



**EXPERIENCES OF WOMEN WHO HAVE COMPLETED A JOB SKILLS
TRAINING PROGRAMME AND THEIR ABILITY TO ACCESS EMPLOYMENT
OPPORTUNITIES**

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ABBREVIATIONS

ASGRISA	:	Accelerated and Shared Growth Initiative for South Africa
EPWP	:	Employment Public Works Programme
OECD	:	Organisation for Economic Co-operation and Development
SA Statistics	:	South African Statistics
SA News	:	South African News
SMEs	:	Small and Medium enterprises
SMMEs	:	Small, Medium and Micro-Enterprises
UN	:	United Nations

TABLE OF CONTENT.....PAGE

CHAPTER ONE: INTRODUCTION 1

1.1 Statement of the problem/ Geographical location of the problem 1

1.2 Main research questions/Main research aims 2

1.3 Main research objectives 2

1.4 Main assumptions of the study 2

1.5 Clarification of the concepts 2

- **Empowerment 2**
- **Job skills..... 3**
- **Poverty 3**
- **Unemployment 3**
- **Gender discrimination 4**

1.6 Rationale and Significance of the study 4

1.7 Reflexivity/Positionality 5

1.8 Structure of the report..... 5

1.9 Summary..... 6

CHAPTER TWO: LITERATURE REVIEW..... 7

Introduction 7

2.1 Policy and Legislation..... 7

- **South African Constitution, 1996 7**
- **Employment Equality Act, 1998 8**
- **Women Empowerment and Gender Equality Bill of 2013 8**

2.2 Themes (Literature) linked to the main objectives of the study 9

- 2.2.1 Women and job skills training 9**
- 2.2.2 Employment and job skills training 10**
- 2.2.3 Education and job skills training..... 13**
- 2.2.4 Challenges faced by women in job skills training 15**

2.3 Theories and models that underpin the study 18

- **Social development theory 18**
- **Social inclusion theory 19**
- **Human development theory 19**
- **Core Feminism theory 20**

2.4 Summary..... 20

CHAPTER THREE: METHODOLOGY	22
Introduction	22
3.1 Research design	22
▪ Sampling considerations	22
3.2 Data collection method	23
3.3 Data analysis.....	24
3.4 Ethical considerations.....	26
3.4.1 No harm to the participants	26
3.4.2 Voluntary participation.....	26
3.4.3 Deceiving subjects	26
3.4.4 Violation of privacy, anonymity or confidentiality	27
3.4.5 Release or publication of the findings	27
▪ Inherent limitations of the study	27
3.5 Data verification.....	28
▪ Credibility	28
▪ Transferability.....	28
▪ Dependability.....	28
▪ Confirmability	29
3.6 Time Frame	29
CHAPTER FOUR: PRESENTATIONS AND FINDINGS	30
Introduction	30
Participants' profiles, job skills training experiences and socio-economic context.....	30
4.1 Participants' profiles	31
Table 4.1.....	31
4.2 Participants history.....	32
4.3 Framework for discussions	35
4.4 Discussions framework- study objectives themes and sub-themes	35
Table 4.3.....	36
4.4 Presentations and discussions of the findings.....	36
4.4.1 Job skills training programmes enables women to access employment	37
▪ Self-empowerment for women and reducing vulnerability	37
▪ Financial independence and reducing household poverty	39
▪ Easily accessible in Cape Town	41
▪ Knowledge and skills development	43

▪ Community building and better personal skills.....	45
4.4.2 Resources needed include access and skills development	47
▪ Feelings of empowerment.....	47
▪ Human dignity and equality	50
▪ Feelings of self-dependency	51
4.4.3 Remaining challenges in job skills training and employment	52
▪ High unemployment and lack of education	52
▪ Societal discrimination	54
▪ Societal and family expectations.....	55
▪ Lack of government intervention	57
▪ Sexual favours and employment	59
▪ Unfair working conditions	60
4.5 Summary.....	61
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS	62
Introduction	62
5.1 Main conclusions.....	62
5.1.1 Investigate whether job skills training can help women access employment.....	62
5.1.2 Assess if job skills training programmes influences the ability of women to obtain employment	63
5.1.3 Determine the remaining challenges women face in obtaining employment	63
5.2 Main recommendations	64
5.3 Concluding statement	66
References.....	67
Appendixes.....	76
Appendixes One: Permission letter	76
Appendixes Two: Data collection tool.....	77
Appendixes Three: Consent forms	79
Appendixes Four: Transcription (sample)	81
Appendixes Five: Editing letter	102

ABSTRACT

Women make up more than half the population of South Africa. Despite the countries' legislation and policies to promote the rights and social position of women, many remain unemployed and disempowered, face ongoing discrimination and are not able to access resources including educational opportunities. This dissertation reports on the outcomes of a study that was conducted with women to assess their ability to access employment opportunities after having completed a skills training program. In-depth, face-to-face interviews were undertaken with fifteen women who were purposively selected from different backgrounds of Cape Town who had participated in a skills training program to participate in the research. The research integrated a qualitative exploratory approach to explore various experiences of the participants to examine how their involvement with a job skills training programme enabled them to access employment. The research findings revealed that the job skills training programmes enabled most of the women to get employment, and as a result, be able to support themselves financially. Their sense of wellbeing improved, and they were able to access resources like housing. The study also found that policies such as the Employment Equality Act No. 55 of 1998 was well understood and implemented by organisations promoting women's empowerment through skills training and they implemented the policy to improve the lives of women. However, the study also found existing challenges for women related to the implications of past discriminatory policies and cultural dimensions of family life, especially within black communities, by which women's role were understood as having to be in the home. The research concludes with recommendations that include further education in communities as well as working spaces about women's empowerment for both men and women, better enforcement of the rights of women by the state, and further research on how to address the challenges that women face in South Africa society as relates their empowerment.

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My thoughts and hopes goes out to all the women in the world, who are disempowered, who suffer the abuse and violation of rights, all in the name of culture and unfair treatment. We must bring light for those that cannot speak for themselves so to make everyone's future to shine brighter.

CHAPTER ONE: INTRODUCTION

Introduction

This study explored the experiences of women who have completed a job skills training programme and their ability to access employment opportunities in the city of Cape Town. Adequate research has been conducted on the importance of women skills training towards development, however, studies aimed to illustrate how these programmes influence job opportunities for women in Cape Town were found to be limited. This chapter introduces the context of the research study of women and their empowerment through job skills training. The topic of the research, along with the main research questions, objectives, assumptions and the rationale have been stated. To ensure a clear understanding of the content of the study, clarifications of key concepts have been provided as well as the significance of the study and insight related to reflexivity. Finally, an outline of the structure of the report is included.

1.1 Statement of the problem/ Geographical location of the problem

This study was conducted to understand how job skills training empower women and influence their access employment in Cape Town. Research specific to how jobs skills training for women have helped them to access employment is limited, hence the significance of this study. In South Africa, education, poverty and unemployment are some of the issues that affect economic growth of the country. Unemployment rates of women are stated to be higher than that of men and it is partially because of the past apartheid policies and gender discrimination against women (Kingdon & Knight, 2007). To date, women are still discriminated against in education and employment hence, scholars such as Mlatheni (2012; Kingdon & Knight, 2007; Brynard, 2011) and the Organisation for Economic Co-operation and Development (OECD) (2015) discuss ways to better implement programmes and address how women can be included in social development.

The study was conducted among women that have completed a job skills training programme in selected areas of Cape Town. The participants were selected through contact with both registered and non-registered skills trainings organisations. Interviews were conducted with fifteen participants to hear their views on their employment prospects after they had completed a jobs skills training programme. These outcomes were assessed in relation to the empowerment of women and their ability to secure employment through skills development.

1.2 Main Research Questions/Main Research Aims

This study aimed to understand and explore the experiences of women who have received job skills trainings and how these trainings have influenced their access to employment. The main questions of this research study are as follows:

- Are women who have completed a jobs skills training programme able to access employment?
- Does job skills training influence the ability of women to access employment?
- What are the challenges women experienced in obtaining employment?

1.3 Main Research Objectives

The research objectives of this research study are as follows:

- To investigate whether women who have job skills training can access employment.
- To assess if job skills training influences the ability of women to access employment.
- To determine the challenges women face in obtaining employment.

1.4 Main assumptions of the study

The main assumptions of this research study are as follows:

- Not all women benefit from jobs skills training and are able to get work.
- Social, family pressures and gender discrimination prevent women from accessing job opportunities even though they have completed a job skills training programme.
- The competitive market hinders women from accessing mainstream employment.

1.5 Clarification of the concepts

Empowerment: Empowerment is defined as “the process of increasing the capacity of individuals or groups to make choices, and to transform those choices into desired actions and outcomes. Central to this process are actions that build both individual and collective assets, and improve the efficiency and fairness of the organizational and institutional context which

govern the use of these assets” (World Bank, 2001:5). The focus on women’s empowerment of this research brings to light the significance of gender, and gender equality in empowerment.

Job skills: Job skills training refers to training of transferable skills intended at economic development. It can serve as an alternative to traditional education or supplement and providing training to those who need to “skill up” or move to a new industry (U.S Chamber of Commerce Foundation, 2017). Lafer (2004) also describes job skills training as a path to renew prosperity to improve the skills and education of people that contributes to the labour market. In this study, job skills training relates to specific programmes that are offered by organisation to people to increase their employment abilities.

According to the OECD (2015), in South Africa unemployment is significantly higher in black women and the poorest economic groups, thus to meet the National Development Plan 2030 specifically to address the issue of unemployment, programmes such a vocational training and Expanded Public Works Programme has been put in place as platforms that offers young people with skills that they need access job opportunities. The programmes are implemented as an empowerment strategy for the youth who are unable to obtain tertiary education. The programmes however have been argued to be ineffective in reducing poverty levels in the country as intended due to their inability to provide permanent employment, (Brynard, 2011).

Poverty: Sen (1999) has been an important voice urging that poverty needs to be seen more broadly than inadequacy of income. He argued that poverty is the absence of one or more of the basic capabilities that are needed to achieve minimal functioning in the society in which one lives. This includes not having enough income to ensure being adequately fed, clothed, or sheltered (income poverty) or being unhealthy (health poverty) (Sen, 1999). South Africa’s poverty level is on the rise and remains quite high in women (Stats SA, 2017; Kehler, 2001), thus poverty relates to this study as a risk factor for women who may not be able to get a job despite having completed their job skills training programmes.

Unemployment: Unemployment has been defined as a situation where someone of working age is not able to get a job but would like to be in full time employment (Mlatsheni, 2012; Banerjee et al., 2008). South Africa is faced with a high number of youth that drop out of school, most of which are women and as they result, they fail to acquire the needed education level to progress in the mainstream employment, thus face a long duration of unemployment (Mlatsheni, 2012). The country is also faced with the challenge of insufficient labour market

as argued and I quote: “youth who have completed secondary schooling do not necessary perform well in finding employment. Education plays a role not just in finding employment, but also in the ability to create employment” (Mlatsheni, 2011:8). This concept relevance to this study outlines the link of education and unemployment, extending the challenges that women face in obtaining employment in South Africa.

Gender Discrimination: Gender Discrimination refers to an act of treating someone unfairly because of their sex and treating someone different because of their sexual orientation (Cohn, 2000). In South Africa, interventions such as the Commission of Gender Equality (CGE) which is a state institution set up in terms of the commission to promote and strengthen democracy and a culture of human rights in South Africa. Their role is gender equality in all spheres of society and make recommendations for the legislation affecting the status of women (SouthAfrica.info, 2016). Despite good policies set in place, gender discrimination of women in the work place, societies and families remain a challenge in the country. This is highly influenced by the fact that South Africa remains a country like any other in Africa; cultural based. In some cases, it has been found that, there is a norm of people acting in accordance to culture than following policy and in some cases policy opposes the value of culture (Keeton, 2014). This approach has been stated to be one of the challenging issues to tackle and causing a challenge on the proper implementation of eradicating gender discrimination towards women (Brynard, 2011; OECD, 2012; Keeton, 2014). Thus, gender discrimination is relevant to this study because it illustrates the challenges women face in obtaining employment.

