At this level, participation is merely window dressing to impress various influential parties, such as donors (ibid). White (1996:8) describes instrumental participation as a second form of abuse, whereby community members are required to contribute to the intervention in terms of labour. Organisations have abused instrumental participation by treating it as means of improving their own efficiency by cutting costs (ibid). A more meaningful type of participation, although not entirely ideal, is representative participation; here community members have a voice in the planning and implementation of a project idea which is birthed by the organisation (ibid). For its part, the organisation aims at achieving the sustainability of the project as this reduces the likelihood of developing something inappropriate as well as the community remaining dependent to the organisation (ibid). For the community, representative participation provides it with an

opportunity to push its agenda and shape the project the way that it wishes (ibid). However, as White (1996:6) points out, the most meaningful type of participation is transformative participation, which is a means of empowering both the organisation and the community. Transformative empowerment is best achieved by community members birthing the idea as well as managing the planning and implementation of the project (ibid). This process empowers the community to a level where they cannot easily be turned from achieving their genuine interests by outsiders. Transformative participation is difficult to achieve because projects are undertaken by people who have very different backgrounds, different interests and reasons for participating.

## Beekeeping Training for Income Generation

In this section, I briefly discuss beekeeping economic enterprises; pollination and honey production, and their value as income generation opportunities for poor communities.

### Beekeeping in South Africa

#### *Pollination*

Bees as pollinators are important to the ecosystem because they fertilise plants (Campos & Patrício-Roberto, 2014:159). Commercial agriculture, an important sector of the South African economy, relies on honey bees to fertilise crops and other food plants. The monetary value of all pollinators world-wide is approximately a trillion US dollars, and in 2005, pollination services by bees were valued at €153 billion (ibid).

A survey by Conradie and Nortje (2008:7) revealed that the Western Cape has the highest number (33%) of South Africa's beekeepers who provide commercial bee pollination services. As the main beekeeping province, the income from pollination services is "what keeps beekeepers going" (Conradie & Nortje, 2008:8). The most recent survey by Conradie and Nortje (2008:7) established that 60% of large beekeepers provide regular pollination services to agriculture and only 14% of small beekeepers offer these services. The survey, therefore,

concluded that “the likelihood of offering pollination services in South Africa is a function of both size and location” (Conradie and Nortje, 2008:78). From this premise, it has been argued that offering pollination services is not a viable economic enterprise for poorer upcoming beekeepers because they do not have a lot of beehives. Nevertheless, I believe that emerging beekeepers could organise themselves into groups and offer their hives collectively for pollination services.

Patrício-Roberto and Campos (201:160) have argued that managed honey bees are not as efficient in pollinating crops as wild insects. In a study of 41 crop systems worldwide, honey bees only increased fruit sets by 14%, whilst wild insects increased the fruit sets by twice that amount (ibid). However, Patrício-Roberto and Campos (2014:160) acknowledge that at the moment, honey bees still remain the animal pollinator choice, because large colonies can be moved to wherever they are needed while the art of managing wild pollinators is still undeveloped (ibid).

### *Honey*

Honey production has been regarded as the more suitable and possible economic activity for poorer communities. Conradie and Nortje’s (2008:15) survey found that in South Africa, small beekeepers tend to sell their honey to one or two outlets, directly to the public or to a small local business such as a co-operative or a pharmacy. Although few small beekeepers supply honey to processors, none sell to supermarkets or participate in the export market (ibid). By contrast, large beekeepers sell their honey to an average of four different outlets, which include processors and supermarkets and very few export their honey overseas (ibid).

From 1911 to 1974, honey production in South Africa was recorded at about 500 tons (Conradie & Nortje, 2008:1). The National Census conducted in 1974/75 and in 1988 showed an annual increase of 2000 tons and approximately 1300 tons respectively (ibid). In contrast, however, a

2002 survey showed a sharp decrease in honey production across the nation, ranging from between 412 tons and 650 tons annual production (Conradie & Nortje, 2008:2). Conradie and Nortje (2008:3) attribute the decline in honey production to overcrowding of available forage and to beekeepers preferring to manage their hives for pollination services, rather than to produce honey.

After this sketch of beekeeping in South Africa, I now introduce the beekeeping programme that is the subject of my study.

## The City of Cape Town's Beekeeping Project

The City of Cape Town's beekeeping project was established to train unemployed or underemployed people from the Manenberg Township to become financially viable beekeepers, in order to improve the quality of their lives (Schmitt, 2014:8). Manenberg is a low-income township in Cape Town where the effects of apartheid, which include the lack of economic opportunities, are still apparent (Cadwallader et al., 2011:1). The project was made up of the following components: beekeeping training, business knowledge and skills development, support for setting up a co-operative, business plan development, and sensitisation of environment conservation (Cadwallader et al., 2011:26).

The City of Cape Town's Office of Sustainable Livelihoods contracted a Beekeeping Training Agency to develop and implement the beekeeping training programme. The Beekeeping Training Agency that was chosen is a company that is involved in the production and selling of various products from beekeeping, the provision of beekeeping equipment, training in beekeeping and providing edutainment on bees (Cadwallader et al., 2011:26). The founders of the Beekeeping Training Agency have also authored several books on beekeeping. The Agency had three roles to fulfil in the beekeeping programme: to develop and deliver a beekeeping

training, to supply the trainees with the necessary beekeeping equipment and to mentor the emerging beekeepers after they had been trained (ibid).

While the project started with 15 participants, eight dropped out along the way and only seven graduated from the programme.

## CHAPTER 3: ANALYTICAL FRAMEWORK AND KEY RESEARCH QUESTIONS

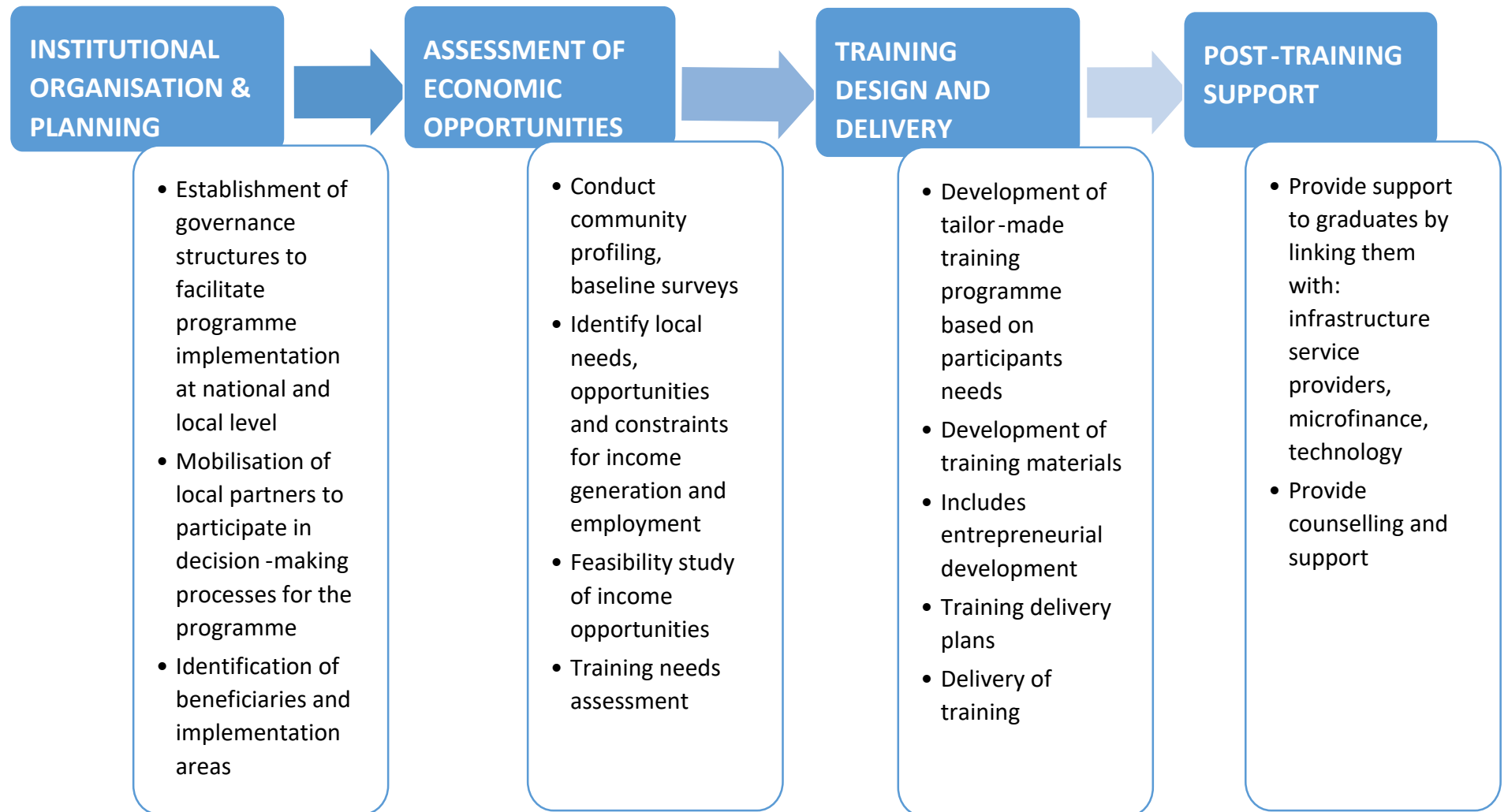
### Training for Rural Economic Empowerment (TREE)

I used the TREE model (ILO, 2009) to assess the beekeeping training programme. My analytical framework and the research questions are based on this model.

TREE is a generic manual for carrying out skills and knowledge development programmes, aimed at “creating new economic and employment opportunities for the poor, the underemployed, the unemployed, informal economy workers, and the otherwise disadvantaged” (ILO, 2009:19). TREE is based on the principles of community-based training (ibid). Community-based training applies the concept of “knowledge creation” discussed earlier, as it is about providing knowledge and skills development that is “facilitated by and for communities” (Mathie & Cunningham, 2003:2). The key principles of community-based training include community participation, empowerment and decision-making, as well as making sure that the community members are drivers of processes intended for their own capacity development (ibid). The TREE model has its roots in people-centred development theories which argue for a shift of power to determine and drive development processes from the state or professionals to people at grassroots (Chambers, 1995:203). TREE asserts that “experience shows that early involvement of trainees, for instance, in the identification of economic opportunities and training needs, markedly increases their interest in completing the training” (ILO, 2009:25).

In Figure 1 I show the flow of the TREE processes which I used to formulate the research questions for data collection and then to assess the development and implementation of the beekeeping programme (see research questions below).

**Figure 1 Structure of the processes used in carrying out TREE (ILO, 2009:24)**



## Research Questions

This study concerned itself with assessing the processes of the development and implementation of the beekeeping programme from pre-training, through training to post training. The assessment was guided by the questions below, which were informed by the study's analytical framework which is based on TREE's methodology, as shown in Figure 1.

The TREE manual listed the key points of each process; I turned the points into research questions.

### **Process 1:** *Institutional Organisation and Planning*

The first process entails establishing the scope of the training programme by formulating governance systems as well as identifying target beneficiaries and implementation areas. The process also includes empowering local partners to take control of the programme.

- What constituted the planning processes for the beekeeping programme and to what extent were locals involved in the process?
- How were the beekeeping training implementation area, participants and training agency selected?
- To what extent did the institutional structure of the beekeeping programme enable transformative participation<sup>1</sup> of locals and beneficiaries in terms of governance, management and implementation?

### **Process 2:** *Assessment of economic opportunities.*

In order to achieve productive income-generating activities, training must be relevant to the participants' circumstances. In order for this to be achieved, training must be adapted to

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<sup>1</sup> As described by White (1996).

available and accessible income generating opportunities available in that area. The opportunities that will bring the participants the quickest economic returns must be identified jointly by the local partners and prospective beneficiaries as well as the training organisation (ILO, 2009:21).

- How was beekeeping identified as the skill to be taught to the particular group of un- or underemployed in Manenberg?
- What employment and income generation opportunities, which were open to potential participants, were available in Manenberg, and how did beekeeping compare to these in terms of financial returns?

**Process 3: *Training design and delivery***

This entails the process of utilising the information collected about the economic opportunities and the training needs to design and plan the training.

- To what extent do the trainees think that the training content responded to what they needed to learn in order to become beekeepers?
- Was the beekeeping training suited to the profiles of the trainees, with respect to their education levels, gender, age etc.?

**Process 4: *Post-training support***

Effective post-training support is a prerequisite if the poor are to be empowered to carry out the income generating activity that they have learnt (ILO, 2009:22).

- From the participants' perspective, how useful was post-training support in addressing their needs in relation to its appropriateness, quality and accessibility?

## CHAPTER 4: METHODOLOGY

In this chapter I describe the research methods that I used to collect and analyse information, in order to assess the methodology that the Training Agency used to develop and implement the beekeeping training programme. I also discuss the challenges and limitations of my research design and the lessons learnt. The chapter ends with a note on research ethics that guided this research project.