1.6 Rationale and Significance of the Study

Although gender equality for women especially women from disadvantaged communities, in South Africa has increased, more needs to be done to ensure equal opportunities for women to participate actively and effectively in the South African economy. Most people living below the poverty line are women and thus, women continue to dominate the world’s illiterate population (McGrath & Knight, 2007). It has been argued that the inequality in South Africa remains high because the number of jobs created post the apartheid era is insufficient, and as a result, unemployment remains a challenge. Not much provision is made for the unemployed regardless of the circumstances of why they remain unemployed. Therefore, a gap between those that are employed and unemployed remains high (Keeton, 2014; Banerjee et al., 2008).

The job skills development sector in South Africa recognises the importance of including women in development and aims at ending societal inequalities that affect women, hence the public and private sectors now employ women and raising awareness of discriminatory practices. Private sectors have had a sufficient level of success because most of them rely highly on donations and some of funds are only provided to projects which raise awareness on violence against women (Karnani, 2007). The public sector on the other hand is said to have not been very active in this as a high number of women remain unskilled and still working in low-skills paying job such as housework services, Thus, it is important to examine how job skills for women has assisted them to obtain employment (Banerjee et al., 2008).

1.7 Reflexivity/Positionality

The research was based on how job skills training assist women to access employment. As stated earlier, the gender inequalities, employment discrimination and vulnerability of women are major concerns in South Africa, which deserves attention because there are more women that are unemployed compared to men (Kingdon & Knight, 2007). It is important to understand how these job skills training for women have contributed towards economic development. The researcher is a young female who grew up in a community that is highly culturally structured and where women were not fully acknowledged as equal to men. This study therefore holds a deeper meaning in her understanding of the discriminations that women experience. At the same time, the researcher hopes that this study will also provide insights on the feasibility of job skills training for women to promote employment opportunities for them.

1.8 Structure of the report

This study consists of the following five chapters. Chapter one was designated to introduce the study. Chapter two includes the literature that has been conducted on subject of job skills training and how they contribute towards economic development. The literature review is taken from a broad context to illustrate how job skills training programmes are accessed in South Africa. Chapter three describes how the study was conducted which includes the approach, data collection tool and the methodology used to conduct this study. Chapter four will show the presentations and the findings of the study. The findings will compare and contrast the literature review in chapter two. Lastly chapter five provides the researchers' conclusions and recommendations based on the findings in chapter four. The report is outlined in the following order:

Chapter One: Introduction

Chapter Two: Literature Review

Chapter Three: Methodology

Chapter Four: Presentation of findings

Chapter Five: Conclusions and Recommendations

1.9 Summary

Chapter one introduced the topic of the study, its rationale as well as the significance of doing research on job skills training for women as a key to employment. Research questions and objectives were stated and concepts relevant to the study were also clarified. Chapter two presents the existing literature on job skills training and employment based on the main themes linked to the study.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This chapter examines literature on job skills training for women and literature on their empowerment to provide a broader view of the research focus. Literature from sources such as the United Nations (UN) (2011; Woolard, 2002; and Ngwenya, 2016) indicates that there is a need for further research on the benefits of women's empowerment through programmes such as skills development for women and how these can contribute to economic development. It is critical to determine whether job skills training for women can help them access employment. The literature review will begin by discussing the legislation and policies relevant to the study. This will be followed by a discussion of the themes that are linked to the objectives of the study, and finally, the theories and models that underpin the study.

2.1 Policy and Legislation

- **South African Constitution, 1996 (Act No. 108 of 1996)**

The South African Constitution offers protection to all citizens. The South African Bill of Rights is part of the Constitution, and it stipulates the rights of all people in the country, affirming democratic values of human dignity, equality and freedom, which the state must respect, protect, and promote (South African Constitution, No. 108 of 1996: Chapter 2). Equality refers to the norm that everyone is equal before the law and that everyone has the right to equal protection and benefits of the law, including all rights and freedoms. Equality further requires the state not to unfairly discriminate against anyone on one or more grounds, including race, gender, ethnic or social origin, culture, language and birth, among others (South African Constitution, No. 108 of 1996: Chapter 2). In addition, no person may directly or indirectly unfairly discriminate against anyone on the aforementioned grounds.

Women's equal rights to employment and development can be linked to the concept of human dignity in the Constitution, which states that all people have an inherent dignity and right to protection thereof. The Constitution stipulates that everyone has the right to freedom and security, which cannot be denied arbitrarily or without just cause. Therefore, it is every woman's right to be treated equally in employment opportunities, remuneration, and in society in general (South African Constitution, No. 108 of 1996: Chapter 2).

- **Employment Equality Act, 1998 (Act No. 55 of 1998)**

The Employment Equality Act No. 55 of 1998, chapter two gives effect to the implementation of equality in the workplace for all employees and employers. The policy aims to promote the elimination of unfair discrimination in respect of remuneration by applying the principle of equal remuneration for work of equal value. The policy examines all aspects of remuneration policies, procedures and practices to ensure compliance with the principle of equal payment for work of equal value (Employment Equality Act, No. 55 of 1998: Chapter 2). The policy includes a legal principle that “every employer has the responsibility to promote equal opportunity in the workplace to ensure the elimination of unfair discrimination in any employment policy and practice” (Employment Equality Act, No. 55 of 1998: Chapter 2: 6).

Section 3.3 of the Act, amended in 1995, gives effect to the principle of equal payment for work of equal value for both men and women, as payment must not be based on race, sex, or any other arbitrary grounds. In addition, the policy advocates for the need to conduct an objective appraisal of jobs as a necessary element of applying the principle in all contexts, particularly to “eliminate residual structural inequalities related to legislated and practised racial discrimination that applied in the labour market and workplace in South Africa” (Employment Equality Act, 1998: Chapter 2: 9). Thus, this act is relevant to this study because it promotes the right to equal job opportunities and equal remuneration for both women and men.

- **Women Empowerment and Gender Equality Bill of 2013**

The Women Empowerment and Gender Equality Bill of 2013 aims to end practices of discrimination against women. Section 10 of the Bill, under the sub-heading regarding economic empowerment, states that: “despite any other law, targets for women in all laws and policies on economic empowerment shall be a minimum of 50%” (Women Empowerment and Gender Equality Bill of 2013: Chapter 3: 8). The policy was formulated for the purposes of identifying and eliminating all gender- and race-related discrimination against women. Although the policy does not aim to create new anti-gender discrimination legislation, it introduces the measure and targets to strengthen existing legislation aimed at promoting gender equality and the empowerment of women in society. It also highlights the provisions of the current Constitution of the Republic of South Africa of 1996, which aims to redress gender imbalances and to submit plans and measures that advocate for equality in South Africa. Any

form of discrimination against women based on race and gender is discouraged, thus advocating for equality in the practices of different authorities, such as the traditional and government authorities, in private and public employment, as well as household affairs. Therefore, this policy is relevant to the study as it links to the objectives of the study and supports the initial importance of women's empowerment.

2.2 Themes Linked to the Main Objectives of the Study

2.2.1 Women and job skills training

It has been stated that there is a strong relationship between poverty, inequality and unemployment in South Africa. Over the last 40 years, unemployment has been on the rise, whereas growth had averaged more than 4.5% per annum (McGrath & Akoojee, 2007). South Africa has therefore a great need to include women in job skills training which will enable them to access employment. This shift has been influenced by the fact that the number of unemployed women is much higher than that of men (Rey & McKay, 2006; Kingdon & Knight, 2007; StatsSA, 2017), and it is also evident in the implementation of the current policies such as the Women Empowerment and Gender Equality Bill of 2013, which aims to promote equality in economic development. Job skills training programmes are one of the strategies that have influenced women's opportunities in economic development (Baron & Markman, 2000; Lafer, 2004).

Women are now recognised as just as capable as men, and gender roles are now viewed as a barrier that has no real relationship to capability and credibility. Gender roles are rather a way to hinder women from accessing opportunities and roles that they are equally deserving of in society (Rey & McKay, 2006). However, it has been argued that although these new policies are well recognised, the implementation is not undertaken effectively. Women are still facing threats to their lives, health and well-being. They still receive less education than men, and women are still over-represented among the poor and disempowered (Kehler, 2001; Mlatheni, 2012). Achieving change requires policies and actions that will improve women's access to scarce and valued resources of societies, alleviate their uneven household responsibilities, and remove legal and social weaknesses that hinder their participation in the public sphere (Kehler, 2001, Mlatheni, 2012).

Economic development should include equal opportunities for women as it has a crucial role to play in stimulating growth, generating employment, and contributing to poverty alleviation. Job skills training programmes are argued to be one of the strategies that has influenced women's opportunities in economic development (Cohn, 2000). Abor & Quartey (2010) also stated that job skills training programmes increase the chances of gaining access to financial schemes and independence. Enhancing women's abilities and helping them gain equal employment reduces their limited access to financial resources, thus giving them an opportunity to contribute to income generation. For example, a study by Duflo (2012) found that a large portion of those in the small- and medium-sized enterprises (SMEs) sector in South Africa do not have access to adequate and appropriate forms of credit and equity, or financial institutions have structured their products to serve the needs of large corporates and not SMEs, thus creating opportunities for women to undergo job skills training is essential to reduce these levels of inequalities, (Duflo, 2012).

Furthermore, in most cases, women have been victims of violence and are in poor job services such as prostitution (Embrace Dignity, 2016). Uneducated and unskilled women are the victims of trafficking are mainly young women, less educated, often semi-literate or illiterate women with little control over their own situations (Embrace Dignity, 2016; Commission for Gender Equality, 2016). Therefore, it can be argued that there is a need to have employment promotion programmes for women because the inclusion of young women and girls as equal partners in youth development and empowerment programmes is essential in overcoming gender imbalances.

Okojie (2002) stated that a necessary condition for enhancing employment creation is to achieve a high rate of employment-intensive economic growth. An employment-led growth strategy is required to address the problems of widespread unemployment for women in South Africa. Based on this, one may argue that it requires a link between employment policies, development needs, education and human development, and women in development. Thus, special activities such as job skills training programmes are needed for the employment of women (Okojie, 2002; Abor & Quartey, 2010)

2.2.2 Employment and job skills training

In this study, job skills training is viewed as important for skills development. McGrath & Akojee (2007) observed that poor people are not concerned exclusively with adequate

incomes and consumption. Their focus is on other goals such as security, financial independence, and self-respect, which are considered as important as having the means to buy basic goods and services. Past gender discrimination against women is a contributing factor to the current high volumes of unemployment among women (Woolard, 2002; Aliber, 2003). Women need to be included in education because, when people are educated, they can acquire knowledge which aids in securing employment. Thus, job skills training is crucial for women to access employment.

It was found that the implementation of skills development for self-employment since 1995 showed an improvement in employment patterns and wage increments as a result of the increased participation of women in the labour force and this was reported to be beneficial for economic development (Kingdon & Knight, 2007). The study by Kingdon & Knight (2007) did not categorise its findings according to gender, however, employment equity legislation which favours women was stated as the reason why women's share in total wage employment increased. Nevertheless, the increase in the share of self-employment in 1995 was argued to be overestimated due to the capture of data on subsistence agriculture and other informal activities being less accurate in 1995 compared to 2003 (Kingdon & Knight, 2007). One may argue that although the impact of training for better employment is not specifically evident, the positive change contributed by job skills training cannot be completely disputed.

In addition, South Africa has enforced strategies and policies to reduce unemployment, poverty and inequality, such as the Expanded Public Works Programme (EPWP). The primary purpose of some of the projects of the EPWP is to give disadvantaged communities job training skills for empowerment and to provide them with the necessities to gradually enter mainstream employment (Ngwenya, 2016). The strategy indicates that the government attaches considerable importance to the EPWP to address unemployment. However, very little is known about the success of the EPWP in meeting employment promotion and poverty reduction objectives (Ngwenya, 2016; Meth, 2011). The existing literature shows that the currently designed EPWP has limited potential to address unemployment and poverty in South Africa. Firstly, this is because EPWP projects do not adequately target groups with high unemployment, and, secondly, even though women participate in the projects and participation reduced the severity of poverty, the majority of households still fall below the poverty line (Besley et al., 2004, quoted by Kingdon & Knight, 2007).

Furthermore, the poverty-reduction benefits of the EPWP are not sustained as they often do not provide or lead to permanent employment (Kingdon & Knight, 2007, Meth, 2011). The real results of the effect of the EPWP are not clear. What is clear is that the skills accessed by women can lead to work opportunities in jobs where the skills obtained can be useful (Meth, 2011).

In the labour market, women were found to be less likely to be employed, and if they were employed, they earned less than men, and are more likely to live in poverty, even when they are employed (Kehler, 2013). Women spend almost twice as much time on housework than men do and, in some cases, it was found that women still lack independent rights to own land, manage property, and, in some cases, they are not allowed to travel without their husband's consent (Duflo, 2012). These findings are common for women who live in traditional settings. For example, Kay and Shipman (2014) cited by Cole (2015) found that a sample of women in Cape Town are still insecure about their professional abilities, and they are less likely to seek professions which are viewed as competitive or outside their "traditional feminine sphere", such as housework. Thus, they remain in administrative and lower-skilled jobs compared to men. Women's empowerment has been stated as an advantage to economic development because it improves the ability of women to access the sources of development, such as mainstream employment. It plays a major role in reducing inequality between men and women, thus accelerating development (Cole, 2015).

Furthermore, it was argued that women miss out on formal employment opportunities because of the social norms which continue to restrict the type of economic activities in which women may engage (Scheyvens, 2000). Therefore, women should be included in mainstream economic development strategies, such as job skills, because this represents the country as culturally responsive, and should encourage the growth of a society where women are less oppressed (Scheyvens, 2000). The economy of South Africa is on the rise and has been stated to be doing much better than other countries in Africa (StatsSA, 2018), hence it should show growth in the level of equality in opportunities for development. The training can enable women to be more involved in corporate professions, gain valuable skills, and also to deepen their knowledge about environmental issues.

According to Karnani (2007), a civil society with good intentions often tries to supply the services the state has failed to provide. However, there is a lack of resources and low levels of production to provide these services to assist all women in South Africa. The government

should attempt to strengthen its offerings, support the voice of the poor, and be a catalyst in participation in the political process (Karnani, 2007). The situation of women in South Africa is that they run businesses using low skills levels, little capital, and very low production levels, thus they do not earn enough to rise out of poverty. Creating employment and increasing productivity is the best solution to equal economic development (Abor & Quartey, 2010). The role of the government should be emphasised in providing basic public services, which have a direct and significant impact on productivity. However, the lack of resources prevents the government from providing the needed services to the people (Karnani, 2007).

Though job skills training may enable women to access employment, South Africa is still faced with the challenge of the unequal distribution of income between men and female workers. The Employment Equality Act No.55 of 1998, chapter two protects women from unfair distribution of wages in policy. However, this is not always the case in practice. For instance, a study by Kehler (2013) on Western Cape farms showed that women farm workers often receive lower pay in comparison to their male counterparts. Women who are permanent seasonal workers receive no bonuses or any benefits, unlike their male counterparts in the same category of work. The weekly wage discrepancies between women and men working on the farms sometimes range between R50 and R100. Though women perform the same kind of work, their pay remains lower than that of men (Kehler, 2013). Additionally, women working on farms in the Western Cape are only regarded as an extension to their male counterparts and are not considered as valuable workers as men.

Furthermore, women often have no independent contract, or independent right to tenure, or housing. The rules regarding housing allocation of workers on farms in the Western Cape do not cater for women workers (Kehler, 2013). Based on this, it can be argued that job skills training for farm work does not necessarily empower women or enable equality due to societal and gender roles discrimination. Thus, the constitutional guarantees of equality and non-discrimination remain merely theoretical rights that lack practical implementation. What remains is women's everyday reality marked by the struggle for survival, additionally influenced by deteriorating socioeconomic conditions and a lack of economic development.

2.2.3 Education and job skills training

Job skills training in education is an important component of capacity building for women (Scheyvens, 2000). Since 2004, the Accelerated and Shared Growth Initiative for South

Africa (ASGRISA) has emphasised education and skills as one of the most central elements in South Africa's national development strategy (McGrath & Akoojee, 2007). Education is the most crucial strategy for development. South Africa's social history and structure provide a context that makes women, especially black women who live in the townships, and coloured women, vulnerable to intersecting risks (Aliber, 2003). In South Africa, women who live in poor communities usually do not have the best education (if any), are not very informed on issues which are crucial to development, such as health matters or human rights, and do not necessarily have an effective channel to voice their opinions (Jones et al., 2011). Thus, women engage in unhealthy activities such as unprotected sex, underage alcohol use, and drug abuse which prevent them and their children from living a healthy lifestyle (Jones et al., 2011). Empowering women to participate fully in economic development is important in building stronger economies because it supports the internationally agreed-upon goals of development and sustainability for the purposes of improving the lives of women, families, and communities (UN Women, 2011).

There has been significant growth in the employment and education of women. Since the beginning of the post-apartheid era, the female participation rate in employment (including self-employment) showed an increase of 15% compared to that of males at 5.2% (McGrath & Knight, 2007). The rise in participation rates is due to the lifting of apartheid restrictions on movement to urban areas and the new possibilities of employment (McGrath & Knight, 2007). Additionally, education levels have risen, and participation rates typically increase with education levels, particularly so for women. McGrath & Akoojee (2007: 424) stated:

“Skill had been profoundly racialized and gendered. Black (especially female) South Africans had been denied access to skills development or had received no certification or recognition for their real levels of skills and knowledge learned on the job. Moreover, provider institutions and delivery systems were fragmented and dysfunctional”.

Furthermore, institutions such as vocational training institutions have shown tremendous results in empowering disadvantaged women by providing a standard educational level of “free-subsidised education” and providing them with the necessary skills. Training programmes are noted to have made significant contributions to skills training and uplifting the economic status of women (Allais, 2012). There is considerable evidence for the claim that access to education has brought changes in cognitive ability, which is essential to women's

capacity to question decisions, thus allowing them to gain access to knowledge, information and new ideas (Klasen, 2002; Kabeer, 2005). It has been stated that graduates have a better chance of accessing employment than non-graduates. Women experience different kinds of discrimination in the household and in employment. For example, in South Africa, the girl child's health and household rights are often sacrificed. Families that cannot afford food or education for everyone unreasonably sacrifice the welfare of girls and women (Rose, 1999, quoted by Duflo, 2012). Thus, if crises affect poor households, women's rights and welfare are compromised. Reducing the grip of poverty on these households or helping them to deal with the crises could improve the welfare of women of all ages. Thus, women's economic development is important. Furthermore, Duflo (2012) stated that the motivation for educating children should be to enhance their employment opportunities. Thus, improving the opportunities available to women in the labour market should provide a strong catalyst for the treatment of women to change for the better. Economic development leads to a change in the nature of work that is more conducive to women's needs.

2.2.4 Challenges faced by women in job skills training

There are several challenges affecting women in obtaining job skills training programmes. South Africa has good primary school enrolment for both girls and boys. However, only 30% of learners matriculate, and most who do finish school are boys (Kalitanyi & Visser, 2010). The norm of regarding women as better suited to stay at home and take care of household chores causes this imbalance and presents the first challenge (Kalitanyi & Visser, 2010; McGrath & Akoojee, 2007). Thus, women continue to lack the skills and proper education, facing a challenge to acquire the needed skills for their development.

Secondly, in reference to the EPWPs in South Africa, although it has been stated that women have the highest unemployment rate in the country and that the focus of development should be on women, it has been argued that the South African Government's support of small, medium and microenterprises (SMMEs) is concentrated on the formal sector, while neglecting the informal sector (McGrath & Knight, 2007). It has been stated that most women are working in low/semi-skilled jobs. Hence, empowerment and motivation should be focused on the SMMEs. Furthermore, most of the jobs within these SMMEs require hard labour and men are considered more suitable for this work than women. This has created an imbalance in women's access to job skills training (Agupusi, 2007). The purpose of many SMMEs is to empower

black people. Thus, although there are many more women unemployed, there are also men that are disempowered and searching for the same skills that women require (Kingdon & Knight, 2007). In this manner, competition, issues of gender discrimination and preference play a part.

Thirdly, past policies of segregation and discrimination have left a legacy of inequality and poverty and, in more recent decades, there has also been low economic growth. A historical overview of the labour market makes it clear that the high levels of poverty and inequality that persist in South Africa have been aggravated by a variety of government interventions. The chief challenge of the democratic government is to attempt to undo the harm of decades of racially based policies, specifically those that impact on the labour market, either directly or indirectly (Woolard, 2002). Many South African women still have no access at all to wage income, education and employment and there are still disagreements about the remuneration of those who are employed, specifically in informal employment (Woolard, 2002). The policies are well recognised; however, they still fail to increase the number of jobs and the quality of employment and earnings for women who find themselves at the bottom of the employment chain (Woolard, 2002). Furthermore, due to the effects of the apartheid era, many (black) women lack the required skills for employment. Hills (2004) further stated that the cultural and sexist discrimination against women has caused the imbalance between men and women, thus, less than 50% of (black) women even qualify to utilise the opportunities provided to enter the job market (Hills, 2004).

Fourthly, most uneducated women are still stuck in low-skilled jobs such as hairdressers, dressmakers and petty traders because many women lack better opportunities. This has caused young women to remain in high levels of unemployment and underemployment, including early marriage (McGrath & Akoojee, 2007). This has also led to their withdrawal from the labour force or reduced access to better-paying jobs because of the practice of isolation or employer discrimination (McGrath & Akoojee, 2007). Additionally, many young South African women drop out of school because of teenage pregnancy and marriage or financial difficulties where parents prefer to educate male children (Soudien, 2012). Furthermore, girls spend more time doing domestic work than boys, leaving them with less time to study. This leads to poorer performance in school, and sometimes withdrawal from school on the grounds of poor academic performance. Thus, they end up with less education and fewer skills than boys, leading to further discrimination in the labour market (Soudien, 2012; Allias, 2012).

In addition, cultural and other factors leading to gender bias against women in access to education, training and employment in the formal sector also apply to young women in Africa. Young women face even greater discrimination than older women in the labour market as it is believed that they will soon get married and leave employment, or become less productive (Okojie, 2002; Hills, 2004). For example, a common discriminatory practice in some parts of Nigeria is for young female graduates to be required to sign agreements that they will not get married or go on maternity leave for an agreed number of years after they have been employed. Their jobs are terminated, or promotions are denied if they do not comply (Okojie, 2002). Practices such as these contribute to the current global gender imbalance in the employment and education sectors (Okojie, 2002). Although job skills training for women has increased in the past decade, the cultural stigmas that women face, such as discrimination in education opportunities, still hinder them from accessing employment (Kalitanyi & Visser, 2010; McGrath & Akoojee, 2007). Job skills training is important. However, so is access to the opportunities and policies that are well implemented.

Fifthly, Kongolo & Bamgose (2013) cite Ntomb’futhi Zondo (1995) in his view that women in rural areas are mostly regarded as people who belong at home where they must take care of their husbands and children, and they do not have decision-making power on economic and political issues, as that is believed to be the role of men. The Hunger project (1999) quoted by Kongolo & Bamgose (2013) also stated that rural women do almost 80% of the work required to provide transport and storage of Africa’s food. Thus, one may argue that there is limited employment empowerment for women in rural areas and the perception that women should not work remains as a high challenge. This practise in rural areas seems to be different from that of urban areas such as Cape Town. More women seem to be undertaking training, acquiring the needed job skills, and a survey conducted by one of the organisations working with women in the city found that this training has improved their lives (Embrace Dignity, 2016).

Despite this, women’s realities in South Africa are still determined by race, class, and gender-based access to resources and opportunities. A study by Kehler (2013) found that poor black women’s access to resources, opportunities and education, as well as their access to the growth and wealth of the country is severely limited. StatsSA (2017) also found that black rural women are the ones faced with an even greater lack of access to resources and prosperity and, therefore, they live under immense poverty.