### Qualitative Research Design

The study used a qualitative approach to generate what anthropologists call “rich or thick” information (Riessman, 2008). The information was generated from documents and in-depth interviews. Punch (2005:3) defines qualitative research as “empirical research where the data are not in the form of numbers”. Qualitative methods use a less structured approach; in order to “explore” an area effectively which could lead to the generation of a theory (Punch, 2005:16).

### A Narrative Overview of the Fieldwork

I conducted my fieldwork in two stages; preparatory research preceded formal data collection.

I conducted preparatory research because I had no prior knowledge or experience of beekeeping. I had my first interview with a key informant who had conducted an ethnographic research on the knowledge practices of commercial beekeepers in the Western Cape. The objective of this interview was to gain a broad understanding of beekeeping in the Western Cape, including the problems that the industry was facing, in order to start shaping my study. I then had several meetings with the Training Agency that conducted the beekeeping training programme under study. During these meetings we discussed the work of Training Agency, and, this beekeeping training programme, in particular; and most importantly, their plans to

train rural-based farm workers as beekeepers, in the future. I then attended a two-day beekeeping course arranged by the Beekeeping Training Agency; the first day was theoretical and the second day was devoted to a practical session, and I worked with the bees. I also met an official from the Department of Agriculture; we spoke about the Western Cape Government's interest in bees and beekeeping. After all the preparatory work, I was able to write a detailed research proposal.

Having successfully presented my proposal to the Sociology Department, I proceeded with data collection by interviewing the trainer for the beekeeping programme under study, and I interrogated the training manual that was utilised for relevant information. I also interviewed the beekeeping programme's Project Manager from the Department of Sustainable Livelihoods of the CoCT (the Department has since changed its mandate and name). Since the training programme that I was interested in had taken place over five years ago, I anticipated that it would be a challenge to find the graduates to interview them as they might have changed their contacts. I had planned to interview at least five of the seven trainees who had graduated from the beekeeping programme. I found that of the seven graduates one had since passed away and another had moved to Durban. I managed to interview two other graduates who were still based in Manenberg and another one who was in Hanover Park, but I failed to establish contact with the remaining two. All the interviews took place between April and June 2017. Thereafter I transcribed each interview, analysed the qualitative data and wrote the thesis.

The table below summarises each method and briefly notes successes and limitations.

**Table 1 Fieldwork summary**

Method	Time & Details	Success	Limitations
<b>Participant observation</b>	I participated in a two-day beekeeping training course conducted by the Beekeeping Training Agency.	The training gave me first-hand experience of the training offered by the Beekeeping Training Agency, as well as the opportunity to work with bees.	As the training was for urban-based, educated, white middle-class participants, it could only give me limited insight into the experiences of trainees who came from socioeconomically disadvantaged groups.
<b>Key informant interviews with the Trainer and Project Manager</b>	Interview with the Trainer took about an hour and the one with the Project Manager took a little over 30 minutes.	I managed to get useful information about their Institutions.  Each of them provided me with the contact details of at least one graduate whom I could interview.	The trainer said that he could not remember the details of the particular beekeeping training course because it had taken place five years ago.  The Office of Sustainable Livelihoods is no longer in existence.
<b>Interviews with the Graduates (3)</b>	Two interviews lasted approximately one hour and the third one took 35 minutes.	I got the trainees' perspectives on their training.  They referred me to one more graduate whom I could interview	The interviews were done in English, which might have affected how the respondents expressed themselves (for English was their second language).
<b>Content research</b>	I spent about an hour interrogating and extracting information from the beekeeping training manual.	It provided detailed information about the Course; the Trainer had been unable to provide much information because the Course had taken place five years ago. He could recall very little.	The manual includes a lot of technical beekeeping terminology, which was not easy to understand.

## Sampling

I primarily used a purposive sampling technique. According to Ritchie and Lewis (2003:77), purposive sampling is where sources of information for the study are selected with the purpose of representing all the “key constituencies of relevance to the subject matter” as well as the diverse characteristics within each of the key constituencies.

I collected data or information from the following sources:

1. The training manual
2. The beekeeping trainer
3. The beekeeping programme Project Manager (CoCT)
4. Three graduates of the beekeeping training programme.

These sources provided me with the in-depth information that I needed to be able to answer my research questions reasonably comprehensively. Using various sources also provided me with the opportunities to verify my findings, which is an important feature of rigorous research. The trainer of the beekeeping course was selected as a key informant because of his role in developing and delivering the beekeeping training programme. The beekeeping programme Project Manager (CoCT) was selected as a key informant because she was key in commissioning and co-ordinating the training programme.

The three graduates were chosen because they had completed the programme. The selection of interviewees proceeded as a snowball effect because the trainer referred me to the first graduate; that graduate put me in touch with another graduate; and when I interviewed the Project Manager (CoCT), she referred me to a third graduate.

The sample size of three graduates was, therefore, determined by my ability to make contact with them given that the participants had graduated from the training programme over five years ago, and had since gone their separate ways.

Table 2 below summarises relevant information about the interviewees.

**Table 2 Profile of Interviewees**

<b>Pseudonyms</b>	<b>Position</b>	<b>Gender</b>	<b>Age</b>	<b>Area/Organisation</b>	<b>Interview reference</b>
<b>George</b>	Trainer	Male	65-75	Beekeeping Training Agency	22/04/2017
<b>Cecelia</b>	Project Manager	Female	45-55	Office of Sustainable Livelihoods (CoCT)	30/05/2017
<b>David</b>	Trainee/Graduate	Male	30-40	Manenberg	10/06/2017
<b>Amanda</b>	Trainee/Graduate	Female	25-35	Hanover Park	14/06/2017
<b>Daniel</b>	Trainee/Graduate	Male	60-70	Manenberg	24/06/2017

## Data Collection

As per the sampling procedures discussed, the approach to data collection in the study consisted of both generated data and existing data. Generated data includes that which is derived from a “recount” or “re-telling” of a phenomena whilst existing data is that which is used in its own original form, rather than as a recount specifically generated for the study (Ritchie & Lewis, 2003:34). Generated data was therefore collected using key informant interviews with the trainer, project manager and three graduates. Generated data was important because it allowed the trainer and project manager to reflect on the processes used to develop the beekeeping programme, and the graduates to reflect on their experience and perceptions. However, considering that the training occurred in 2011, the possibility that interviewees may have forgotten some information could not be ruled out, therefore existing data in the form of the training manual was also important for corroborating the recounted information. Furthermore, the contents of the training manual also answered some of my research questions, especially on the assessment of the implementation of the training phase.

## Qualitative interviews and questions

I conducted two slightly different semi-structured interviews using interview schedules.

Interview Schedule 1 included questions aimed to collect information about the processes that were used in developing and delivering the beekeeping programme. This set of questions was used to interview the trainer, the Project Manager from the CoCT and also to engage the contents of the beekeeping training manual. The questions were developed from the four processes of TREE which form the study's analytical framework. Interview Schedule 1 is attached in Annexure 1.

Interview Schedule 2 included qualitative questions which were used to interview the three graduates. These questions aimed to collect data on the experiences and perceptions of the graduates. The set of questions is found in Annexure 2.

All interviews were conducted orally in English; they were audio recorded and transcribed.

## Data Processing and Analysis

The study utilised thematic data analysis methods. The four main processes in TREE provided the broad themes that were used in the data analysis. These broad themes were: institutional organisation and planning; assessment of economic opportunities; training design and delivery; and post-training support.

I drew on Miles and Huberman's approach to systematically analyse the data using "data reduction", "data display", and "conclusion drawing/verification" (Fielding & Lee, 1998).

### Data reduction

Miles and Huberman (1994) describe the phase of data reduction as the "initial process by which material is selected and condensed on the basis of an emerging conceptual framework"

(Fielding & Lee 1998, p. 40). To do this, I tabulated each interview transcript guided by the research questions. Working through one interview at a time, sentence by sentence, I identified what was relevant and made notes on the key issues that emerged from the data. In a second reading of transcripts I dealt with the key issues that I had written down in the first round. I identified sub-themes that emerged from the key issues that I had previously noted down. These themes were drawn from similarities and differences in the data as well as theoretical issues informed by my analytical framework.

### Data Display

According to Miles and Huberman (1994), data display is “the organised and compressed assembly of information [where] data, already reduced, are arranged in ways which make it easier for the analyst to identify, focus on, and select potential interpretations of the data” (Fielding & Lee, 1998: 40). In this phase, I organised the sub-themes I had generated in phase one, by removing less relevant data, in order to focus on what was pertinent to my research objectives. I then assigned each sub-theme to its relevant broad theme, that is: institutional organisation and planning; assessment of economic opportunities; training design and delivery; and post-training support.

### Conclusion drawing/verification

The final phase of my analysis involved “the process of drawing broad, but substantiated interpretations of displayed data” (Fielding & Lee, 1998: 42 citing Miles and Huberman, 1994). In interpreting the findings, I analysed and explained emerging gaps and relationships between each of the four broad themes which form TREE processes for training disadvantaged groups, and their respective sub-themes assigned in phase two of data analysis. The sub-themes are those that were developed in phase one of analysis, “data reduction”. By analysing the relationship between each main theme as described by TREE and sub-themes informed by the

processes that were undertaken in the beekeeping training, I was able to identify gaps and weaknesses in the development and delivery processes of the beekeeping programme in relation to TREE processes, thereby achieving the objectives of this study.

## Ethics Appraisal

This research was commissioned by the Beekeeping Training Agency through the UCT Knowledge Co-Op programme. As such, I was in close contact with the Beekeeping Training Agency where we had conversations about the beekeeping industry in South Africa and their aspirations to train more emerging beekeepers. The Training Agency was really helpful; it provided information about the beekeeping industry and allowed me to take part in one of their beekeeping courses at no cost. As such, I had to be mindful not to become so attached to the Agency that it would affect my objectivity as a researcher.

I asked the Beekeeping Training Agency if they would like me to conceal the identity of their organisation by using a pseudonym. The Agency said that they did not mind being identified by their real name. However, during the writing process I decided to not disclose its name; nor the name of the project. This allowed me to report my findings without worrying about how these findings might find their way into the public domain and affect the training agency. All the beekeeping training graduates volunteered to participate in the study, and signed a consent form which allowed me to record the interviews. I ensured that they were well informed of the research objectives and the nature of participation I was requesting from them. This was important as I noticed that their first inclination was to think that I was interviewing them so that they could participate in another project.

During the research, I protected the identities of all participants by using pseudonyms.

## CHAPTER 5: RESULTS

This chapter presents and discusses the key findings produced from my analysis of the data I collected. The findings address the study's central research question about possible weaknesses in the development and implementation of the beekeeping programme at pre-training, training and post-training levels. TREE's four key processes of conducting trainings for economic empowerment for disadvantaged groups provided the analytical framework for examining the beekeeping programme:

- Institutional organisation and planning
- Assessment of economic opportunities
- Training design and delivery
- Post-training support

### PROCESS 1: INSTITUTIONAL ORGANISATION AND PLANNING.

In this section, I examine the governance structures and planning processes that supported the beekeeping programme.

#### Contentious conceptualisation of the beekeeping programme

In order to achieve a high adoption rate of skills learnt through a training which is designed to generate income opportunities for the disadvantaged, TREE recommends that the training be based on the participants' needs (ILO, 2009:21). The training programme must be conceptualised in a way that incorporates income generation opportunities that are available and accessible within the community and/ or in surrounding areas (ibid). Similarly, it should be in a field that will bring fast economic returns to the participants (ibid). All the partners

within the community, for example Non-governmental organisations (NGOs), Community based organisations (CBOs), community leaders, representatives of prospective trainees, should join together to identify suitable opportunities (ibid).

However, the inception and conceptualisation of the beekeeping programme did not involve all the local partners in Manenberg. Likewise, the area of training, that is beekeeping, was not chosen according to the needs of the trainees. Furthermore, there does not seem to be an agreement about the origin of the idea of having a beekeeping training and the conceptualisation of the programme. Cecelia<sup>2</sup> believed that the idea of the beekeeping training programme came from a sustainable livelihoods network which was managed by the Office of Sustainable Livelihoods (Interview with Project Manager 30/05/2017). The network consists of various NGOs and Civil Society Organisations (CSOs) and some individuals operating in the city in various sustainable livelihoods initiatives (ibid). She explained that the motivation behind the beekeeping proposal was the belief that it would benefit the natural environment and also generate much needed income to an impoverished community; both aims fell within the mandate of the Sustainable Livelihoods Office (ibid). The Office then set aside some money to purchase equipment and pay for training to build the capacity of participants (ibid). However, George's<sup>3</sup> explanation of the origins of the project differs from that of Cecelia. He said that the idea of the training programme came from the Beekeeping Training Agency. As the Agency trainer, he motivated for its adoption by the Office of Sustainable Livelihoods; the latter then allocated some "left-over" funds to the training programme.