Lastly, Kehler (2013) further showed that current trends of globalisation, economic reforms, the World Bank's policy to privatise public services, and the global cut in social spending are only a few of the determining factors which can decrease women's participation in the workforce and increase their poverty. Women are the most vulnerable in the workforce. Therefore, retrenchment affects them long before their male counterparts are affected (Kehler, 2013). Policies such as the Equal Employment Act No.55 of 1998 should promote equal opportunities and should be well implemented if women are to be educated and informed about the policies, hence the need for skills development.

Education, skills training and job creation are only a few of the tools which need to be provided to the poor in order for them to uplift themselves from poverty. However, most black and coloured women in South Africa suffer under the prevailing cultural and social norms, in which they are regarded as less valuable members of society, as reflected in the attitudes and behaviours they experience daily, but also within policy-making and legislative structures (Kehler, 2013). In general, women remain disadvantaged in access to and control over productive resources. Consequently, their economic activities suffer from low productivity, and they are often poorly remunerated (Jones et al., 2011; Kehler, 2013). Women's employment has wide implications for households and the community as their incomes contribute to family welfare. They should, therefore, be included as a target for employment policies.

2.3 Theories and Models that Underpin the Study

Van Slyke (2009) cite Lobioondo-Wood & Haber (1998) who explained the theoretical frameworks as frames of reference which form the basis of observations, definitions of concepts, research design, interpretations and generalisations. For the purposes of this study, four theories are important, namely, social development theory, social inclusion theory, human development theory, and core feminism theory. Social development theory is applied as the main theory of the study.

- **Social development theory**

Social development theory focuses on wider social processes and structures aimed at the development of a community. It focuses on more than the most needy individuals by seeking to enhance the well-being of the whole population (Midgley, 1995). The theory includes the

process of growth and changes through the promotion of development processes, linking social and economic development efforts, and it argues that the two are inter-related and thus one cannot work without the other. The theory identifies the correlation between the social and economic development of women, thus promoting the development perspective of women in social and economic empowerment. Patel (2003) described the theory both in a global and a regional context. She stated that the theory is key to addressing the issues of poverty, unemployment and populations at risk within South Africa. The theory clearly states the role of the social welfare system in South Africa in tackling these issues. She explains the theory as playing a key role in how the nation has evolved from colonialism and apartheid, and because the theory is people-centred, it caters for the rights of all races and genders towards achieving equality and development (Patel, 2003).

- **Social inclusion theory**

Social inclusion theory states every person ought to be given an opportunity to be an active participant within a country, regardless of their race, language, culture, gender, disability, social status, sexual orientation, education or age (Barry & Hallett, 1998). This theory particularly highlights that women as individuals also should be viewed as active participants within society. It also includes the attempt to increase the participation of marginalised groups, (in this case women) within mainstream goals of development. Therefore, this theory applies to the study because it highlights the equal rights of women in regard to how they are perceived in the community and why it is important for all the people to be treated equally.

- **Human development theory**

Human development theory advocates for the process of increasing opportunities for people and enhancing their standard of living, which allows for the expansion of human capabilities and for individuals to be agents of their own development (Sen, 1999). Human development theory informs this study as it seeks for women to be viewed as capable, equal individuals and to be regarded according to their capabilities, rather than their gender or race. The policies that inform this study advocate for such transformations of women by educating the public, adjusting current policies aimed at empowering women, and incorporating them into mainstream employment, and thus human development theory is relevant to this study.

- **Core feminism theory**

Feminism theory advocates for equality between men and women in political, economic and social terms (Baym, 2013). This theory, however, does not subscribe to differences between men and women, nor to their similarities, and neither does it exclude men. It only furthers women's causes where women are discriminated against, such as in political and economic issues (Baym, 2013). Therefore, the theory informs the study as it highlights the role of equality in development.

2.4 Summary

In this chapter, it has been observed that legislation aimed at empowering women in development is well recognised in South Africa. However, there are many challenges that hinder women in accessing employment. Women remain the most likely to be unemployed and uneducated. Hence, they are prevented from having the necessary skills to access employment. It is, therefore, argued that the number of women who have received job skills training and accessed employment remains far lower than those who are unemployed and need such interventions. Furthermore, it has been concluded that only effective policies and strategies, such as the job skills training programmes that actually work both in theory and in practice, can enhance women's chances to better their social and economic circumstances. A number of issues surround the need for job skills training programmes for women and policies should support how women who have completed this training can actually access employment.

Economic development alone is not sufficient to ensure equality between men and women. Strong policies and action that stimulate further development are essential in achieving equality between men and women (Duflo, 2012). South Africa's economy has been stated to have rapid growth. Therefore, policies such the Women Empowerment and Gender Equality Bill of 2013 can improve the conditions of women and these improvements should be sufficient to fight poverty and create the conditions for economic growth for women. It has been argued that reducing poverty and increasing opportunities can have a positive impact on gender equality because equal opportunities for all create a responsive environment where both men and women can be motivated to better their standards of living. Difficult economic and social choices are often resolved at the expense of women's wellbeing such as giving preference of enrolling the male child in school over the female child, so increasing the resources available

to families and economic development can reduce the vulnerability of women. Thus, job skills training programmes for women are essential.

This second chapter provided an overview of the existing literature on the four major themes related to the research objectives of this study. Information on the implementation of the job skills training programmes and their inclusion in employment opportunities was found to be fairly limited. Therefore, most of the analysis was based on the researcher's evaluation of existing models in South Africa and globally. The next chapter offers detailed information on the research methodology and data gathering process used in this study.

CHAPTER THREE: METHODOLOGY

Introduction

This third chapter presents the methodology used for this study by first discussing the research design, explaining the chosen techniques of sampling, collection of data and the process of analysis of the findings. For the purpose of this study, the researcher used the exploratory qualitative approach. Questions such as why, when and how the research was conducted will be answered in terms of the sampling method, data collection tools and ethical considerations applied to the study. Lastly, the chapter will address the limitations of the study and the time frame of the study will be outlined.

3.1 Research Design

This study applied the qualitative approach to research. Qualitative research consists of a “multi perspective approach to social interaction, aimed at making sense of, interpreting or reconstructing this interaction in terms of the meanings that subjects attach to it” (de Vos, Strydom, Fouche & Delpont, 2005: 240). Creswell & Creswell (2018), further define qualitative research as a process that includes analysis, interpretations and well as report writing from the traditional, qualitative approaches. In the context of this study, the research explored the experiences of women and how job skills training assisted them to access employment. The researcher’s knowledge about the training of women in jobs skills training programmes guided the objectives of the study.

The study was conducted through detailed, in-depth data collection methods and involved multiple sources of information that were rich in context. The study consisted of semi-structured interviews, document analysis for the organisations in which the women work and observations of the participants body language during the interviews. Before the interviews commenced, the researcher acquired permission to interview the participants and obtained their consent to do so. This allowed the researcher to situate the study within its larger context, although the focus remained on the issue of women’s empowerment through job skills training programmes.

▪ Sampling considerations

The research applied non-probability specifically, purposive sampling. A purposive sampling method, which consists of many types of the non-probability sampling approach for qualitative research was used for the study. The purposive technique is also referred to as “typical sampling” or “judgemental sampling”, as the selection of participants is based on the

researchers' knowledge and conviction of the sample consists of the most characteristics, representative or typical attributes of the population that serve the purposive of his study best" (de Vos et al., 2005:392). Thus, for this study, fifteen women who had completed a job skills training programme were used as a sample for the study. The women were identified with the assistance of skills training organisations such as Sisonke, Teabags Designs and Khulisa in Cape Town. Purposive sampling allowed the researcher to apply her knowledge of the population at the elements being studied (de Vos, Strydom, Fouche & Delport, 2011), however, as assumed, the study was subjective because it merely depended on the researcher's choices. Thus, the researcher acted with caution in her sampling technique, and later avoided generalisation of the information as the representatives of purposive sampling could not be accurately estimated.

3.2 Data collection method

Approach: The researcher applied in-depth semi-structured interviews. This approach allowed room for rich detailed information to be collected and allowed the researcher the advantage of collecting large amounts of data within a short interview period. Interviews served as an efficient and effective way of collecting rich and detailed information (Babbie & Mouton, 2001; de Vos et al., 2011).

Collection tool or instrument: A semi-structured interview schedule was distributed to each of the participants in advance to allow participants to familiarise themselves with the interview questions. The researcher ensured informed consent by having all the participants sign consent forms at the beginning of each interview. The advantage of using a semi-structured interview schedule enabled the researcher to anticipate further important questions throughout the research process and guided the discussions based on the responses collected from previous participants, therefore addressing the purpose of the study (de Vos et al., 2005; de Vos et al., 2011).

Data recording: A digital recorder was used for most of the interviews, permitting the researcher to fully engage in the conversations with the participants and strategically take the lead and gather significant information. According to de Vos et al., (2011), digital recorders allow researchers to establish better communication relationships and rapport with the participants because extensive notes will not need to be made during the interviews hence enhancing eye contact. In addition, the digital recorder allowed the researcher to maximise

observations of the body language of the participants. However, some of the participants did not wish to be recorded and all information had to be written down in a notebook, thus preventing the researcher to fully engage with the participants and to probe further on some of the points that were mentioned. Body language and eye contact in these cases was limited as most of the researcher attention was focused on writing the gathered information to obtain detailed responses.

3.3 Data analysis

Qualitative data analysis can be described as “a process of inductive reasoning, thinking, and theorising, which certainly is far removed from structured, mechanical and technical procedures to make inferences from empirical data of social life” (de Vos et al., 2005:399). The study applied a qualitative methodology. The researcher analysed the data according to Tesch’s approach to data analysis quoted by de Vos et al. (2005). This approach has nine steps of data analysis; however they were used as guidelines for this study analysis therefore, may overlapped and other steps were carried out before others. The first step following the data collection process consisted of transcribing each interview. During this stage, the researcher read each transcription multiple times in order to put the themes together, selecting relevant quotes and classifying them into themes and sub-themes. The most on-topic quotes were selected and inserted into the report of the findings to illustrate the qualitative nature of the study and give voice to the women’s experiences. For this study, only the eight steps were used to analyse the data in the study.

- 1. Planning for the recording of data:* The researcher assessed the methods used to record the data so to determine how useful and appropriate it was for the interviews. In-depth interviews were conducted with the participants and a digital recorder were used for data collection for most of the interviews.
- 2. Managing and organising data:* This process involved transcribing all the interviews and analysing each transcript. The researcher did an inventory of the information gathered in each of the interviews. This helped to determine the parts of the interviews that needed further clarification and to determine whether the information collected was useful for the research. Transcribing the data provided the researcher with the opportunity to become immersed in the data and gained insight into what was said by the participants. Some of the information was collected through notes and all the information was typed and analysed together with the information collected digitally.

3. Reading and writing memos: At this stage, the researcher read, information collected was analysed together as a whole database so to make sense of what was said in the interviews before it was broken into parts. Useful quotations from the transcripts were identified and extracted.
4. Generating categories, themes and patterns: This was the most crucial stage of the qualitative analysis. The researcher created categories of the meanings that emerged, searched for internal convergence and external divergence. Creating categories helped with breaking down of information collected and for management purposes, hence allowing the research to understand the data collected. The process was simplified by creating categories, themes and dimensions of information. This organisation enabled the researcher to make sense of the data, interpret and obtain ideas of what was stated and to determine the similarities and differences in what was being said by the participants.
5. Coding the data: Data coding was applied to place texts into categories and themes. For easier application, the researcher used coloured dots for example, green, orange and pink and letters such as A, B, C and D to identify key words according to specific themes. Further modification of this coding was done to arrive at a coding framework, which assisted to make sense of the data.
6. Testing emergent understandings: According to de Vos et al., (2005), at this stage, the critique of translations and understanding of information obtained is important as the aim is objectivity. At this stage, the researcher had to challenge her understanding of what was explained during the interviews by searching through the data and evaluating the usefulness and centrality of the methods used for data collection.
7. Searching for alternative explanations: Categories and patterns were discovered in the data. It was crucial at the stage for the researcher to engage in critical thinking, challenging the patterns that seemed apparent. Thus, alternative explanations for the data and the links identified were considered.
8. Writing the report: The report writing was the final phase of the research. All information collected was put together, interpretations of the research were captured and, recommendations were made. The strengths and challenges to the research were also discussed. Finally, the researcher used critical commentary in the discussion through comparing and contrasting the research findings with other studies in order to provide a critical understanding of similarities and differences.