"I know that project was motivated by myself. I went to [the] City of Cape Town and motivated, you know, for the idea of training and adding skills, and I had the budget for the beekeeping training. The City had R150 000 left over from wherever, they

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<sup>2</sup> Pseudonym of the Project Manager of the beekeeping Programme from CoCT Office of Sustainable Livelihoods

<sup>3</sup> Pseudonym of the beekeeping Trainer from the Training Agency

thought ‘Let’s put it somewhere’ and here I come with that idea” (Interview with Trainer 22/04/2017).

While there is no agreement where the idea of the programme originated, what is clear from these explanations is that the conceptual beginnings did not include the beneficiaries/participants. The failure to consult locals right from the start could be one of the reasons why beekeeping turned out to be unsuited to the graduates’ circumstances. Although all the graduates I interviewed said that the training on beekeeping was a “wonderful thing” or “a good idea”, none of them ended up practicing beekeepers (Interview with graduate 10/06/2017). They all said that once the course had ended, they had tried to put their training into practice, but they soon abandoned it. They explained that given their low economic levels, they were only able to do it on a small-scale and that didn’t bring them fast financial returns compared to other opportunities in the area, such as working in a supermarket where they could get paid the same day depending on hours worked (Interview with Graduate 10/06/2017). Cecelia’s concluding remarks during our interview puts this point across clearly: “I think that what they needed was really greater than what the beekeeping revenue could offer” (Interview with Project Manager 30/05/2018).

## Business entity vs NGO

TREE’s selection process for a trainer starts with the identification of potential NGOs through an exploration visit, where the relevant government department (or the equivalent) in charge of the programme visits the targeted community to meet local NGOs working in the area (ILO 2009:50). During the exploration visit, NGOs are asked for detailed information about the prospective training participants; their organisational background and experience and capacity in implementing livelihood programmes and providing pre and post-training services as well as their interest in implementing a skills development programme (ibid).

In the beekeeping programme, the training agency was identified by the Office of Sustainable Livelihoods using a “request for quotations” process (Interview with Project Manager 30/05/2017). The process involved a formal advertisement in newspapers requesting for expression of interest from service providers to conduct the beekeeping training and provide the materials required to start the beekeeping business such as the uniforms, as well as mentor and coach the graduates after the training (ibid).

Unlike the TREE process which searches for a training agency among NGOs thereby requiring the training agency to be an NGO, the Office of Sustainable Livelihood left it open for all types of organisations to respond to the request for quotations. Eventually, the Beekeeping Training Agency, a business rather than an NGO won the tender. According to George from the Beekeeping Training Agency, the institution is a business that supplies beekeeping equipment and training to a whole range of mostly urban middle-class beekeepers who can afford to pay for a daily training session, however, in the recent years it tried to diversify its “footprint” to include disadvantaged communities in rural areas (Interview with Trainer 30/05/2017). George explained that the decision to target the disadvantaged rural communities was made after the Beekeeping Training Agency realised that the middle-class urban community was “too isolated” to make a difference to the industry while, in contrast, the rural population offered the numbers that are required to resuscitate the diminishing beekeeping industry in South Africa (ibid).

Nonetheless, although the Beekeeping Training Agency is a qualified beekeeping training company accredited by the Agriculture Sector Education Training Authority (AgriSETA)<sup>4</sup>, its business nature presented a conflict of interest in training disadvantaged communities in

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<sup>4</sup> AgriSETA is under the Department of Higher Education and Training (DHET) in the National Government of South Africa. It is mandated to accredit training agencies in specific agricultural fields as well as ensure quality assurance for the trainings they provide (National Government, n.d.)

beekeeping, particularly when it came to mentoring and offering post-training support to trainees. David<sup>5</sup> explained that the Beekeeping Training Agency did not want to mentor and coach him and the other graduates when they opened their beekeeping business after the course ended because it saw them as competitors:

Afterwards, once our business got started up, and we reached out for help, we were told by the Training Agency that they are in a business of beekeeping and selling honey of their own, and they don't feel they have to share all the[ir] staff with us.

(Interview with Graduate 10/06/2017)

This conflict of interests between the business nature of the Beekeeping Training Agency and the neophyte beekeeping businesses might have contributed to the novice beekeepers abandoning their beekeeping businesses.

Below is a list of the criteria that was used by the Office of Sustainable Livelihoods to select the Beekeeping Training Agency and the criteria that TREE recommends.

**Table 3 Selection criteria of the Training Agency**

<b>SELECTION CRITERIA FOR A TRAINER</b>	
<b>Office of Sustainable Livelihoods methodology</b>	<b>TREE methodology</b>
Level of experience in beekeeping training	Demonstrated experience in training disadvantaged groups in income generating activities
Ability to supply beekeeping equipment	An active presence in the implementation area
Cost of their service	Number of self-reliant persons produced by Training Agency
Tax clearance and insurance	Demonstrated understanding of the targeted community
	Experience in gender mainstreaming
	Experience in group organisation
	Qualified human resource and effective finance system

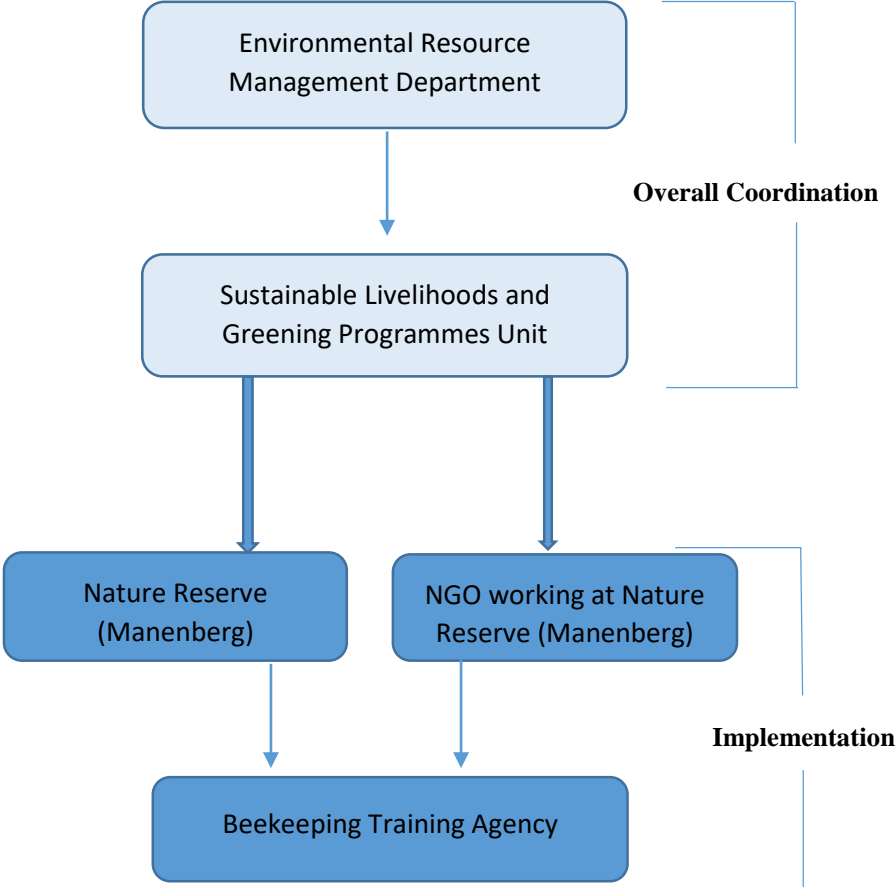
<sup>5</sup> Pseudonym for one of the graduates interviewed

## Training programme institutional set-up; Participatory approaches and politics

TREE stipulates that in order to carry out a successful skills development programme aimed to create income generation opportunities for the disadvantaged, the next step after selecting a training agency is to set up an appropriate institutional structure to support the programme (ILO, 2009). The structure must consist of relevant national agencies, local institutions, and community members (ibid). The overall coordinator of the programme should be a national entity or agency with a mandate directly related to employment creation, whereas institutional arrangements at the local level take care of the day to day implementation of the training (ibid). Proper institutional arrangements at the local level ensure that decision-making processes in the programme are participatory therefore within the best interest of participants (ibid).

Figure 2 below illustrates the institutional set-up of the beekeeping programme, informed by the interviewees' descriptions of the structure.

**Figure 2 Institutional Setup of beekeeping programme**



Analysing the institutional structure of the beekeeping programme using the institutional setup process recommended by TREE above, one can deduce that the structure at the local level was not suitable for participatory decision-making processes. The structure shows that the institutions at the local level (i.e. the level of implementation) were arranged hierarchically. The Nature Reserve and NGO, which offered the training venue and trainees respectively to the beekeeping programme, were positioned above the Beekeeping Training Agency. This meant that decision-making powers at the local implementation level rested in the hands of the two organisations, leaving the Beekeeping Training Agency vulnerable. The consequence of such a structure is that those in power may not always make decisions that are agreeable to and in the best interests of the trainees and the programme. For instance, during the course of the

training, the two institutions (Nature Reserve and NGO) abruptly decided to evict the beekeeping programme from the training venue. As David explained:

“We were kicked out of there, not by the city of Cape Town but by the NGO that was working on the premises because the NGO and the manager of the Nature Reserve were like family or very close friends and she wasn’t very fond of some of the participants that were in the project. She actually wanted them out” (Interview with Graduate 10/06/2017).

Furthermore, George repeatedly pointed out that implementing the beekeeping programme was a traumatic experience for the Beekeeping Training Agency due to politics that arose between the institutions involved in the programme (Interview with Trainer 22/04/2017). On this point, some of the people interviewed were of the opinion that the political dynamic was caused by the arrangement where trainees in the beekeeping programme were recruited from a pool of participants in a programme by the NGO at the Nature Reserve, without offering the Programme Manager from the NGO any part of or benefits in the beekeeping project (Interview with Project Manager 30/05/2017). However, using the analysis of the structure discussed above, the politics potentially emerged because the organisational structure of the beekeeping programme allowed for irrefutable power and control by the two organisations (NGO and Nature Reserve) at the implementation level.

A participatory decision-making process would have been achieved in the programme by including in the structure, alongside the Nature Reserve and NGO a local committee comprising of representatives from various role players in the community such as representatives from NGOs working in the community, community leaders, trainees in the programme etc.

Nonetheless, inclusive processes if not applied well do not guarantee good results. For instance, after the beekeeping programme was “kicked out” of the Nature Reserve, the second site where the beehives for the programme were set up was selected using a more consultative or participatory process. This process involved the CoCT, the Beekeeping Training Agency and trainees. The CoCT suggested a number of places of which one was in Philippi, which borders with Manenberg. Additionally, the trainer also asked the trainees to identify their preferred areas. In the end, after a visit to the proposed site in Philippi, the trainer and trainees made a collective decision to set up their hives there (Interview with Graduate 10/06/2017). This participatory approach used in the second selection process is the kind that TREE recommends. However, the inclusive decision-making process was not applied well as the trainees were asked to make a decision regarding a community that was not their own. The participants were from Manenberg, therefore, had experienced-based knowledge of Manenberg, while the beekeeping trainer in that instance consulted them about a site in Philippi. The trainees could not have had sufficient contextual knowledge about Philippi as it was not where they lived. As Ison and Russell (2000:18) explained, "socially constructed knowledge is only applicable in its place of origin". As a result, despite the participatory decision-making process, the hives were stolen two weeks later, as they had undermined the security of the site. According to one of the graduates, David, he felt that the trainer should never have included the participants in the decision-making process as most of them were school dropouts and they have hardly travelled outside of Manenberg. Furthermore, David felt that he and the other participants were not worthy of being consulted about planning processes;

Beggars can't really be choosers, so as an unemployed who is working for R1000 a month, you are the one who needs a job and here are people offering you a business, they are offering to put you in a small business so anything they say goes, it doesn't

matter whether your opinion defers, we just had to do, or follow the structures of the guidelines they put in place for us (Interview with Graduate 10/06/2017).

David's sentiments show that even though development scholars and practitioners consider beneficiaries' participation in decision-making processes important, because of their disadvantaged background and little formal education, beneficiaries do not always regard themselves as knowledgeable, therefore worthy of making decisions that affect them.

### Lack of decentralised partnerships

In order to be awarded the tender, The Office of Sustainable Livelihoods made it conditional for the Beekeeping Training Agency to collaborate with an NGO. Consequently, the Beekeeping Training Agency recruited an NGO from Hermanus (about 100 kilometres outside Cape Town) to train the participants in business management (Interview with Trainer 22/04/2017). One of TREE's basic principles is decentralisation of strategic partners so that they are physically located close to participants (ILO, 2009). Their physical presence in the community allows them to work meaningfully with participants over a long period of time, especially as such institutions are familiar with "local milieu and issues" (ibid). Choosing a partner from Hermanus meant that participants needed to travel there and could only spend a limited amount of time with their trainer, which was not enough to develop a meaningful assimilation of what was taught. This is supported by the Beekeeping Training Agency and the participants' feeling that the NGO from Hermanus did not add value to the programme (Interview with Trainer 22/05/2017; Interview with Graduate 10/06/2017). The only thing the graduates interviewed seemed to value about the NGO's involvement in the programme was the opportunity they got to travel to Hermanus for the business training, but not much was said about what they learnt (Interview with Graduate 14/10/2017).