3.4 Ethical Considerations

The term ‘research ethics’ is commonly understood in the field of social research as a “conforming to the standards of conduct of a given profession or group” (Babbie & Mouton, 2014: 520). For the purposes of this study, five ethical issues, as identified by Babbie & Mouton (2014; Babbie, 2017) were relevant to the research context.

3.4.1 No harm to the participants: The study respected that the participants were not to be harmed in anyway. The avoidance of harm protects the participants for the study, regardless of whether they volunteered for the study or not. It is emphasized by Babbie & Mouton (2014:522) that “subjects can be harmed psychologically in the course of the study; the researcher must look for subtle dangers and guard against them”. Thus, the researcher was aware that participants could be harmed in a physical and emotional manner in research. The researcher was responsible to protect the participants from any form of physical or other discomfort. Participants were thoroughly informed beforehand about the potential impact of the study. Personal information and statements from participants made during the interviews were treated with sensitivity and respect. For this study, no participants appeared to have been affected by the study.

3.4.2 Voluntary participation: It is critical in research that no one is forced to participate in a study. In social research, personal information that is only known to participants is usually revealed thus the researcher needs not to force anyone of the participants to be a part of the study, (Babbie & Mouton, 2014; Babbie, 2017). This ethic was highly considered as a condition of the research. The researcher informed the participants of the goal of the investigation, the procedures to be followed during the investigations, the advantages and disadvantages and the dangers to which they may have been exposed to by participating, as well as her credibility in conducting the research. The researcher also provided accurate and complete information so that the participants fully comprehended the reasons for the investigations and made a voluntary, informed decision for participation. Consent forms were signed by the participants before commencing any of the interviews.

3.4.3 Deceiving subjects: According to Babbie & Mouton (2014) and Babbie (2017), the researcher should always state the purpose of the study. This helps to gain accurate data and for the researcher to deceive people from being part of a study without knowing why they are being investigated. The researcher disclosed the real goal of the research, the role of the participants in the study and showed sensitivity to the experiences that the participants might have been going through. Any unforeseen developments such as participants getting emotional

and needed counselling were discussed during the debriefing interview which arose during the investigations.

3.4.4 Violation of privacy, anonymity and confidentiality: This ethic protects the identity of the participants of the investigations. The identities of the participants should not be included in the reporting of the study as that violates their anonymity. Information that is shared should also only be used for the purposes of the study (Babbie & Mouton, 2014). The researcher respected the right to privacy and that was explained to the participants before the interviews commenced. The participants had the full right choose the information they revealed. A digital recorder was used for the interviews and made visible to the participants who gave consent. All of the participants were assured of anonymity in the covering letter sent by email, given by hand, and in verbal communication.

3.4.5 Release or publication of the findings: The findings of the study must be introduced to the public in written form in order for the information to have a deeper meaning and the information provided must be as accurate as possible (de Vos et al., 2005; de Vos et al., 2011). The researcher assures that the content of this study was analysed objectively, and that no hypothesis or opinion of the researcher influenced the report on the findings. The study will be published in the UCT to be accessed and used by other students for academic purposes.

- **Inherent limitations of the study**

Collecting and analysing data can be challenging steps that require preparation, communication, skills and organisation (de Vos et al., 2005; de Vos et al., 2011). The researcher had to ensure that the environment in which interviews were conducted was appropriate for concentration and the discussions could be clearly recorded to facilitate the transcription process. However, some of the environments were a challenge causing a need to ask the participants the same questions more than once so that all information collected was clear and understood.

One particularity of the type of qualitative approach used for this study is that generalizations could not be made based on the researcher's findings considering that the data was only collected from a small sample in the Western Cape. The use of purposive sampling implied that the study may possibly be subjective as it merely depends on the decision of the researcher, (de Vos et al., 2011). Purposive sampling allowed the researcher to gain quality and in-depth information, however, the researcher's bias influenced the decisions, findings and conclusions. Data collection tools are ultimately guided; hence it can be leading and prevent

other information that might be useful to the research to be gained (de Vos et al., 2005; de Vos et al., 2011). Thus, the researcher's dependency on the outlined questions did not allow the interviews to be explosive, hindering further probing to the answers provided to be included. Nonetheless, it is estimated that the findings from the participant's experiences and knowledge contributed to the need to have more and better job skills training organisations for women from disadvantaged backgrounds in South Africa.

Most of the organisations contacted initially for the study were either not available or had reached their target for the number of outside people whom they could assist for the year. The study was then pushed back, and the researcher had to re-visit her sampling considerations. Thus, the planned dates for the study needed to be revised so to complete the data collection. The researcher however believes that, the study will raise awareness and express the voices of women on the issue of skills and economic development.

3.5 Data verification

Qualitative research involves making one's work trustworthy, thus the scholars Lincoln & Guba (1995) quoted by Shenton (2004) developed a paradigm based on the four following criteria: credibility, transferability, dependability and confirmability.

- *Credibility*: This is defined as “the alternative to internal validity in which the goal is to demonstrate that the inquiry was conducted in such a manner as to ensure that the subject was accurately identified and described” (Shenton, 2004: 64). The aim was to explore the problem and describe the setting, a process and the pattern of interaction which are valid to the study. This can be ensured through the researcher's familiarisation with the topic studied prior to the interviewing phase, along with the proper selection of the participants in the study and adjusted sampling methods.
- *Transferability*: This is defined as the concern of making generalization with findings collected from the small sample in a particular area to a wider population, (Shenton, 2004). To address challenges, the researcher referred to the original theoretical framework that shows how data collection and analysis was guided by the concepts of the models. Although the researcher interviewed on low to semi-skilled women, it is hoped that the findings collected will serve to influence perspectives on equality and economic development.
- *Dependability*: This is defined as “the alternative to reliability, in which the researcher attempts to account for changing conditions in the phenomenon chosen for study as

well as changes in the design created by increasingly refined understanding of the setting” (de Vos, 2005: 346). The researcher needed to represent assumptions from the concept of reliability.

- Confirmability: This is defined as the need for the researcher to remain unbiased while reporting her findings to ensure that the content of the report only represents the participant’s opinions and experiences rather than the researcher’s preferences (Shenton, 2004). The purpose for the researcher was to remove the evaluation from some inherent characteristics of her subjectivity and place it on the data. It was important in the qualitative research because it helped to confirm the general findings that lead to implications.

3.6 Time Frame

The research was conducted from the 10th June 2017, with the research proposal to the writing of the report submitted in June 2018. The ethics clearance was done after the research proposal, followed by the development of the data collection, literature review, data collection, data analysis and finally the first research draft.

CHAPTER FOUR: PRESENTATION OF FINDINGS

Introduction

This chapter presents the findings of the empirical study for the data collected using the eight steps of Tesch's analysis as cited by de Vos, et al., (2005).

The key themes emerging from the data collected are the following:

- Job skills training programmes enables women to access employment.
- Resources women need include skills development and access to employment.
- There are remaining challenges women face in accessing job skills training and employment.

This study utilises participants' quotes from the interview transcripts for the following purposes:

- To illustrate themes emerging from the data collected and show the breadth of the participant's responses as they relate to a particular theme.
- To help provide evidence for analysis and interpretation in order to strengthen the credibility of the overall findings.
- To facilitate and enable the voices of the women and let their experiences with the job skills training programmes come through in the findings.

This study acknowledges that the experiences of women have been filtered through the researchers' own interpretations as a research, and through their own interpretation of the realities and how they chose to share their understanding during the interview process. Ethics were therefore applied for the accuracy of the analysis of this study.

PARTICIPANTS' PROFILES, JOB SKILLS TRAINING EXPERIENCES AND SOCIO-ECONOMIC CONTEXT

This section provides an overview of the women interviewed for the study. It includes the participant's profiles, job skills training experiences, a brief history and socio-economic contexts.

4.1 Participants' profiles

The following presentation provides explanations of women included in the sample both as individuals and as a group.

Table 4.1

Name	Nationality	Job skills training completed	Age Group	Employment	Highest education	Race
A	South African	Yes	30-39	Yes	Secondary School	Black
B	Lesotho	Yes	20-29	No	Secondary School	Black
C	South African	Yes	30-39	Yes	Secondary School	Black
D	South African	Yes	20-29	Yes	Secondary School	Black
E	Zimbabwean	Yes	20-29	Yes	Secondary School	Black
F	South African	Yes	30-39	Yes	Secondary School	Black
G	South African	Yes	40-49	Yes	Primary School	Coloured
H	Zimbabwean	Yes	20-29	Yes	Secondary School	Black
I	Ugandan	Yes	20-29	No	Secondary School	Black
J	South African	Yes	40-49	Yes	Primary School	Coloured
K	South African	Yes	30-39	Yes	Never went to school	Coloured
L	South African	Yes	30-39	Yes	Tertiary School	Black
M	South African	Yes	20-29	Yes	Secondary School	Black
N	South African	Yes	30-39	Yes	Secondary School	Coloured
O	South African	Yes	40-49	No	Primary School	Black

Fifteen women participated in the study; 11 black and four coloured women. The women are all from lower income communities from areas such as Imizamo Yethu, Gugulethu, Mitchell's plain and Nyanga. In this study, some of the women interviewed were from foreign countries such as Zimbabwe, Lesotho and Uganda, and some from other parts of South Africa such as the Eastern Cape. It was important for the researcher to interview women from other parts as well, as that gave a lot of insight of how the job skills training programmes in Cape Town contribute to the economic development.

4.2 Participants' history

In this section, the researcher presents a brief history of the participants. This is important because reflecting on personal experiences is part of the methodology used in this study it and reveals the identities of these women.

Participant A is in her mid-thirties. She has been employed at the T-bag Designs since 2007. She is originally from the Eastern Cape but lives in Imizamo Yethu, Cape Town. After completing her matric, she travelled to Cape Town and shortly found temporary employment with the T-bag Designs as a casual worker. She completed a job skills training programme with the organisation and currently works with them on a full-time basis. Her dream is to start her own business where she can empower other women who are unemployed, especially in her community, by offering them skills training.

Participant B is in her late twenties. She is originally from Lesotho and moved to Gugulethu in Cape Town to live with her husband. She is a mother of two children, both under the age of ten years. She completed a job skills training programme in sewing in 2012. However, she remains unemployed and depends on her husband. She is not actively looking for work because her husband works. They thus agreed that she would be a stay-at-home mother and raise the children. However, she wants to convince her husband in the near future to allow her to get a job and pursue her interest in sewing. This is not only for financial purposes. She also wants to advance her skills and continue with her passion for making clothes.

Participant C is in her mid-thirties. She is originally from the Eastern Cape but moved to Cape Town seeking employment in 1999. She started working as a maid one day a week for the owner of the design company. Through that, her talent for painting was discovered, and she started painting designs for the company. In 2003, she completed a job skills training programme at the organisation and was offered a job as a full-time staff member. Her workplace performance led to a promotion to supervisor a few years ago.

She was motivated to work harder after her husband left her with their three children to care for. She is raising them as a single mother. She is planning to open her own bed and breakfast (B&B) establishment. Her main aim in doing so is to help address the high unemployment level in her community. She also hopes that the establishment can provide her with better living standards and better education for her children.

Participant D is in her mid-twenties. She is originally from Limpopo and came to Cape Town in search of employment and better living standards. She is single, has one child, and lives with her aunt in Hout Bay. She was introduced to the design company by her aunt in 2006. A position was available at the time, and she was trained and then employed as a full-time staff member. She aspires to pursue her education further, obtain a degree, and work in formal employment. She considers herself empowered and does not believe in the current gender discrimination ways where women are valued less than men. She strives to help other women stay motivated and follow in her footsteps.

Participant E is in her late twenties. She is originally from Zimbabwe. She moved to Cape Town with her husband and their children in search of a better standard of living, employment, and better education for their children. Her husband is a street vendor while she is employed at the design company. She was introduced to the organisation by an acquaintance, but, before that, she had worked at a different place. She completed her job skills training in 2011 and has been working there since. She aspires to become a motivational speaker and advocate for women's right to choose education before marriage, to be heard on their human rights, and to personal development.

Participant F is in her late thirties. She is originally from the Eastern Cape. She is working as a cleaner at the Properties and Services department at the University of Cape Town (UCT). This is her second job, and she did her job skills training while in this position in 2001. She is currently furthering her studies and wants to see more women do the same. She would like to see women come together as one and stand for one purpose, which is to end oppression against women. She believes this can only be reached through education.

Participant G is in her late forties. She is originally from Cape Town, completed her job skills training in 2001, and is currently employed at UCT Properties and Services department. She aspires to see a South Africa where women and men are all treated the same in employment, paid equally, and receive the same level of respect. Similar to so many other women, she has been disempowered for more than half her life. Participant G grew up in an area with high levels of crime. She was forced out of school early by her parents because they believed education did not serve a purpose in her life. They preferred that she stay at home and look after the house. She suffered domestic abuse from her parents. She had children outside wedlock, and later, in her forties, she got married. She now aspires to see a South Africa where women are protected and empowered.

Participant H is in her late twenties. She is originally from Zimbabwe and migrated to South Africa in search of better living standards and to find employment. She is currently employed as a cook at a Chinese restaurant where she did her job skills training programme as a cook. She aspires to further her education to acquire professional working skills and thus find a better job.

Participant I is in her late twenties as well. She is originally from Uganda and completed a job skills training programme in hotel hospitality in Uganda in 2014. She worked for at least a year at the same hotel where she completed the training. In 2016, she relocated to South Africa in search of better working conditions and opportunities. She is currently unemployed but actively looking for work, and she says that this has not been easy, especially in Cape Town where she lives. She aspires to further her education if possible as a first priority and hopefully get into formal employment.

Participant J is in her mid-thirties. She is originally from Cape Town. She completed a job skills training programme in 2014, and she is currently employed at the NGO Khulisa Social Solutions. She is single and has two children who are currently in foster care. The job skills training programme allowed her to obtain employment and her salary contributes to some of the needs for her children and sometimes her other family members. She is inspired by her two children and works to make sure that they receive the right to education and get all the support they need for their personal growth. Their success is what motivates her to keep working and live a positive life to the best of her abilities.

Participant K is in her late thirties. She was born and raised in Cape Town and lived on the streets since the age of ten. She comes from a very poor and disorganised family, and she was raised in a poor and high-crime area. She has no previous education, and thus she is unable to read or write. She completed a job skills training programme in 2014 and is currently employed at Khulisa Social Solutions. With the change in her living circumstances, she now lives in a proper house and can eat at least two meals a day. She aspires to see no women living on the streets, wants equal employment opportunities, and good education for all citizens of South Africa.

Participant L is in her mid-twenties. She is originally from the Eastern Cape but moved to Cape Town at a young age. She is currently completing her first degree at Cape Peninsula University (CPUT) in social studies. She completed the job skills training programme in 2017 and started worked for Khulisa as the assistant manager for the project. She comes from a low-

income community, and thus she aspires to break the poverty cycle, empower her community, especially the youth who need to view education as the most important key to success.

Participant M is in her late twenties. She was born and raised in the Eastern Cape. She completed job skills training in 2016 as a tailor at a non-registered organisation in Khayelitsha. Although she completed job skills training, she works as a sex worker full time and only part time as a tailor. She was orphaned at a tender age and raised by her grandmother in a village. Later she moved to a low-income community in Cape Town. She aspires to see a South Africa where women are respected and treated with dignity and young people are educated, especially women.

Participant N is in her early twenties. She is originally from Cape Town, completed her job skills training programme at Days Are Us in 2013, and is currently self-employed. After she completed matric, she decided that she wanted to run her own business and employ women from disadvantaged backgrounds. She runs a catering company that has a contract with another organisation in Cape Town, and the company provides breakfast, lunch and snacks. She employs four other women, but aspires to grow her business, inspire more women, and work for positive growth in her community.

Participant O is in her forties. She is originally from the Eastern Cape, and she moved to Cape Town in search of better opportunities and living standards. She completed a job skills training programme in 2014 with Khayelitsha Cookies where she worked. However, she had to leave due to family commitments. She comes from a poor background and, unfortunately, at her age, it is difficult to get employment in the type of work that she is able to do. She aspires to see her children progress in life, get a better education, and be successful. She believes that job skills training programmes are important. However, the new generation should aim to do better than rely on non-sustainable jobs and programmes.

4.3 Framework for discussion

Discussion framework, study objectives, themes and sub-themes

This section of the chapter reports the main findings of the study using the framework for analysis presented in the previous chapter. Three main themes will serve as the focus areas for the analysis. Each theme is based on the objectives, themes and subthemes listed in table 4.3 below.

Table 4.3- The study objectives, themes and subthemes

Study objectives	Themes	Sub-themes
Investigate whether job skills training can help women to access employment	Job skills training programmes enable women to access employment	<ul style="list-style-type: none"> ▪ Self-empowerment for women and reducing vulnerability ▪ Financial independence and reducing household poverty ▪ Easily accessible in Cape Town ▪ Knowledge and skills development ▪ Community building and better interpersonal skills
To assess if job skills training influences the ability of women to access employment	Resources needed include access and skills development	<ul style="list-style-type: none"> ▪ Feelings of empowerment ▪ Human dignity and equality ▪ Feelings of self-dependency
Determine the remaining challenges women face in obtaining employment	Remaining challenges in job skills training and employment	<ul style="list-style-type: none"> ▪ High unemployment levels and lack of education ▪ Societal discrimination ▪ Societal and family expectations ▪ Lack of government intervention ▪ Sexual favours and employment ▪ Unfair working conditions

4.4 Presentation and discussion of the findings

Based on the study objectives, themes and sub-themes, the presentation of the findings are as discussed.

4.4.1 Job skills training programmes enable women to access employment

- **Self-empowerment for women and reducing vulnerability**

When asked about what job skills training has brought for the women, and what they have learnt from the job skills training programme, all the participants stated that they personally feel empowered and some have been able to uplift their lives and leave toxic relationships and lifestyles. Most of the participants felt that the job skills training programmes have uplifted their lives, and this improved further when they found employment. Finding employment opportunities was stated as the main driving force for the women to want to participate because it reduced their level of hopelessness and it is motivating for other women too though they may not necessarily be part of the programmes.

“This job training allowed me to get training because I could not make it to tertiary education. I feel that in a way it has allowed women to be respected in society and challenge the fact that women are seen as stay home to look after the children and cook for the men”. [Participant I]

“Yes, the organisation has helped me to get employment absolutely. You see I’m not done with my studies, but now I’m working already, whereby if maybe I was some other place I was going to stay maybe for 2 years until I find a job”. [Participant L]

“I was drinking a lot and fighting. It was not worth it for me, and when I find this job I was happy because it takes my time and gives me something good to do”. [Participant K]

“I was on the street with my 2 kids and I came here. I heard by friends about this project and I asked her about this job and she told me before I going to give for you this job please put my kids on a safe place and I did that. Since 2014 I have been a volunteer at this place and in 2015”. [Participant J]

“I am no longer on the streets. This lady lifted me up and I listen what she told me and all the supervisors and all the councils and now at the moment I’m glad she told for me”. [Participant J]

“Yes, it helped me to get employment. But that was back home in Uganda. But even when I got to South Africa I was able to find a job in a restaurant because of these skills that I obtained from the training”. [Participant I]

“In our days it’s important because you can’t rely to someone like those older days a woman used to rely on their husbands, but now things are different in this time and everything is expensive now. It’s good that you have your skills so that you good better in life” [Participant F]

“I leant to be very good with my hands and think on my toes. I really liked doing it and it didn’t take me a long time. Within three months of doing the training, I even started thinking about new designs that I could do, started making clothes for my family while training and I also made a dress for myself”. [Participant B]

The above comments suggest that participants felt that the job skills training programmes and their ability to access employment have had a positive effect on their lives in terms of their personal and professional growth. As stated in chapter two, in the past, women were often not allowed to work and, if they did, they only worked in areas that were traditionally accepted such as cleaning houses and cooking or being a maid and, in most cases, the jobs did not pay them enough to sustain themselves. Thus, women depended on men for financial support and, as a result, their vulnerability in society persisted (Woolard, 2002; Okojie, 2002). Most of the participants in the study do not have a good educational background, and it is the main reason why most of them were unemployed. Thus, the job skills training programmes have acted as vocational training, advanced their skills, and provided them with opportunities to work in mainstream employment. Social inclusion theory implies that all members of society, irrespective of gender, have the ability to work and should be provided with the opportunity to do so (Barry & Hallett, 1998). The findings in this study give meaning to the theory as gender does not stand as a limitation to employment.

As discussed earlier in the second chapter, women are increasingly being recognised as just as capable as men, and gender differences do not determine what a man or women can do, but rather now depends of their capability and credibility. It was argued that this type of discrimination was a way to hinder women from accessing opportunities and roles that they equally deserve in society (Hills, 2004; Rey & Mckay, 2006). Therefore, these findings prove that job skills training reduces the vulnerability of women in more ways than one (Rey & Mckay, 2006). Most of the participants mentioned that the training helped them to think differently and become self-dependent. The participants appeared to understand human rights, equality, and the responsibility of women’s empowerment organisations.

However, dependency was not seen as something that the government should address. This was communicated when exploring the responsibility of the government towards the participants and the nation as a whole. None of the participants seemed to recognise or understand the government's responsibilities in ensuring their well-being and education or see the government as part of their training. Rather, it was mentioned as the sole responsibility of the NGOs involved. This can be related to the fact that some of the participants are foreign nationals. Nevertheless, very few of the South African citizens linked the government's responsibility with education. Their comments only suggest that they support the organisations' contribution to development and this is how they have made a difference in the women's lives.

The study also found that job skills training programmes are in harmony with the Women Empowerment and Gender Equality Bill of 2013. In the Bill, women are provided with the opportunities that do not necessarily discriminate against men, however, they are meant for the purposes of empowerment. The skills training programmes act rather as a strategy that does not discriminate against men, however, it rectifies problems in old policies by providing equal opportunities for both men and women. In this way, gender balance is restored, and the Bill is thus an uplifting tool for previously disadvantaged women.

- **Financial independence and reducing household poverty**

Among the major functions of job skills training programmes mentioned by the participants are enhancing skills as well as helping the women obtain employment so that they can start to support themselves and, in the process, equality and human rights are realised. The participants highlighted that the job skills training programmes are helpful in reducing household poverty and they have given them financial independence. Most of the participants were dependent on family or spousal financial support prior to the job skills training programmes. However, with job skills training, most of the participants have found jobs and are now financially independent. As a result, there is reduced dependency on their families and their partner. It was emphasised by the participants that the current and upcoming generations of women need to be well educated so that they will play a vital role in economic development and for them to realise that they are as capable as men.

"I am grateful to be getting a money because now I can take care of my children and buy them some things that they need for school". [Participant J]

“Starting from 2007 I brought up my children. They all had food. They all had clothes. Since I was given the chance to do my own orders my salary was grew because of my orders and I am managing to take my children to the best schools”. [Participant E]

“The job that I have is because I did the training and I am able to provide employment for other women too because of the training”. [Participant N]

The findings show that job skills training programmes have also motivated women to think about potential opportunities that they may have in life now that they have financial independence. The above-mentioned comments suggest that the job skills training is essential to their development in both professional and financial aspects. For instance, the participants articulated how financial independence has helped them cover the necessities, whether this is paying school fees or taking care of their households, which implies that their dependence on their family is reduced.

As mentioned in chapter two, historical and current gender discrimination against women is a contributing factor to the current high volumes of unemployed women (Woolard, 2002). Kehler (2003) also stated that through job skills training women may be able to access employment. The findings of this study concur with this. Development programmes actively implement the Employment Equality Act No. 55 of 1998, aiming to protect women from unfair distribution of wages and opportunities.