In contrast, the partnership that all interviewees considered very significant was one with students from America who also conducted a business skills development programme with the trainees. The students were involved in developing projects as part of their Master's programme. When they got to South Africa, they liked the idea of the beekeeping project and decided to contribute resources to the programme in the form of business development (Interview with Project Manager 30/05/2017). They focused on conducting a business study, training the participants in bookkeeping, sales and profits, marketing etc., and they gave the group a computer (ibid). The Office of Sustainable Livelihoods thinks that the beekeeping programme's graduates would never have been able to sell their first batch of honey without the hands-on marketing support they got from the students; labelling, packaging and an event for them to be able to show and sell their honey (ibid). Although the American students were not based in Manenberg, they spent three months working in everyday close contact with the participants in their locality. However, the fact that they were not a local entity and, therefore, had to leave at some point left the trainees and indeed the Beekeeping Training Agency feeling "abandoned" (Interview with Graduate 14/06/2017). Consequently, all the business structures the American students had helped the beekeeping graduates set up soon weakened or collapsed, for instance, they closed their office and stopped selling honey (Interview with Graduate 10/06/2017).

## PROCESS 2: IDENTIFICATION OF ECONOMIC OPPORTUNITIES

According to TREE, a training programme that aims to provide participants with the skills and means to generate income has to be based on viable business opportunities in their community or locality (ILO, 2009). Accordingly, an assessment of opportunities in the targeted participants' community and what they need in order to pursue those opportunities needs to be

conducted (ibid). This information is then used to design and implement market-oriented training activities, leading to productive businesses after the training (ibid).

Neither the Office of Sustainable Livelihoods nor the Beekeeping Training Agency conducted any market assessments or feasibility studies in Manenberg and surrounding areas before settling for beekeeping. In fact, George the trainer thought that market surveys for honey would not be relevant because he confidently knew that if one bought a box of honey anywhere, it would sell within a few hours, “So market research and blah, blah is all not necessary” (interview with Trainer 22/04/2017).

Market opportunity surveys are considered by TREE as important because they reveal information about market tendencies, feasible trades, and evaluate risks and opportunities in the anticipated income generation activity (ILO, 2009). If such a survey had been conducted during the pre-training phase of the beekeeping programme, some of the constraints of beekeeping as an income generating activity for the participants would have been identified earlier and probably mitigated.

The following is some of the information which could have been revealed by market and feasibility studies, informed by the interviewees’ descriptions of constraints in the programme:

#### **Profitability is dependent on volumes**

There was a consensus among the interviewees that there is indeed demand for beekeeping products, particularly honey, in Manenberg and surrounding areas. George declared, “I believe that it could have become a centre of honey supply” (interview with Trainer 22/04/2017), and David (one of the graduates) said, “people were demanding honey from us all the time, my cell number was on the business and I had a huge number of calls” (interview 10/06/2017). However, the interviewees also agreed that despite the high demand for honey, the business did not become profitable and sustainable for them because they could only do it on a small

scale. In the words of David, “so 10 hives were not going to be a business, it is small, it was not going to maintain a cooperative” (Interview with Graduate 10/06/2017). Worse still, the graduates soon ran out of stock from their few hives and ended up buying honey from the Beekeeping Training Agency at wholesale price, to sell in Manenberg at retail (Interview with Project Manager 30/05/2017). It soon became apparent that this approach was not sustainable. Such information about the determinant factors for the profitability of beekeeping in Manenberg could have been revealed in market opportunity or feasibility surveys before the implementation of the programme.

#### **Insufficient income to sustain livelihoods**

After selling the first batch of honey, the graduates also soon realised that the profits they were earning weren't sufficient to sustain their livelihoods. Because of this, participation in the beekeeping business started to deteriorate as the pressures to provide for their daily needs and those of their families became overbearing. For instance, one of the young men left the programme to go work at a casino and his explanation was “I need to put food on my table” and another young woman got a job at the supermarket (Interview with Project Manager 30/05/2017). Other graduates that remained in the business started to consider the programme as something on the side, therefore did not give it their full attention (ibid).

#### **The high cost of production**

Another cause of insufficient profits for the business was the high cost of production that the group incurred. Considering that Manenberg was not suitable for setting up their beehives, they had to locate them elsewhere at extra cost (Interview with Graduate 24/06/2017). Furthermore, they did not have the required sterile facilities needed to process the honey, and as such, after the training, the graduates produced, processed and packaged the honey outside of Manenberg, which was costly (Interview with Graduate 10/06/2017). Although they initially

managed to access a small loan from the Beekeeping Training Agency in order to process honey, eventually they could not sustain the costs.

This finding could have been established by a feasibility study before the programme was launched. This is an especially important observation because George the trainer admitted in our interview that whilst he knew that it was not possible to produce honey in Manenberg, he thought that accessing the honey elsewhere and selling it in Manenberg would be sufficiently profitable and that during implementation, he soon realised that the viability of this arrangement required huge amounts of capital, which the participants did not have (Interview 22/04/2017).

#### **Suitable as a seasonal business to supplement main income**

Another outcome that could have been predetermined by a community feasibility study is that beekeeping among disadvantaged communities must be taken as a seasonal business to supplement other primary sources of income. Beekeeping cannot be done as a full-time business unless you have volumes, which disadvantaged people are not likely to have. Thus, basic research would have shown that perhaps beekeeping was not an appropriate business for the participants given their socio-economic situation and pressing needs.

In order to avoid such situations described above, TREE stipulates that it is important that prospective participants take part in the identification of economic opportunities (ILO, 2009). This is achieved by carrying out a community profile survey which is then used as a framework for the identification of a suitable economic opportunity (ILO, 2009:58). However, in the beekeeping programme, the field of beekeeping was chosen by the Unit of Sustainable Livelihoods and then offered as an employment creation programme to the unemployed that were then volunteering at the Nature reserve in Manenberg. The graduates I interviewed said that trainees did not participate in the process of identifying beekeeping as an income

generating opportunity for them. In fact, all the graduates said in their interviews that given a choice, they would have chosen another field to be trained in. David, for example, said, “I actually wanted to do landscaping but then the beekeeping came up so I did the beekeeping” (Interview with Graduate 10/06/2017). Furthermore, he explained that the beekeeping training was something he needed to do in order to be a part of the business, otherwise it is not what he wanted. What he wanted was a nature conservation course so that he could work in the nature reserve or other related work (ibid). The other graduates mentioned plumbing, landscaping, food, catering and making clothes when I asked them about viable economic opportunities for them to pursue in Manenberg and surrounding areas (Interview with Graduate 14/06/2017; Interview with Graduate 24/06/2017).

#### **Environmental characteristics of Manenberg impede beekeeping**

The graduates described Manenberg as “a concrete jungle” and a very dry area with few trees and shrubs. The shortage of plants in Manenberg would have been another indication that beekeeping would struggle in the area as bees need sufficient flowering plants to forage for nectar and pollen.

#### **Social Factors**

My interviews with the graduates revealed that social constraints were a big concern that negatively affected beekeeping in Manenberg. These social factors included crime. As one of them explained, “Manenberg has a lot of children that dwell in the streets and do not go to school. In the end, they either fall pregnant or become gangsters” (Interview with Graduate 10/06/2017). The high rate of the crime meant that beekeeping equipment would get stolen or vandalised as it is impractical to have someone guard bees. Furthermore, according to the Project Manager and one graduate, the dominance of gang activity in their community meant that they could not always make it to training sessions [especially] at times during gang wars,

which made the streets “no-go” areas (Interview with Project Manager 30/05/2017; Interview with Graduate 10/06/2017).

### **Irregular sources of income and implications for training**

Since the participants were basically unemployed and actually job seeking when they got into the beekeeping programme, they needed to be trained in a short course, in a field that could bring them sufficient income on a daily basis to sustain a basic livelihood. As already discussed, beekeeping could not guarantee a regular source of sufficient income.

The beekeeping trainees were selected from Environmental Employment Projects in the City of Cape Town, therefore, were mostly unemployed. Two out of the three graduates I interviewed said they were unemployed and looking for jobs when they came across the beekeeping training opportunity. They were volunteering at the Nature Reserve under the Environmental Employment Programme and earning a stipend of R1000 a month (Interview with Graduate 14/06/2017).

Because they had no regular sources of income, their ability to attend, participate and implement skills learnt was limited. For example, while the beekeeping programme trainees had the ability to attend the theory classes that were initially taking place at the Nature Reserve, which was within walking distance for the trainees who lived in Manenberg and Hanover Park, when the training venue was moved to Maitland, some participants found it difficult to attend the training because they could not afford to pay for a train fare (Interview with Graduate 14/06/2017). The trainer found himself having to pick up the trainees when he could.

The inability to attend all the training sessions became even more apparent during the post-training phase when they set up their beekeeping business. Their beehives were set up in Philippi and the graduates found it difficult to travel there because they did not have their own transport and public transport is expensive. In order to curb this problem, the City of Cape

Town, later on, organised a donation of bicycles that the graduates could use (Interview with Project Manager 30/05/2017). However, this did not solve the transport problem, because it was not safe to cycle from Manenberg to Philippi. In order to get to Philippi, one has to go through Nyanga and Crossroads, which are dangerous and violent townships (Nyanga is infamously known for its high murder rate). Moreover, bicycles do not have the capacity to carry equipment needed for a beekeeping business, as observed by one graduate who said, “You can’t load the hive full of bees on the bike” (Interview 10/06/2017). The bicycles were also inappropriate because, within the group, there were older people, one trainee who was sickly for whom riding a bicycle would be very difficult, and at least one other trainee didn’t know how to ride a bike (Interview with Graduate 24/06/2017).

The beekeeping programme, therefore, needed to incorporate a comprehensive post-training support strategy for the graduates, since they did not have sufficient resources to independently establish a beekeeping business. These challenges could have been foreseen had the beekeeping programme conducted a community profile survey and, in turn, could have been mitigated in the post-training support strategy.

#### **Effects of gender factors on confidence**

The beekeeping programme did not assess the level of confidence among all the participants for them to embark upon this relatively unconventional business of beekeeping. Such information would have helped the trainer structure the course in a way that would encourage female trainees’ participation in what was perceived to be a male-dominated industry. For instance, according to David, women and old people in the group did not participate in some of the activities in the training such as building hives and bee removals (Interview with Graduate 10/06/2017). According to him, there were two classes where they were taught how to use the sawing machine to cut wood to the required size and build a hive. Only two young

men actually managed to build the hives and the others, including women and older trainees, did not succeed (ibid). Attesting to this, Daniel (another graduate) said that building a hive is carpentry, which is regarded as a man's job, and therefore women were reluctant to do this type of work. He pointed out, for example, that they could not read the measurements and measure them out on the wood. Similarly, when it came to removing bee swarms from homes, only one of the few young men in the group could do it (Interview with Graduate 24/06/2017). It was considered technically quite difficult and demanding work.

### **Training needs for beekeeping**

The study further found that there was a mismatch between what the Beekeeping Training Agency considered to be training needs for the prospective participants and what the graduates thought they needed. Whilst the Beekeeping Training Agency presumed the participants required general skills in life, the graduates indicated that they actually required technical skills for beekeeping, entrepreneurial skills and confidence-building skills. Nonetheless, the beekeeping training manual which was compiled by the Beekeeping Training Agency does indicate that the training objectives were for the participants to understand the practice of beekeeping; understand the basic nutritional sources for bees and the benefit to agriculture; and understand the extraction and harvesting of honey (Training manual, 2011). However, this is a generic training manual, therefore, the Beekeeping Training Agency “just used it as a framework” (Interview with Trainer 22/04/2017). According to George, the area of training that the beneficiaries needed most was just “a new set of skills” that can be used at any level (Interview with Trainer 22/04/2017). For George, the participants came from a “very low education” background and did not have any skills (ibid). According to him, therefore, the intention of the training was never for the participants to become beekeepers, but to just learn a new skill (ibid). For instance, he showed them how to use a woodworking machine and to

use opportunities such as asking neighbours if they have bee swarms that need to be removed (ibid). Furthermore, George believed that the trainees required something “eye-opening” that would show them that “something can be done with selling” (ibid). In that regard, his opinion was that they did not need specific technical skills for beekeeping, but some sort of general entrepreneurial skills and “new skills in life” (ibid).

The graduates, however, indicated that once they had enrolled in the programme, they actually expected that they would get the sort of training that would make them beekeepers, able to run a beekeeping business after the training, hence the need for both technical and entrepreneurial skills. Amanda (one of the graduates) explained that she felt that they needed a lot more time to work practically with the bees rather than sitting in class (Interview 14/06/2017). She also added that they needed more training in removing bees, a need Daniel agreed with (Interview with Graduate 14/06/2017; Interview with Graduate 24/06/2017). Furthermore, the graduates pointed to their need for entrepreneurial skills. They explained that they entered the beekeeping business not knowing anything about running a business, therefore, they needed help in setting up the business, especially in accessing finance (ibid). Confidence building skills were also included among their training needs. For instance, Daniel presented a situation where they needed a place to set up their business, however, they did not know how to go ask people to rent them a place because “we were never educated in that” (Interview with Graduate 24/06/2017).

## PROCESS 3: TRAINING DESIGN AND DELIVERY

### Selecting trainees

#### *Co-option vs Voluntary Application process*

TREE stipulates that training courses for skills development to create income for social economically disadvantaged groups ought to be advertised publicly in the targeted community (ILO, 2009). Furthermore, application forms should be developed, and those who wish to participate in the training must apply (ibid). The beekeeping training was not publicly advertised in Manenberg and surrounding areas; instead, the opportunity to apply was made available to those that were volunteering in the Nature Reserve in Manenberg (Interview with Graduate 24/06/2017). Furthermore, no application forms were developed, but people that were interested were asked to put down their names, and the trainers conducted interviews with them, after which 10 were selected (Interview with Graduate 10/06/2017). However, even this application process was compromised because, during the course, the manager of the Nature Reserve brought into the programme three trainees that had neither signed up to show interest nor had they been interviewed (ibid). This group of three trainees that were co-opted into the programme dropped out halfway into the training (Interview with Graduate 24/06/2017). Furthermore, some other participants that had signed up also dropped out in protest because they felt certain trainees were being favoured in the programme (ibid).

#### *“Interest” as main criterion for admission in training*

TREE requires that trainees for an income generation activity be selected according to a set of criteria required to successfully start-up a small enterprise. This includes their levels of motivation and experience; levels of understanding they have of a business enterprise as well

as the willingness to invest some of their resources into the business (ILO, 2009:128). However, the importance of each criterion is dependent on the profile of the targeted community.

According to the graduates I interviewed, the main criterion for selecting trainees for the beekeeping programme was that they expressed an interest in bees and forming a beekeeping cooperative. One of the three graduates interviewed said, “All they said is, put your name down if you are interested, most people are scared of bees” (Interview 10/06/2017). Another graduate explained that...

The training was open to everyone in the group who was volunteering in the programme at the Nature Reserve, so if you were interested then you could go sit in an interview, like a test run. If George<sup>6</sup> found you fit, then they put you on the programme (Interview 24/06/2017).

Therefore, in the trainee selection process of the beekeeping programme, the criterion “interest” was allocated the most points.

When analysed using TREE, the criterion of “interest” on its own is insufficient for a successful start-up of a small enterprise. In that regard, more points should have been allocated to the participants’ motivation and commitment to running their own business especially considering that the selection was done among job seekers, which possibly meant that their preference was already tilting towards employment rather than starting their own business. If this were the case, it is not surprising that some trainees in the beekeeping programme left at the first opportunity they got for employment.

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<sup>6</sup> Pseudonym inserted here for the trainer

### *Commitment of participants*

Nonetheless, this does not mean that the graduates that left the beekeeping business for employment lacked commitment. Their socio-economic challenges did not permit them to fully commit to the programme. For instance, some participants left the beekeeping business after the training because they were faced with the reality of having to provide for their basic needs (Interview with Project Manager 30/05/2017). Thus, they opted for jobs at a local casino or a supermarket where they were paid on a daily basis, unlike the beekeeping business which does not bring immediate or necessarily regular financial returns (ibid). George agreed and said he could sense some commitment from some of the graduates who eventually left the beekeeping business; they truly believed in it and really tried (Interview with Trainer 22/04/2017). He lamented that perhaps he should have worked harder in following up with the graduates and offering his support, but he did not do that because the political conflicts he was drawn into with the other two organisations mentioned earlier had distracted him (ibid). George, however, was of the opinion that commitment problems rather characterised the Office of Sustainable Livelihoods, which had no long-term commitment to the programme because its investment was only for one year (ibid). As earlier observed, his perception was that the Office had R150 000 left over from another project and were looking for a place to invest it when the Beekeeping Training Agency came up with the idea of a beekeeping training programme. According to the Beekeeping Training Agency, this lack of long-term commitment from the CoCT was one of the weaknesses of the programme (ibid).

### **Training methodology**

In order to ensure that training that instils income-generating skills for the socio-economically impoverished groups is carried out in a flexible, attractive manner and contextually relevant manner, TREE emphasises that course delivery must be made up of 80% practical training and

20% theory (ILO, 2009:129). It must be hands on. However, the beekeeping training methodology included a 50:50 ratio of face-to-face classroom training and practical work in the field, for eight hours per day, four days a week (Training manual, 2011). The methodology was adopted from the AgriSETA beekeeping training manual, which was developed by the Beekeeping Training Agency, in collaboration with various consultants. However, the hours were later revised to two days a week; one day in class and one day in the field (Interview with Graduate 10/06/2017).

In order to keep the theory part of the course interesting for participants, the Beekeeping Training Agency tried to incorporate different methods of learning, especially colouring in of diagrams related to beekeeping (Interview with Trainer 22/04/2017). As David explained, “Yes, in class we mostly used books and we also did painting of landscaping diagrams, landscaping is part of beekeeping” (Interview with Graduate 10/06/2017). And Amanda made a similar observation, saying “it was books, pencils, crayons that we used in class. Bees like colourful stuff so we did a lot of drawing or colouring in, it was nice” (Interview with Graduate 14/06/2017).

Considering that the graduates generally had low levels of formal education, they required a greater part of their training to be practical. Most of the participants in the training had dropped out of school before completing. George explained, “I can’t remember what education they had now, but very low, none of them had matric” (Interview with Trainer 22/04/2017). Poverty and political factors such as the apartheid era forced removals were reasons for most of them dropping out of school. This is exemplified by an account of one of the graduates, whose family was forced by the state to move to Manenberg during the apartheid era, which segregated residential areas along racial lines (Interview with Graduate 24/06/2017). The graduate was in

Grade 2 when his family was forced to move and suddenly found himself in a situation where he had no warm clothing or shoes and could no longer attend school (ibid).

Amanda, who had the lowest level of education amongst the graduates I interviewed, mentioned that she found the practical lessons more helpful than theory classes. She said this was the case because, in practical lessons, she could actually see what the bees do and what they were capable of. She, particularly, said she did not like the theory classes because “inside it’s like sitting in a class and drawing and doing children’s stuff” (Interview with Graduate 14/06/2017). She found learning outside “by doing” more interesting and engaging because the learners were always involved.

## Gender mainstreaming in course delivery

Often, skills development programmes exclude socially disadvantaged groups with low levels of education, and globally women make up the higher proportion of this group (ILO, 2009:131). Women, especially those from socio-economically disadvantaged groups tend to have few opportunities in accessing and participating in skills development for income generation (ibid). Furthermore, “training institutions and other service providers tend to be male-dominated and out of reach of rural women” (ibid). In this regard, the TREE methodology requires that training institutions be intentional about developing and utilising strategies that ensure equal access and participation of both men and women in all processes of the training (ibid). This is called gender mainstreaming.

The Beekeeping Training Agency does not seem to have gender mainstreaming strategies or policies, nor was it aware of the need for the suggested affirmative action. George, the beekeeping trainer from the Beekeeping Training Agency, for example, said: “no, the mainstreaming thing, I don’t understand it” (Interview 22/04/2017). One of the effects of the

lack of gender mainstreaming in the training is that women did not attend classes that included tasks traditionally considered to be for men. Earlier I discussed this in relation to the practical classes where they had to build beehives, which they thought was a job for men only.

## Step by step course delivery

Course delivery includes the use of techniques, methods and media to address specific issues in the most effective way (ILO, 2009:130).

In order to ensure that all participants grasp knowledge and skills in a training programme, TREE recommends that the training delivery be informal, utilises participatory training methods, and includes practical experiences of the business activities (ILO, 2009).

The graduates I interviewed felt that the trainers did a good job in helping them understand the knowledge required for beekeeping. The trainers achieved this by progressing step by step through the material, ensuring that each participant grasped the basic theory before moving on. Daniel explained; “So if the three of us understand it, but others don’t understand it, she will say okay sorry guys, they must first understand then we can all move on to the next section.” (Interview with Graduate 24/06/2017). This method was prescribed by the beekeeping training manual, which did not allow the trainees to go on to the next page if they did not all fully understand what was on the previous page.

A few graduates said that they appreciated the same step by step delivery in the practical sessions. David explained about a practical session where they were learning how to build a beehive: “If I had to follow the handbook, I would have probably built a skewed hive, but George actually taught me and Tom how to build the hive step by step and we probably built about 20 hives between me and him” (Interview with Graduate 10/06/2017).

## Course Duration

TREE recommends that training for socio-economically disadvantaged groups that aims to instil skills for income generation should initially have a short duration and focus specifically on the goal of earning an income. That is, course delivery or training should not take more than three months, after which post-training support follows and trainees start to earn (ILO, 2009:130). The beekeeping course went on for six months, which George thought was too short. According to him, to really make a difference, they should train and mentor the participants for about five years. However, perhaps six months focused on training was too long for participants to stay without earning a living, and could have contributed to some trainees abandoning the programme midway in favour of casual work, which could earn them money quickly.

## Certification of mastery of skills

According to TREE, a graduation ceremony and provision of certificates, even for programmes that are only a week long, are important to graduates (ILO, 2009). The certificate is a reward for the graduates' hard work during the training as well as a symbol of mastery of skills that they can use to improve their livelihoods (ILO, 2009:192).

However, the Beekeeping Training Agency said that certification of the graduates was not part of the deal; the agreement was rather to “just bring the trainees some skills” as their education levels were too low for a formally certified beekeeping course (Interview with Trainer 22/04/2017). Moreover, George thought the process of formal certification was challenging because it required the involvement of AgriSETA, and it was tedious and costly, but George also thought that he did not receive the necessary support from AgriSETA to do the certification (Interview with Trainer 22/04/2017). He explained:

...yet it was not part of it but again let's go back in time. What has to be understood is that we follow the curriculum of AgriSETA, but without the promise of AgriSETA certification, we just follow the process. Okay, because to reach that point of certification, would have involved assessors and exams, which would have been another story, which we were not prepared to do because to start with it was not the idea, the idea was to add skills (Interview with Trainer 22/04/2017).

As a result of the challenges with formal certification of graduates, the Beekeeping Training Agency certified the participants' mastery of skills informally, through tests. However, according to the graduates, because this was an initiative of the CoCT as well as a livelihood and sustainability programme, trainees still got to be a part of the beekeeping business even if they failed the tests in the training programme.

Nonetheless, all of the graduates that were interviewed said their expectations were that the Beekeeping Training Agency was going to certify them to become qualified beekeepers because the Agency had credentials to do so.

The Beekeeping Training Agency said it is currently the only accredited institution to provide beekeeping training in South Africa (Interview with Trainer 22/04/2017) which according to Cecelia (the project manager) was partly the reason that the Office of Sustainable Livelihoods selected it to conduct the training (Interview 30/05/2017). The Beekeeping Training Agency would be able to give the trainees an accredited course and give them certificates to function as beekeepers (Interview with Project Manager 30/05/2017).

In order to get AgriSETA beekeeping certificates, the trainees would have to be assessed by the following two examinations accredited by AgriSETA:

- Unit standard ID: 116198: Harvest Animal Products, Level 1:5 credits

- Unit Standards ID: 116208: Understand the basic practices of beekeeping and the benefit there of for agriculture, Level 1, 1 credit

These unit standards provide credit towards a full qualification of a Level 1 National Certificate in Animal Production (ID 48970), or a Level 1 National Certificate in Mixed Farming systems (ID 48971) (Beekeeping Training manual, 2011).

## PROCESS 4: POST-TRAINING SUPPORT FOR MICRO-ENTERPRISE DEVELOPMENT

TREE argues that in order to succeed in creating income generation activities for socioeconomically disadvantaged groups, training is not enough and it will also have limited value if it is not coupled with appropriate support mechanisms for the graduates after the training is completed (ILO, 2009:26). The model further recommends that the post-training support should be planned with the graduates, local committees, and other relevant local partner organisations (ibid). Similarly, post-training support should be informed by the graduates' needs identified in the various assessments required at the beginning of the programme (ibid).

In the beekeeping programme, however, the Office of Sustainable Livelihoods initially solely determined or planned what would be needed for post-training support. The plans included requiring the Beekeeping Training Agency to provide ongoing support to graduates after the training, by touching base with them and providing troubleshooting and coaching for their beekeeping business (Interview with Project Manager 30/05/2017). Graduates could also contact the Beekeeping Training Agency for technical support, for instance, if they were struggling with the beehives (ibid). However, George said the Beekeeping Training Agency's contract did not include a component of post-training support as they were only contracted for a year "just to introduce that group to beekeeping and skill building, those were the keywords,

skill building that's all” (Interview with Trainer 22/04/2017). According to him, to really make a difference the graduates needed five years of mentoring (ibid).