The women’s salaries are considered an important aspect of the study and are also explored. It was found that the participants did not make a lot of money; however, most of them are able to take care of their basic needs. For example, some participants were found to earn a salary of more than R5000 per month, allowing them to have access and afford their basic needs. This seems to be another positive result of the job skills training programmes. Employed participants emphasised that they are happy to have financial independence. These findings suggest that financial stability is essential in empowering women, vulnerability is reduced through financial stability, and the women are able to cover most of their needs and take care of their families. Although some of the participants explicitly mentioned that it has not been easy for them to obtain employment, most of the women generally stated that the job skills enhanced their ability to find jobs compared to when they do not have the skills.

In chapter two it was mentioned that some research shows that women participants from Cape Town are insecure about their professional abilities. They are less likely to seek professions which are viewed as competitive or outside their “traditional feminine sphere”.

Thus, they remain in administrative and lower-skilled jobs compared to those of men (Kay & Shipman, 2014, as cited by Cole, 2015). However, this study's findings differ somewhat. It was found that mainly the challenge of past opportunities keeps women in low-paying jobs because they do not have the necessary education and training to obtain formal employment. They choose low-paying jobs because they are easier to get, and the skills required do not need professional training. Therefore, the women's attitudes towards employment are completely dependent on the opportunities visible and available for them to utilise as also stated by Jones et al., (2011). Participants included in this study all come from disadvantaged backgrounds, and they all felt stuck in low-skilled employment as a result of past family discrimination, poor youth development, or limited opportunities such as good education.

- **Easily accessible in Cape Town**

The main purpose of the women's empowerment initiatives is to help women get jobs in community initiatives or in mainstream employment (Baron & Markman, 2000; Lafer, 2004). McGrath and Akoojee (2007) stated that, over the last 40 years, unemployment has been on the rise, while growth has averaged more than 4.5% per annum in the country. Furthermore, Rey & McKay, 2006; StatsSA, 2007; StatsSA, 2017) have noted that South Africa has a great need to include women in job skills training, which will enable them to access employment. This is critical as the number of unemployed women is much higher than that of men (Woolard, 2002; Aliber, 2003). Job skills training programmes are one of the strategies that have influenced women's opportunities in economic development (Baron & Markman, 2000). In this study, it was found that the programmes are accessible, and NGOs are more actively involved than government in providing job skills training programmes.

As part of economic development, the organisations which offer such skills should be readily accessible to the general public. When asked if job skills training programmes are easily accessible, most of the participants agreed that the training programmes are highly accessible in Cape Town, and some noted that they are more accessible compared to programmes in other parts of the country and outside the country. Job skills training in Cape Town is found to be well established and well communicated to the public. In fact, some of the participants pointed out that they were able to receive the training after a short period of searching. The training is also short-term, and some participants were assured of employment after they had completed the training, particularly those who moved to Cape Town in search of better living standards

and opportunities. Participants said that the services of skills training are far better communicated and more readily available compared to their place of birth. A few of the participants recommended that their families move to Cape Town so they can find work as well.

“Like for me I went straight after school and there also a lot of other different types of trainings available. The problem is only when people give up because it is difficult for them and they have no money to pay for the training”. [Participant N]

“From my experience, all I had to do what go there and register and they are training me. I heard from a person in the community and it was a very easy process. So, I will say that they are easy to find yes”. [Participant M]

“I think that they are well received by the public. Like many women are working in Cape Town and have jobs unlike back home in Uganda. I can definitely tell that women here have some challenges but not as bad as back home. So, I will say that, here it is almost well done”. [Participant I]

“I didn’t have the money to go further studies. I saw in the paper that they need people. I went to their office, put my CV and then I was called back”. [Participant F]

“Well my aunt used to work for the Teabag Design. So, when she was sick or something and I would go and fill in for her. So, that’s how I did, and I got interested”. [Participant D]

“It was hard as I said poverty because the reason I left Eastern Cape to come here in Cape Town, there’s no jobs in Eastern Cape. I don’t think anyone wants to leave his home or her home”. [Participant C]

The above comments suggest that enhancing women’s abilities and helping them to gain equal employment improves their limited access to financial resources, thus giving them a means to generate income. More than half the women in the study stressed that they moved to Cape Town to find better living standards. Some participants highlighted that, in Cape Town, information about the training is well disseminated and the programmes are properly implemented. As stated in chapter two Embrace Dignity (2016), this study also found that job skills training programmes are better implemented in Cape Town. It was pointed out that what they feel and have experienced in Cape Town has shown them that they have been provided with a second chance than how they feel and what they see happening in their places of birth.

However, other participants believe that job skills training in Cape Town is just as hard to access as other places in South Africa and that it can only be easily accessed when one is working and has reliable communication with people who provide job skills training programmes. Some of the participants' comments suggest that race, language and age play a role. Although the laws, such as the Women Empowerment Bill of 2013, state that these demographics should not prevent individuals from accessing job training skills programmes and/or employment, some have experienced discrimination.

"I can say that it wasn't easy just to get a job because when I came, I had to get a job that was paying very little. You have to look while you are somewhere". [Participant E]

"I remember I went to one interview in Cape Town, but at that interview mostly it was coloured people and the lady who were doing the interview it was coloureds. So, they also trying to help their people. So, even if you've giving them the good points, they won't take them seriously as theirs". [Participant A]

The above comments suggest that, in Cape Town, although job skills training programmes are easily accessible for some participants, other participants found it to depend on more than just skills, but also race, which remains a huge challenge in the job sector as previously mentioned in chapter two (Kehler, 2013; StatsSA, 2017). For instance, some participants found out about the training because they knew someone within the organisation who assisted with access or they were referred to the organisation by someone. This suggests that the skills programmes are not well communicated to those in need and not as readily available to the general public as intended. However, women who have accessed the resources seem to communicate about the organisations' training services with the rest of their communities. For example, the participants from the design company mentioned how they encourage other members of their community to visit different organisations and seek opportunities, even at other close-by organisations. These efforts suggest that empowerment goes beyond access to training; an ability to help others is also developed.

- **Knowledge and skills development**

It is essential for the job skills training programme to equip women with the knowledge and skills that they require for the job market. Some of the organisations provide training that

enhances language skills (particularly English) and design skills. When asked about the skills that the women gained, all the participants believed that they gained skills that they can use in formal employment. They seem to believe that the skills give them opportunities to expand their chances of securing a greater variety of jobs. Three major skills mentioned are professionalism, personal growth, and good communication skills.

“I was trained on services of clients. There was a lot of attitude adjustments that I needed to change within myself and how to handle people, especially rich people. This was a five-star hotel, so I had to make sure that I worked hard for the job. I can say that my personality grew, and I was able to behave like a professional” [Participant I]

“You see when I started in the garden I started with no knowledge. I told myself I’m not going to be a supervisor here. I am going to work with the team so that we can be nice team”. [Participant L]

“Honestly speaking, I didn’t know how to speak English. I’ve learned English here at Original Teabag Designs where I met the manager”. [Participant C]

“For me firstly when I got this job, they were having a big order of Christmas decorations. So, I came through during the bidding. I had to learn in short period and it benefited me a lot”. [Participant A]

The comments above suggest that skills training programmes act as a substitute for formal tertiary education because the participants gained knowledge that they did not learn in school. Only one participant was registered for a degree at the university. Most did not further their education after secondary school while others stopped at the primary school level as shown in Table 4.1. The participants mentioned different reasons for this, including financial difficulties, a lack of support during their schooling, and some just did not see the purpose in continuing with their tertiary education. Mlatheni (2002) and Duflo (2012) emphasized on women difficulties such as dropping out of school thus they have less education than men. This was said to have contributed to why there are more women unemployed than men. Most of the reasons that were stated all come down to poverty as a barrier to furthering their education, and they were also pushed into unemployment. Thus, the findings show that job skills training programmes are not only useful for women in gaining financial independence, they also provide them with skills and equip them with needed knowledge that contributes to their personal knowledge and professional growth.

For some, job skills training programmes have reached beyond merely contributing to economic resources. For some, the job skills training institution has provided opportunities for the women to further their studies.

“We’ve got the opportunity you know to further our studies while working for the University of Cape Town now. So, we have further up our studies with the bursary provided”. [Participant F]

“That’s why now I decided that okay if there is this opportunities that you go to school. We don’t even have to wait for the computers now to go in computer classes. We around the offices where there is a computer that is available”. [Participant F]

Therefore, providing women with job skills training has proven to maintain balance and raise confidence of women and provide opportunities to contribute towards economic development. This can be said to agree with Duflo (2012) who also emphasized that women are an advantage to economic development because it improves their ability to access the elements of development such as mainstream employment. It also plays a major role in reducing inequality between men and women, thus accelerating development. The findings further show that job skills training for women is crucial because, for many years, women have missed out on formal employment opportunities due to social norms which continue to restrict the type of economic activities that women may engage in. Therefore, it produces positive results by including women in mainstream economic development strategies such as job skills training. This also may indicate that the country is culturally responsive and is moving towards a society where women are less oppressed (Scheyvens, 2000).

- **Community building and better personal skills**

Community building is an important aspect of development. Engagement with communities is one of the essential roles which organisations and government can fulfil and, when people have knowledge about the services provided, the services will be better implemented and efficient (Woolard, 2002). When the participants were asked about how the job skills training programmes have helped them and their communities, the majority of the participants said that they have benefited by developing on a professional level and it has also benefited their communities.

“We are very open to each other and we can talk about anything. You come to work you know you feel like you at home. I mean you feel so happy because you have people that you can talk to and they support you”. [Participant D]

“I’ve learned to be creative and to communicate with people. The thing that I can tell you, some people they feel embarrassed to talk about”. [Participant C]

“It was also part of the training to learn about customer service, so I think that has helped me also to treat people better since I was already a people’s person. That helped me to be more patient and know how to treat people well”. [Participant N]

“As the time goes by I’m learning a lot to work with the people who understand, who can listen to you is a good thing that makes you keep going. You want to come again tomorrow”. [Participant L]

“I learnt a lot when I came to work here. This place makes me feel happy and all the workers here. It has created a space where I feel like I am not alone and there are always people around me”. [Participant K]

The creation of a space where women are allowed to voice their opinions appears to be an unintended benefit of the job skills training programmes. The participants considered this part of the successes. Some of the participants shared how they can express themselves, for example, they are able to talk about things that they aren’t able to share with their significant others at home. Here, they have found a space where they not only share what they are going through but also have found people with whom they can identify and get advice from. Furthermore, the space has become more than just a working environment. It is also a second home for some of the participants, specifically for those who come from abusive families and relationships. Therefore, social development theory is relevant to this study. Improvement in how the participants view themselves was observed. They seem to have more confidence in building agency and acquiring their needed space and voices within the community. This means that, as time goes by, the women are starting to be empowered and to speak about issues such as their rights and abuse in relationships that they were previously afraid to discuss. This success can be said to directly affect the level of inequality because women are being empowered through job skills training programmes and they are also creating change in the community.

Empowerment is used here to describe the women's personal development and sense of fulfilment gained through their involvement in job skills training programmes as they place great emphasis on this consequence. This was expressed when they spoke about their connection with other women and assisting and supporting one another to empower themselves. Most of the women were positive about the job skills training programmes and how it has enhanced their community development. The findings indicate positive views of the role of job skills training in terms of providing access to socioeconomic opportunities, skills and income generation for women and community synergy is highly evident. As a result, this positive effect enhances human development, as stated by Sen (1999).

Furthermore, the findings show that job skills training programmes have managed to exceed the primary purpose of financial stability. The study shows that these skills are relevant to the other needs of women such as personal skills which are equally important in professional career building. In chapter two, Kehler (2013) mentioned that women are most vulnerable in the labour market. They need to be included in the workforce and also gain skills that they need to be included in the professional world. Job skills training programmes were therefore highly emphasized and stated to be a good strategy to economic development (Hills, 2004; UN Women, 2011; Kehler, 2013). All the women agreed that they have learnt how to better engage themselves in their communities, which has led to a positive impact on economic development in the sense that women have found a common understanding of their challenges. The findings concur with Okojie (2002) who stated that there is a need to engender employment promotion programmes for women because the inclusion of young women and girls as equal partners in youth development and empowerment programmes is essential in overcoming gender imbalances. Skills training programmes for women, therefore, help to reach the equality goal for women.