As the training progressed, however, other elements of post-training support started emerging on an ad hoc basis.

The table below summarises the post-training support that was provided in the beekeeping programme. It also analyses the appropriateness of the support in accordance with the graduates' needs and situations.

**Table 4 Summary of post-training support in the beekeeping programme**

TYPE OF POST-TRAINING SUPPORT	APPROPRIATENESS FOR GRADUATES NEEDS
<b>PRE-PLANNED SUPPORT</b>	
<p><b>1. Coaching &amp; mentoring</b></p> <p>The trainers were required to touch base with trainees and provide troubleshooting and coaching for their beekeeping business.</p>	<p>The graduates said they indeed needed mentoring from the Beekeeping Training Agency. However, the Training Agency was not the right institution to offer this kind of support. George reportedly told the graduates that the Training Agency could only offer so much support as they are also a beekeeping business, therefore, the graduates’ business was actually competition.</p>
<b>AD HOC SUPPORT</b>	
<p><b>1. Business development</b></p> <p>The Office of Sustainable Livelihoods was approached by Students from America to offer post-training support to the beekeeping graduates with workshops in bookkeeping, sales and profits, as part of their Master’s programme. They also gave a donation of computers to be used in the beekeeping business.</p>	<p>All three graduates I interviewed considered the support from the students from America as the most significant post-training support they got. They only wished the students’ support was for a longer duration.</p>
<p><b>2. Transport</b></p> <p>The Office of Sustainable Livelihoods also received a donation of second hand bicycles from Germany to assist graduates with transport to get to the training venues.</p>	<p>All three graduates I interviewed thought the bicycles were totally inappropriate for their business, health and social situations. For example, the graduates could not transport hives on bicycles. The graduates rather needed a bakkie.</p>

<b>INADVERTENT SUPPORT</b>	
<p><b>1. Business location</b></p> <p>After the group was “kicked out” of the Nature Reserve, The Office assisted the graduates to find alternative space to put up their beehives in Philippi, bordering with Manenberg. It was a massive deserted building and part of it was dilapidated. This made it seem like a perfect site as the hives were out of reach hence the bees would not jeopardise people’s safety. The owner did not charge the group for leasing the premises.</p>	<p>The location (Philippi) was not appropriate as it was not easily accessible to graduates. Moreover, it was not secure as their hives were stolen within 2 weeks</p>
<p><b>2. Links to Retrieve swarms</b></p> <p>The Office of Sustainable Livelihoods through its links would inform the graduates about locations where they could go retrieve a swarm of bees to add to their own hives, so to grow their swarms.</p>	<p>The information from the Office of Sustainable Livelihoods on available bee swarms was considered as appropriate support by the graduates.</p>
<p><b>3. Marketing</b></p> <p>The students from America focused on providing marketing support to the trainees in terms of labelling, packaging and helping the graduates organise a marketing event, with support from the City of Cape Town, where they showcased their products and sold some honey.</p>	<p>This was appropriate support for the graduates as they were able to sell many jars of honey and create visibility at the event. After the event, the graduates began to receive a lot of calls from customers looking for honey.</p>

## Unmet needs in post-training support

The following are areas in which graduates felt they needed support after the training, in order to successfully run their beekeeping business. The lack of support in these areas undermined the sustainability of the beekeeping business.

### **Processing Facilities**

The group of graduates formed a beekeeping cooperative after the training, but they did not have premises or facilities where they could harvest and process honey (Interview with Graduate 24/06/2017). As such, they had to depend on the Beekeeping Training Agency to harvest their honey for them, spill it out and bottle it (Interview with Graduate 10/06/2017).

This proved to be an unsustainable arrangement, evident by the fact that the Beekeeping Training Agency managed to do the processing for them only once (ibid). The graduates I interviewed said that useful support from the beekeeping programme in this regard would have been a small 5m X 5m premises equipped with tools required to harvest and process honey on their own (Interview with Graduate 24/06/2017; Interview with Graduate 10/06/2017). They further added that they could have constructed the infrastructure themselves if they were loaned the necessary finances (ibid).

### **Equipment**

According to one of the graduates (David), the Office of Sustainable Livelihoods paid the Beekeeping Training Agency to provide them with various beekeeping equipment (Interview 10/06/2017). This included honey producing equipment, equipment to work with the bees and a mixer spinner that is used to sieve honey and drain it out (ibid). However, the Beekeeping Training Agency did not give them any equipment - except the five hives that later were stolen (ibid).

## **Transport**

The graduates also pointed to the need for a little bakkie, “even if it was one that is 20 years old”, that they could utilise in their business when transporting bees for example (Interview with Graduate 24/06/2017).

## **Business Premises**

The graduates also mentioned that they had difficulties securing premises for a small office to do their administration. Nonetheless, in the end, the group leader managed to convince the Chief Executive Officer of the Manenberg People Centre to give them an office to use for free for the first six months (Interview with Graduate 10/06/2017).

## **Start-up Finance**

All the graduates I interviewed also pointed out that they required start-up finance. Two of them stated that “no business gets off the ground without start-up finance” (Interview 14/06/2017; Interview 10/06/2017), and said that they would have used the finance for things such as putting up a small building with a construction cost of R5000 to safely lock up their equipment (ibid). As Amanda pointed out, “I lost hope in the initiative when there was no start-up finance offered, especially as we had stopped benefitting from the Working for Water Programme stipend” (Interview with Graduate 14/06/2017). Nonetheless, the Office of Sustainable Livelihoods stipulated that the trainees were able to get an upfront loan from the Beekeeping Training Agency for the bottling of the first batch of honey (Interview with Project Manager 30/05/2017). According to them, this was the only cash the graduates required in the beginning because they had received the gear, the bees, they built their own hives, they got trained on how to practice beekeeping, and the students from America assisted them “with all they required” to be able to get to a point where they could harvest their first batch of honey. From the sale of the first batch of honey, the graduates should have been able to repay their

loan to the Beekeeping Training Agency and then still have money left over for the next round (Interview with Project Manager 30/05/2017). However, the Trainer of the beekeeping programme said that with hindsight, he agrees with the graduates that they indeed needed start-up capital and that it is one area they could have done things differently (Interview with Trainer 22/04/2017).

### **On-the-job support**

All the graduates interviewed felt there wasn't sufficient on-the-job support after completing the course. According to Amanda, they felt "left without a holding hand", especially after the students from America had to go back to school (Interview with Graduate 14/06/2017). Similarly, Daniel explained that because they were new to beekeeping business, they needed someone beside them, to stand by them, to guide them and mentor them (Interview with Graduate 24/06/2017). He continued to say that after the Office of Sustainable Livelihoods, the Beekeeping Training Agency, and the students from America left, they didn't know what was going on and needed someone to show them the ropes, not to be spoon-fed, but someone to just guide them (ibid).

### **Support for the formation of groups**

From the onset, the goal of the programme was for the graduates to establish a business cooperative after the training (Interview with Project Manager 30/05/2017). With this, the students from America, who offered business management support to the graduates, facilitated the creation and registration of the group into a cooperative. The cooperative comprised of seven graduates who seemed interested in beekeeping and the business. The American students allocated positions in the cooperative to everyone in the group (Interview with Graduate 24/06/2017). The positions included a chairperson "to keep them in check and informed about

what's happening in the co-op", a Director who was overall in charge; a Networker, and workers (Interview with Graduate 24/06/2017).

Some graduates, however, were not happy with the positions they were allocated in the cooperative because they wanted one of the more senior positions such as Chairperson or Director (Interview with Graduate 24/06/2017). However, the American students were resolute on the positions they had allocated to each member of the co-operative, saying that they based them on everyone's strongest abilities (ibid). In the end, some graduates refused to do their jobs; only three people accepted their positions and their respective jobs (ibid).

Because of the challenges they faced working in a group, some of the graduates said they would have preferred to start beekeeping businesses as individuals (Interview with Graduate 10/06/2017; Interview with Graduate 24/06/2017). Nonetheless, they appreciated the rationale for having formed a business cooperative because it would have been easier for them to get help as a group rather than as individuals (Interview with Graduate 10/06/2017). For instance, business cooperatives could access start-up finance from the CoCT's Department of Trade and Industry provided that they met certain criteria. According to David, the criteria to access a loan from the Department required the inclusion of certain numbers of people of the following demographics; blacks, people living HIV/Aids, females, and people with disabilities (Interview with Graduate 10/06/2017). The cooperative that the trainees formed did not meet this criteria.

## Monitoring and Evaluation

In a skills development programme, monitoring is conducted on a daily basis by filling in a monitoring form which requires details of the progress on the course (ILO, 2009). The evaluation of the course at the end of the programme is done by comparing the day to day monitoring reports with the original training course plan developed during designing of the

programme. According to ILO (2009:191), the evaluation “highlights the main features of the course, the results obtained and problems encountered in relation to the course”.

The monitoring of the beekeeping programme by the Office of Sustainable Livelihoods included observing the unit standards of the courses that were used, to ensure that all the units that are required for one to become a beekeeper were covered (Interview with Project Manager 30/05/2017). Similarly, the Office monitored the coaching of the participants after the training. The evaluation was based on the competency of the trainees and their subsequent certification. However, even after the evaluation, the Office thought that, practically, the graduates might still encounter problems, they, therefore, continued to monitor to make sure that the graduates had access to an expert in the field who they could call upon for assistance (ibid).

According to the findings of this paper, the monitoring and evaluation strategy of the Office of Sustainable Livelihoods was not effective as the trainees did not receive certificates nor have access to an expert in the field who they could call for assistance, and these are the areas the Office said they were monitoring.

## SUMMARY OF THE RESULTS CHAPTER

In summary, the results chapter has evaluated the various processes that were followed in developing and implementing the beekeeping programme using ILO's recommendations in conducting economic empowerment training for disadvantaged groups.

In the initial process of "Institutional set-up", the study found that local partners from the programme implementation area, namely Manenberg, did not participate in the conceptualisation and development processes of the programme as well as the selection of the area of training, that is beekeeping. As a result, the adoption rate of the programme was low and beekeeping turned out to be an unsuitable enterprise for the Manenberg geography as well as the graduates or beneficiaries. Additionally, the business nature of the Beekeeping Training Agency presented a conflict of interest, particularly when it came to mentoring and offering post-training support to graduates because it saw them as competitors. Moreover, an analysis of the institutional structure of the beekeeping programme showed that the organisations involved at the implementation level were arranged in a hierarchy, with the Nature Reserve and an NGO that was implementing a project at the reserve at the top, giving them decision making powers at the local implementation level. This left the Beekeeping Training Agency and trainees vulnerable, as the two more powerful organisations did not always make decisions that were in the best interests of the beekeeping programme. The sustainability of the programme was also affected by the lack of partnerships with suitable community-based organisations in Manenberg, which could have provided continued post-training support.

With regard to the process of "identification of economic opportunities", neither the Office of Sustainable Livelihoods nor the Beekeeping Training Agency conducted market assessments or feasibility studies in Manenberg before settling for beekeeping as an economic opportunity

to be pursued. As a result, some of the constraints of beekeeping as an income generation activity for the participants were not identified earlier for mitigation.

In the training design and delivery process, the findings have shown that the set of criteria for admitting trainees into the programme was weak. Some trainees were co-opted into the programme without having shown interest, consequently, they eventually dropped out halfway into the training before graduating and other participants also dropped out in protest because they felt certain trainees were being favoured in the programme. Furthermore, the criterion of “interest” that was used to select trainees was insufficient for determining participants who had potential in successfully starting up a small enterprise. Nonetheless, the study also emphasised that those that did graduate from the programme, but eventually left the beekeeping business, did not necessarily lack commitment. However, their low socio-economic standing and situation did not permit them to fully commit to the beekeeping business.

In terms of training delivery processes, the graduates generally had low levels of formal education, therefore required a greater part of their training to be practical, unlike the 50:50 ratio of theory to practical training that was adopted by the beekeeping training programme. Nonetheless, the graduates commended the Beekeeping Training Agency’s approach to teaching, where the trainers gradually progressed through the material, making sure that every trainee understood the material as they went along. However, the duration of the course might have been too long for disadvantaged groups who needed to start earning money urgently. This probably contributed to some trainees abandoning the programme midway in favour of casual labour jobs, which could earn them money instantly. Additionally, the informal certification process of the training programme by the Beekeeping Training Agency meant that trainees that failed tests in the programme still got to be a part of the beekeeping business.

In the final process of “post-training support”, the Office of Sustainable Livelihoods initially solely determined what would be needed for post-training support, without consulting local partners from Manenberg. Because of this, the post-training support offered was not relevant nor was it sufficient for the graduates to successfully start-up a business. This probably further undermined the sustainability of the beekeeping programme.

## CHAPTER 6: DISCUSSION

This study aimed to examine and assess the methodological processes that were used to develop and implement the beekeeping training programme. The aim was to identify weaknesses in the approach that could be rectified, to increase the likelihood of future beekeeping training programmes achieving their main objective of training beekeepers from economically disadvantaged communities to establish sustainable beekeeping businesses. This chapter focuses on the key findings of the study and discussing them in relation to debates in the literature.

### Socio-economic effects and robust selection processes of participants

Schmitt (2014) conducted a comparative study between the beekeeping programme under investigation in this thesis and another training programme in order to find out why the beekeeping programme under investigation did not sustain itself, and what made the other beekeeping training programme succeed in producing viable beekeepers. In his findings, Schmitt (2014) showed that the beekeeping programme did not sustain itself because its trainees lacked interest, commitment and motivation. According to his findings, this was evident in that whenever the participants were not supported, the project would stall and they would not do anything for themselves (ibid). He further explains that the participants' selection process was the main problem because it was flawed; it allowed for the involvement of noncommittal participants (ibid). Schmitt (ibid), therefore, recommended that projects adopt a "sifting" approach where participants' commitment is continually monitored by assessing their level of effort and personal investment in the programme. Schmitt (ibid) further recommended that those who do not show the required level of commitment should not be rewarded with continued support from the funding and implementation agencies.

While my study confirmed that the selection process of participants in the beekeeping programme was indeed flawed, as some participants were co-opted into the programme without explicitly expressing their interest in it, my findings also showed that as the programme progressed, there was a “sifting” process whereby those that were not committed dropped out. There is evidence that the graduates that attempted to establish the beekeeping business were in fact committed to it. For example, it was through the graduates’ own efforts that they managed to negotiate for office space and secured it with six months free lease. My study has, therefore, found that there is insufficient evidence to conclude that a lack of interest, motivation and commitment led to the graduates eventually abandoning the beekeeping business, but rather the evidence points to other factors contributing substantially to the failure of the development intervention. These factors include the incompatibility between the graduates’ socio-economic situations and the nature of the beekeeping business. The graduates had no other sources of income and beekeeping was not the type of business that could bring them immediate daily and regular income. Consequently, for survival, they were compelled to find other jobs that paid them faster than beekeeping. Small-scale beekeeping should, therefore, be taught as an additional source of income to groups of people that already have other sources of income or the means to survive. At least this should be the case until the beekeeping business can take over as the primary source of income.

## Local stakeholder engagement for proper contextualisation of initiatives

Anyaegbunam et al (2004) write that exclusion of participants’ existing stock of knowledge and life experiences from formulation and delivery processes in development projects is often the cause of failure or is a contributing factor to the failure of the projects. Indeed, my study established that the beekeeping programme turned out to be unsuitable for the participants’ life

situations because they were not involved from the outset in the way the programme was formulated. In this regard, the study has further confirmed Paulo Freire's (1968) and Hope and Timmel's (1984) understanding of the central importance of the resourcefulness of "trainees" in providing contextual information that is used to produce development interventions that are relevant and sustainable.

## "Participation" as a key element

The literature reviewed in this study, especially that from the post-positivist perspective of Ison and Russell (2000) has emphasised the need for local beneficiaries or trainees to participate in creating the knowledge for skills development programmes that are meant for them. However, my study has found that although "trainees" from socio-economically disadvantaged communities are indeed resourceful in terms of their endogenous knowledge, they do not always perceive their knowledge as valuable. The trainees in my study felt that they were not knowledgeable enough to inform processes and make decisions in the programme because they had low levels of education and lacked wider life experiences. In this regard, merely emphasising collaboration with participants is an insufficient prerequisite for achieving their meaningful participation in processes of developing and implementing training programmes. In order to catalyse meaningful participation in knowledge creation by locals working with 'experts', the local participants first need to go through a process of empowerment that facilitates a change of mindset. This element of empowerment of participants that focuses on self-perception and self-belief is critical if meaningful participation is to be achieved. This calls for further studies on the role of the mindset in empowering socio-economically disadvantaged groups in training programmes.

In her paper "Depoliticising development: The uses and abuses of participation", White (1996) discusses four ways that development organisations tend to use the concept of "participation".

One of them is through *representative participation*, which is achieved by giving community members a voice in the planning and implementation of a project idea birthed by the intervening organisation, and not the community, as was the case with the beekeeping project. White (ibid) notes that there is some developmental value in this type of participation as the community members get an opportunity to shape the project. My study has shown that at times, ideas brought forth by intervening organisations are alien to the community, therefore the community is not likely to shape the proposed project even when there is an opportunity to take control. For instance, in the beekeeping programme, after the idea of beekeeping (birthed by The Office of Sustainable Livelihoods or the Beekeeping Training Agency) was introduced to participants, they could not shape the project because they had no experience in that field, therefore had limited knowledge. As such, my findings demonstrate that the best version of *representative participation* can only be achieved when an idea initiated by outside agencies is inspired by phenomenon from the locality of the community and is presented to people in the community with experiences in that area for implementation.

Nonetheless, my findings substantiate several theorists' arguments that the best form of participation is where the ideas for development come from the community members and they manage implementation with solicited help from "experts" when it is needed. This type of participation is what White (1996) terms *transformative participation* and Pretty, Guijet, Scoones and Thompson (1995) call *self-mobilisation*. It is similarly argued by the likes of Davids et al. (2008) and Arnstein (1969) that there are various "levels" of participatory development. In the lower levels of participation, the respective community members are generally passive as they are simply informed or consulted about processes, whereas in the higher levels of participation, community members have greater control of the conceptualisation and thought processes of a programme, as well as implementation (actions).

While my findings support what most of the theorists like White (1996), Davids et al. (2008) and Arnstein (1969) are saying about higher levels of participation, I am aware of the other body of literature that is critical of participatory development. The central argument in this literature is that participatory development is rather a manipulative tactic of beneficiaries or the public by development agents or government, to advance their agenda. For instance, Cooke and Kothari (2001) argue that in participatory planning processes, experiential knowledge of the participants or “local knowledge” is manipulatively structured by development organisations to suit their agenda. Therefore, locals will communicate their knowledge based on what they think the particular development organisation will be able to deliver, rather than what they need (Cook and Kothari, 2001:5). Cook and Kothari (2001:5) therefore conclude that “Participatory planning may be viewed as the acquisition and manipulation of a “new planning” knowledge rather than the incorporation of “people’s knowledge” by projects”. As such, Cooke and Kothari (2001:6) argue that participatory development, in fact, results in tyranny, rather than empowerment of community members as is suggested by the high-level participation concepts. They argue that participatory development is a tyranny because it facilitates “illegitimate and/or unjust exercise of power, therefore, participation itself is the real problem rather than the methodologies employed” (ibid).

Indeed, certain forms of participation can yield destructive results as shown by some incidents in the beekeeping programme. For instance, the incident where the participants chose a site in Philippi to set up their beehives and they soon got stolen. The site had been identified by the CoCT and was presented to the participants as an option. Critics of participatory development may describe this as a manipulative approach by the CoCT to have the hives at their preferred site, whilst making the beneficiaries believe it was their decision. Nonetheless, I believe the destructive results of participatory methods in the beekeeping programme were caused by the utilisation of lower levels of participatory methods which are less constructive. In this regard,

the destructive results were a consequence of flawed participatory development methodology rather than a failure of the concept itself.

## CHAPTER 7: RECOMMENDATIONS AND CONCLUSION

### SUMMARY OF RECOMMENDATIONS

In this chapter, I start with a summary of recommendations because the client (Beekeeping Training Agency) that commissioned the study would like guidance on how to improve this type of intervention.

The study has shown that inclusive decision-making processes with locals are paramount in producing programmes that are relevant to the beneficiaries' contexts and sustainable development. In order to achieve this, it is advisable that the Beekeeping Training Agency facilitates the establishment of a local committee to oversee the planning, design and implementation of the training programme. The committee should ideally comprise of representatives from various key role players in the targeted community, such as representatives from NGOs and CBOs working in the community, community leaders, trainees or potential trainees in the programme etc. The findings of this study have shown that the organisation structure in which the local CBOs, the local committee and the Beekeeping Training Agency operate is vital if effective inclusive decision-making is to be achieved. The study found that political disputes arise in instances where the organisations operate the form of a hierarchy. As such, the Beekeeping Training Agency should operate on an equal level with the local partners, where no entity has controlling powers over the others. Following Davids et al.'s (2008) recommendations, an equal partnership between the Beekeeping Training Agency and local committees can be achieved by ensuring that the local committee has enough power to make decisions on the conceptualisation, planning and implementation of the programme, without the influence of the Beekeeping Training Agency or other "powerful authorities".

In order to target more suitable beneficiaries, the Beekeeping Training Agency could invest in feasibility studies of the social and economic profiles of participants, social and environmental contexts, as well as marketing opportunities in surrounding areas. Furthermore, it is advisable that the Beekeeping Training Agency develops robust application and selection systems for trainees. The Agency should advertise the programme publicly within the community in order for potential trainees to respond by applying to participate in the programme. The selection criteria for those admitted into the programme should be based on their potential to successfully start-up a small enterprise. Following ILO's (2009) recommendations, the Beekeeping Training Agency must look at the applicants' levels of motivation and experience; understanding and meaning they have of a business enterprise as well as the willingness to invest some of their resources into the business.

Given that the graduates could not maintain a full-time commitment to the beekeeping cooperative and ended up finding full-time jobs that could give them income more frequently, perhaps small-scale beekeeping for disadvantaged groups should not be taught as a means of a primary source of income, but rather a supplementary one.

As has been established, beekeeping is a relatively unconventional business with some activities that are considered to be a man's job, such as building beehives. Thus, in the beekeeping programme women shunned these classes. Consequently, the Beekeeping Training Agency needs to develop a gender mainstreaming strategy which will help the trainer structure the course in a way that would encourage female trainees' participation in classes or skills that are perceived as male orientated work.

The beekeeping programme trainees generally had low levels of education and therefore they found the practical lessons more helpful than the theoretical ones. Given this feedback, when training socio-economically disadvantaged groups, the ratio of practical sessions to theory

classes could be an 80:20 rather than a 50:50 approach that was used in the beekeeping programme. The theory could also be integrated into the practical sessions in ways that link more closely theoretical knowledge and applied knowledge. Furthermore, the fulltime training component ought to be over a shorter period, no more than three months, so that graduates from poorer communities can start earning an income as soon as possible. The rest of the duration of training could be on the job so that they earn as they learn. Trainees appreciated the step by step progressive teaching approach the Beekeeping Training Agency used in both practical and theory classes, this ought to be maintained.

Whilst the Agency assumed that the trainees just needed to learn life skills, therefore they did not require formal certificates for the training, the participants said that they, in fact, needed a beekeeping training certificate they could use to run a beekeeping business or get jobs related to the qualification. As such, certification of trainees is necessary.

The study has found that a major contributing factor to the unsustainability of the beekeeping programme was a lack of sufficient and appropriate post-training support. Therefore, I support the ILO (2009) recommendation that in order to ensure that post-training support is sufficient and appropriate, it should be planned with the graduates, local committees, and other relevant local partner organisations at the onset on the programme. Similarly, post-training support should be informed by the graduates' needs identified in the various assessments required at the beginning of the programme (ibid). Where possible, the Beekeeping Training Agency must also consider partnering with NGOs from the project implementation area that will focus on providing post-training mentorship and support to the graduates. This is necessary because the study has shown that as a business entity, the Training Agency is not able to provide comprehensive post-training support to participants, who also essentially become its competitors. Alternatively, the Beekeeping Training Agency must consider developing a

business model where it includes graduates as its suppliers so that the post-training support it offers can still be to the benefit of its company, as well as the graduates.

## CONCLUSION

My study interrogated the methods and processes used in the development and implementation of a beekeeping training programme that aimed to create a means for income generation for a disadvantaged group from Manenberg. Using ILO's framework "Training for Rural Economic Empowerment" (TREE), I interrogated the methodology from pre-training, through training to post-training phases of the beekeeping programme, in order to identify weaknesses in the methodology that may have affected the sustainability of the programme.

My study has found a serious weakness in the methodology of the beekeeping programme which can best be described as a lack of high-level constructive participation by locals in planning processes, especially at pre-training, which also affected the subsequent phases of the training programme. Generally, the consequence of the lack of high-level participation by the locals was that the beekeeping programme turned out to be unsuitable to the participants' economic, social and geographic situations. The post-training phase was most affected as the support that was rendered to graduates after the training was insufficient and inappropriate. This appears to have contributed substantially to the graduates abandoning the beekeeping business venture and being attracted to other work. As such, in order to produce sustainable programmes, my findings demonstrate that high-level participatory methods are important. These findings do not suggest that high-levels of participation are a panacea to the challenge of sustainability of future beekeeping training programmes aimed at developing the disadvantaged, but rather that they are a key ingredient that cuts across the processes in the methodology. Transformative participatory development methods can contribute substantially to addressing the problem of sustainability.

The study has also shown that not all forms of participation results in sustainable development. Forms of participation that were used in the beekeeping programme which Davids et al. (2008) would classify as mere “involvement” of participants by consulting them or informing them are actually destructive. The use of the language or rhetoric of participatory decision-making in development without translating these ideas into methods, processes and procedures similarly undermines sustainable development. In the words of Hope and Timmel (2014), training for transformation is “a practical process, inspiring people to understand their world with both mind and heart and to take action on behalf of justice and the common good”.

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List of Interviews:

Graduate 1 (“David”) Interviewed on 10<sup>th</sup> June 2017

Graduate 2 (“Daniel”) Interviewed on 24<sup>th</sup> June 2017

Graduate 3 (“Amanda”) Interviewed on 14<sup>th</sup> June 2017

Trainer (“George”) Interviewed on 22<sup>nd</sup> April 2017

Project Manager (“Cecelia”) Interviewed on 30<sup>th</sup> May 2017

## Annexure 1

### **INTERVIEW SCHEDULE 1** (for the trainer)

The interview questions are developed from the study's analytical framework of TREE and will be used as a guideline to solicit answers from the trainer, documents and websites.

### **INTRODUCTION**

- Introduce myself; UCT Knowledge Co-Op
- Research Objectives
- How information from the interview will be used
- Explain the consent form

### **PROCESS 1. INSTITUTIONAL ORGANISATION AND PLANNING**

#### **a. About the Beekeeping Training Agency**

- Major areas of intervention
  - What are the focus areas of the beekeeping Training Agency?
- Type of organisation
  - The Beekeeping Training Agency is registered as a business, how suitable was this for a developmental initiative such as that of the beekeeping programme sponsored by the CoCT?
- General capacity to plan and implement training and post-training support
  - What is the Training Agency's capacity in planning and implementing training programmes?
- Experience in addressing training constraints perpetuated by inequalities
  - What is the Training Agency's experience in formulating suitable training for socio-economically disadvantaged groups, such as low education levels?

- What are the qualifications and work experience of the person who coordinated this project?
- Gender mainstreaming in policies & programmes
  - How does your organisation make sure that the training is structured in a way that appeals to both males and females?
- b. Institutional arrangements at the local level**
- Local committees
  - Did you facilitate the formation of any committees at the local level to participate in decision-making processes regarding the training?
  - If you did, who comprised the committee?
  - Which activities did the committees assist with?

## **PROCESS 2. IDENTIFICATION OF ECONOMIC OPPORTUNITIES AND TRAINING NEEDS**

### **a. Market demand**

- How does the demand for beekeeping services and products compare to demands for other products in Manenberg and surrounding areas?

### **b. Market opportunities identification (survey):**

- Analysis of market tendencies
  - Did you analyse the market tendencies in Manenberg prior to the beekeeping training?
- Evaluation risks and opportunities in different economic activities.
  - Was an assessment on risks and opportunities in beekeeping in Manenberg identified?
- Determine profitability when carried out in particular localities and on a small-scale.

- How profitable is the trade of honey in Manenberg and as a small-scale business?
- How long would one need to trade before they see profits?
- Were any feasibility studies of beekeeping in Manenberg conducted?

**c. Training Needs Assessment in the light of opportunities**

- To what extent were the potential trainees in Manenberg interested in learning beekeeping?
  - And their availability
- Which areas of training did the beneficiaries require in regards to becoming successful beekeepers?
  - Technical skills
  - Soft skills etc.
- Any existing skills of the potential trainees that were relevant to beekeeping?
- How did you determine technical and vocational skills gaps of women and men potential trainees that need to be addressed for the envisaged new beekeeping micro-enterprise?
- What were the gaps in entrepreneurial competencies and including leadership qualities?
- What was the level of confidence among trainees to undertake this unconventional trade?
- Where there any gender-based constraints in accessing training and employment, and how were these overcome?
- Diversity issues like disabilities, HIV/AIDS, ethnicity, etc. and how were these addressed?

#### **d. Community profile survey**

- Socio-economic status of men and women in the community
  - How can you describe the socio-economic status patterns of inhabitants of Manenberg?
- Characteristics, capacities and resources
  - What were the characteristics of the participants in terms of socio-economic status, sources of income, age, gender, race and level of education?
  - To what extent did the beneficiaries have the ability to attend, participate and implement skills learnt?
  - Which resources did the participants already have required for beekeeping?
- Situations of other traditionally excluded members
  - Did the group contain traditionally excluded members? If so, what were their special needs
- Availability of infrastructure; community and commercial services
  - To what extent did they have easy access to required infrastructure, equipment and space for beekeeping?
  - How about raw materials and intermediate products, were these readily available in Manenberg or surrounding areas?

### **PROCESS 3. TRAINING DESIGN, ORGANISATION AND DELIVERY**

#### **a. Training course preparation**

- Preparing the training course plan
  - How was the training course organised?
  - What was the methodology selected?

- Which training tools, equipment and materials were purchased or developed?

## **b. Preparing curricula, lesson plans and training material**

- Setting SMART training Objectives
  - What were the training objectives?
  - What informed them?
  - How did you create a gender enabling environment in the curriculum and training materials?
- Identifying Rough Core Content and Themes to be Developed
  - What was the rough core content of the training?
    - How was this identified
- Tailored to the specific requirements of beekeeping. (technical skills)
  - What are the specific requirements of beekeeping?
- Deciding best media for each core content and theme
  - What media and techniques did you use to address each core content?

## **e. Conducting the training programme**

### Training delivery process

- Conduct training in a manner, time and location that enable full access.
  - How was the training conducted to ensure that all participants grasp the knowledge and skill?
  - Was the time and location of the training accessible to all participants?
  - How did you create a gender enabling environment in the training delivery?
- Relatively short courses focused on the specific goals of income-generation
  - What was the entire duration of the course, number of hours per day and number of days per week?

- What were the channels and media used during training?
- To what extent was the training carried out in a flexible and attractive manner suitable for the profiles of trainees?
- Quality assurance
  - What mechanisms did you put in place to ensure that the training is of good quality throughout the duration?
- Training testing and certification
  - How did you monitor the trainees' progress throughout the course?
  - What sort of certification did they receive to ascertain mastery of skills?

#### **PROCESS 4. POST-TRAINING SUPPORT**

- Planning post-training support
  - What sort of support was required after the training?
  - Who determined what would be needed?
  - How often did you reassess post-training needs?
- Access suitable premises for production purposes
  - To what extent was the established beekeeping business premise suitable for the graduates, in terms of accessibility, and proximity to markets and raw materials?
  - Did you provide the graduates with the necessary equipment they needed to start practicing beekeeping? If so, what constituted the equipment?
  - How were the graduates supported in finding markets for their products?
  - Was initial support and backstopping in competing with established businesses done?

- Awareness of legal and regulatory requirements
  - To what extent were graduates made aware of the legal and regulatory requirements in setting up a business?
- Follow-up visits to graduates
  - To what extent were participant’s enterprise monitored on a regular basis, especially during the first few months for counselling and troubleshooting purposes?
- Support for the formation of groups
  - Did you facilitate the creation ‘of other group structures such as association, group credit and saving?
- Provision of further advisory services in management
  - To what extent did you provide on-the- job advisory services?

## **PROCESS 5. MONITORING AND EVALUATION**

- Training performance monitoring plan;
  - What plans and tools did you develop to help you monitor the progress of the training? So to ensure that implementation is on track, avoid problems and help assess corrective measures in real time?
  - Monitoring how gender and disability have been mainstreamed?
  - How did you monitor the performance of the trainees?

## **SUSTAINABILITY**

- To what extent did the training have support from the community and partner organisations?
- Can you describe the participants to have been “Strongly motivated men and women”?

- To what extent was the training and post-training financed?
- Is Manenberg a conducive environment socially and economically for beekeeping?
- How connected was the programme to local development bodies in Manenberg?
- How committed were the participants to the programme?

## Annexure 2

### **INTERVIEW SCHEDULE 2 (for Graduates)**

#### **PROCESS 1. INSTITUTIONAL ARRANGEMENTS AT THE LOCAL LEVEL**

- Early and meaningful decision-making in project levels
  - Were you asked to make a choice on which skills you would like to learn, in other words, did you choose to learn about beekeeping?
  - Did you make any decisions or choices about anything regarding how the training will be conducted before it began, and thereafter?
- Creation of partnership with locals
  - Do you feel that you were approached and made equal partner to the CoCT and the beekeeping Training Agency?
- Self-Mobilisation
  - How did you find yourself participating in this training?

#### **PROCESS 2. IDENTIFICATION OF ECONOMIC OPPORTUNITIES AND TRAINING NEEDS**

- Market demand in various economic sectors
  - What kinds of businesses in Manenberg or surrounding areas are rewarding, that you would like to do?
  - What products and services are in demand in Manenberg and surrounding areas that are not presently provided for?

- How does the demand for beekeeping services and products compare to demands for the other products?
- Market opportunities identification
  - Were you given a chance to discuss the kind of businesses you could do and then choose one?
- Determine profitability when carried out in particular localities and on a small-scale.
  - What kind of business did your beekeeping cooperative do?
  - How profitable did you find the business?
  - How long would you say one would need to trade before one sees profits?
- Evaluation risks
  - What would you say were the risks in doing the beekeeping business in Manenberg, if any?
  - Did you discuss any of the risks with the trainer before the training started?
- Training Needs Assessment (TNA) in the light of opportunities
  - How interested were you in learning about beekeeping?
  - Would you say beekeeping is a suitable business for you?
  - How available were you for the training, did you have any other commitments going on?
  - Can you explain the skills you learnt from the training?
  - Would you say that the skills you learnt are useful and are what you needed?
  - Did you already have some skills before the training that could have been used in beekeeping?

- Did you have any experience in running a business before the training?
- Were you confident about becoming beekeepers and running a business that offers beekeeping services?
- Did you face any problems in the programme because of your gender or any other special condition?
- Community profile survey
- Socio-economic status of men and women in the community
  - Could you please tell me about yourself? (Socio-economic status, sources of income, age, gender, race and level of education)
- Characteristics, capacities and resources
  - Which human and material resources did you already have which were required for beekeeping?
- Situations of other traditionally excluded members
  - Do you think that Manenberg has certain groups of people that are usually excluded from opportunities like these, who could benefit from this development programme?
- Availability of infrastructure; community and commercial services
  - Looking back, did you have all the required infrastructure, equipment and space for beekeeping?
  - Were your apiary site and the place where you operated your business easy to get to?

- Were the raw materials and other products you required for your business readily available in Manenberg or nearby?

### **PROCESS 3. TRAINING DESIGN, ORGANISATION AND DELIVERY**

#### **Conducting the training programme**

- Training course promotion
  - How did you hear about the training?
- Selection of trainees, based on established criteria
  - How were you selected to participate in the programme?
  - What kind of people were they looking for?
- Training delivery process
  - Can you describe a typical day in class, from beginning to end of class?
  - How did you feel about the way the training was conducted?
  - Did you find it difficult or easy to understand things?
  - How much of what was taught did you understand?
  - Was the time and location of the training accessible to all participants?
  - Did you have any difficulties attending the training?
  - How available were you for the training, did you have any other commitments going on?
  - How long did your training last for? How many hours per day and how many days per week?
  - How did you feel about the length of the training?
  - What instruments did you use for learning in class, for instance, written handouts, posters, videos, radio? Which ones did you find most helpful?

- Did you find the written material you were given easy to understand and helpful?
- To what extent do you think that the training was carried out in a flexible and attractive manner to you?
- Did you find the training to be flexible to your needs?
- During training, did you feel like you were sharing information with the trainer?

#### **PROCESS 4. POST-TRAINING SUPPORT**

- What sort of support did you need after the training in order to start your beekeeping business successfully?
- Who decided on what would be needed to establish the beekeeping business?
- Did you need any financial services, what type of a service, what for, how much and did you have any experience with dealing with financial institutions?
- Did you receive the required equipment for beekeeping? Were you able to operate it and do maintenances of it? What was the agreement on the equipment, was it just given to you or was it on a loan basis?
- Marketing support
  - Did you have any competition in the market?
  - Were you supported in marketing your products and services?
- Awareness of legal and regulatory requirements
  - Were you aware of the legal and regulatory requirements in setting up a business?
  - During the first few months, did you have anybody come visit you regularly to help you with some problems you were facing?

- Did you want to form a group afterwards in the form of the cooperative? Who made the decision on forming the cooperative?
- Did you form any other group structures such as a group for getting credit or savings group?
- Were you provided with support from any other organisations to help with managing your group and business?

### **SUSTAINABILITY**

- Who did you get support and encouragement from to start your co-operative business? Do you think that you were well supported to start your cooperative after training?
- What was your level of motivation for the programme and business? How committed were you to the programme?
- Are there any other organisations doing similar programmes in Manenberg? Did you get any support from these neighbouring organisations?
- What problems did you encounter when starting your business? How did you solve these problems?