4.4.2 Resources needed include access and skills development

- **Feelings of empowerment**

For all the participants, being involved in the job skills training programmes seemed to be positive and beneficial. When asked about their experiences with job skills training and what they learnt since completing the job skills training, the participants stated there are resources that one needs to access employment, however, they also gain skills which helped them to access employment. Most of the participants agreed that this is a good strategy to empower

women and improve their opportunities. The study found that the women's voices, choices and opportunities were improved, which implies a positive effect on the aims of policies such as the Employment Equality Act of 1998 whose primary purpose is to provide women with the same opportunities as men.

"I can say that I learnt a lot and I have been using those skills which I gained in my personal life as well". [Participant O]

"Myself and some women that I know in the community have worked really small jobs and it is because we did those training that we are able to find employment. We are not the same as men and I do not believe that we are going to be the same so women rights need to be encouraged more so that we can at least try to meet the man's". [Participant O]

"My business is small, and I could only employ a few people to work for me so I choose to only work with women. I do not want to work with men for now". [Participant N]

"I only knew how to sleep with men for money and sometimes they don't even pay me but asked for favours. I make money yes, but it is not the safest way. But when I go to work on the clothes, I am free, I am not worried about my life and I know that people will always pay me". [Participant M]

"I'm very happy that at least now I'm able to do things with my own hands. So, it's really good skills". [Participant D]

"It is important to me because you see now I'm working here. My wish is to employ other women to help me to do my bags, so they can also earn money through". [Participant A]

"Like for me I didn't know that I can do my bags and then they can be sold everywhere. So, it is very important". [Participant A]

The participants implied that the training programmes have helped them feel uplifted. Some expressed feelings of power and authority while others are hopeful that the skills can be used to help other people. This sense of power achieved is an important aspect within their environment due to limited access to resources. It has been stated previously that, in most cases,

it is not that people do not want to work. Rather, unemployment is the result of challenges such as unavailable resources (Kehler, 2001; Duflo, 2012).

The study found that the training has impacted on their sense of belonging because their voices are heard, and they are provided with an opportunity to work in mainstream employment. It is a sense that, prior to their training, they felt that they needed to depend on their partners, and they could not see themselves making a positive contribution to their society. It has been stated earlier in chapter two that this maladaptive way of thinking is a result of traditions in which women are not as valued as men (McGrath & Akoojee, 2007; Soudien, 2012) based on the fact that there is a general informal consensus in some cultures that a man is more important than a woman (Soudien, 2012). For instance, some participants stated that, in their cultures, they were raised not to question the authority of men as a sign of respect for men's position in society. As a result, women are much more vulnerable and grow up believing that they are not equal to men. As they have been raised with such beliefs, they are still adjusting to equality in both the workplace and home. This challenge was emphasised by those participants from outside South Africa especially. Participant I stated:

“My country is not as flexible as here. As women we put each other down for the way we dress and even the way we talk. Here, women say what they feel and are much more free to do what they want [Participant I]”.

Therefore, the training was found to have improved how they think about and view themselves in society. These findings illustrate that job skills training programmes not only enable women to access employment but also encourage them to challenge the way that they view their usefulness, their rights and how they ought to be treated in society. The interpersonal skills gained go beyond the individual because some of the participants stated that their views on life have changed and even that they have started talking and motivating other women in society to engage with organisations that help women such as them. In this context, the participants agreed that the influences of job skills training and access to employment are indeed a good contribution to professional and self-development. The findings concur with Kehler (2013) who stated that providing women with skills not only contributes to their well-being; it is also beneficial for the economic development of the country. The participants see the positive contribution of the training programmes, and they made the link between improving their lives and the betterment of their communities and society, which has added a sense of empowerment.

- **Human dignity and equality**

The success of a job skills training programme would greatly depend on its quality. Quality in this study refers to the success of the training in helping the women gain permanent employment at their current place of work or elsewhere. When the participants were asked about the changes that the job skills training programmes have made in terms of equality in the workplace, most of the participants seemed to believe that the programmes have helped them feel valued in society and as equal to men. It seems that, when it comes to development, it is also important to feel needed and to be treated as an equal in society. As stated earlier in chapter two, in the South African Constitution of 1996, equal rights for women to employment and development is addressed within the context of human dignity, and the Constitution states that all people have an inherent dignity and right to protection thereof. Everyone has the right to freedom and security, which cannot be denied arbitrarily or without just cause. Therefore, it is every woman's right to be treated equally in employment opportunities, remuneration, and in the broader society (South African Constitution No. 108 of 1996). The study found that the Constitution has influenced how both women and men are viewed in the workplace. Thus, awareness of women's rights can be said to be recognised and well respected in legal instruments.

“Now I can even stand and even go to schools and I can also voice myself, whereas if you know that you are no-one you can't go and raise your voice anywhere”.
[Participant E]

“It's like we had a roster that was saying today you are making tea for people. Even man will also do the same. Yes, even if you to carry stuff, we all carry. We don't call a man to do it because it's men being. Even the boss herself she also carries”.
[Participant E]

“We go through a lot traditional issues and some of the things that we do should not even be allowed but it is Africa. Women we are treated so bad, so these kinds of trainings provide us a way to change our societies and we can also get good jobs like men”. [Participant B]

The above comments show how job skills training programmes have enhanced women in terms of respect for their own views. The findings relate to the goal of the Women Empowerment and Gender Equality Bill of 2013, which is targeted at strengthening existing legislation aimed at promoting gender equality and the empowerment of women in society. In

the previous quotation, one of the participants responded by highlighting how culture has disempowered women in the past, however, with the job skills training, women are becoming more independent and able to stand up for their rights. This does not only encourage women to be more vocal, but also to stand together and fight any injustices that affect them. They are enabled to determine between wrong and right, and thus to seek assistance when faced with problems.

These findings, therefore, indicate that the training has acted as an information source for the participants. Through the information they are also learning how to apply themselves differently in the home and at work by accepting that both men and women should be treated as equals and both are equally capable of applying skills learnt. This helps women restore their dignity and transfer the skills that they have learnt into their communities. In doing so, they are helping to grow their own environment in a positive direction and teaching those who do not have the knowledge about their human rights.

- **Feelings of self-dependency**

Most participants believe that since they completed the job skills training programmes, they have been provided with the opportunity to think about starting their own businesses. It seems that they feel that the economic independence gained should be used to benefit other women for further empowerment. Utilising the skills gained means that the women apply themselves better in work and their communities. A study by Kehler (2003) argued that job skills training, such as for farm work, does not empower women in terms of equality and equal pay. He stated that, even with the training, women remain vulnerable and do not have visible equal rights as that of men. This study, however, disagrees with the findings. In fact, it was found that the job skills training has empowered women to think beyond looking for low-skilled employment as some of the women are thinking about starting their own businesses.

You can now think about making your own business and make flowers because you know how to do it now”. [Participant K]

“I think women need to be empowered because the way we were brought up and the way you saw life from our ancestors we just thought that ladies had to kneel down to men, but the trainings create a growth in your mind”. [Participant E]

“Say if you want to do your own business or something else and we are allowed to do extra things. Like if you have your own idea, the manager gives us permission to bring whatever you think you can and you do it for yourself, and yes you are doing it and they can buy from us and get extra money on top of what you are earning”. [Participant D]

“Like or something that I want, especially women to achieve, is to own our own things. To try and do our own businesses”. [Participant D]

“I’m in a process of starting my B&B in Imizamo Yethu because I went to the course on July”. [Participant C]

These comments suggest that the women are beginning to value self-dependence. The findings also suggest that there is an understanding of the role that past cultural practises play in current and future development. The participants all seemed to have a clear understanding of the purpose of the training programmes, and they see the difference it has made in their lives.

The comments seem to suggest that the training can benefit even those who are not directly affected. For instance, Participant C is in the process of opening her own B&B, and this is made possible through the job skills training programme. In terms of development, the findings show that although job skills training programmes are created to provide people with financial stability, they also empower one to start learning how to depend on oneself beyond financial stability, leading to motivation for the participants, as also found by Duflo (2012).

Therefore, there is advocacy in terms of core feminism theory because the participants have been trained not to subscribe to traditional roles, but rather to see themselves as equal to men. The women are motivated to apply themselves, to contribute to harmony with other working parties, to contribute to development by focusing on unity, and to increase the positive effects on their own lives and those of others. Therefore, self-dependency and voice are what seems to have been encouraged through the job skills training programmes.

4.4.3 Remaining challenges in job skills training and employment

- **High unemployment and lack of education**

Several scholars have argued that education is the best means to achieve development. For example, a study by Jones et al. (2011) argued that education is the most crucial strategy for development. The study showed that South Africa’s social history and structure has led to

conditions which make women, especially black women who live in the townships and coloured women, vulnerable to intersecting risks. Although almost all the participants come from poor educational backgrounds, they still believe that education is the key to success. They note that their experiences related to limited education opportunities has led them to believe that education is and should be promoted as an important tool for success.

“We deal with a lot of issues at home and not having a good education is really not good for us. There is a lot that I wish for, but it is hard to keep holding on especially when you have grown up to be my age and go through all that I have gone through”.
[Participant O]

“I only went to primary school, but I did not finish because my mother died, and I had to move to the village with my grandmother. She was old and had no money, so I just stayed at home and took care of the house and the other people in the house”.
[Participant M]

“Us poor people suffer a lot and when you don’t have an education, you can’t get jobs in china shops because they want someone who can help them better and can speak proper English”. [Participant M]

“For me it was also challenging because of my previous choices. I was in prison for 12 years. But I was lucky because of my late boyfriend helped me with what he knew about gardening”. [Participant K]

“I was unemployed because I was supposed to go to school, but you know finances”.
[Participant D]

“I would say also the fact that I am not educated is a challenge. I don’t speak good English and this city you have to know how to speak English well to get a job”.
[Participant B]

“We’ve got people from Zimbabwe. What I notice they’ve got skills. So, for them it’s their advantage because back home when they were studying they were also taught how to. But here, in Eastern Cape you don’t have that. We don’t have that practical things to use like a theory, and then you tried use your hands”. [Participant A]

These findings concur with studies by UN Women (2011) and Hills (2004) which stated that empowering women to participate fully in economic development is important in building

stronger economies because it furthers internationally agreed goals of development and sustainability for the purposes of improving the lives of women, families and communities.

When it comes to job skills training programmes, it was noted that one needs to have some level of education to be considered for the training. The organisations require trainees to be able to read and write even if only at a low level. Therefore, job skills training programmes are offered to women with some level of education, presenting a barrier for those who cannot read and write to entering some of the programmes, and, as a result, they remain trapped in poverty. As stated earlier in chapter two, “skill had been profoundly racialized and gendered. Black (especially female) South Africans were denied access to skills development or had received no certification or recognition for their real levels of skills and knowledge learned on the job. Moreover, provider institutions and delivery systems were fragmented and dysfunctional” (McGrath & Akoojee, 2007: 424). Therefore, the fact that many women are still disadvantaged in education affects their success. Job skills training in this study is viewed as a strategy to enhance the skills of women who did not acquire them in their primary and secondary education. The skills provided give them tools that they need to access better employment opportunities.

- **Societal discrimination**

Cultural and sexist discrimination against women has caused the imbalance between men and women (Okojie, 2002; Kehler, 2013). The participants shared a common experience of family and societal differences between men and women. When asked what they believe to be the main challenge which women face in accessing job skills training programmes, and their views about how accessible and useful the skills are, there was a difference in the opinions of the participants. All of them agreed, however, that the remaining inherited societal issues, such as gender roles, are a major concern in both personal and professional environments. As a result, this is as a factor that limits women’s empowerment.

“You can take a man and the lady will be better than that man, but they just take it as if we want men. They say we are only employing men. So, they still take us as women that we are not strong enough. We are not fit enough to do the job”. [Participant A]

“I see with my brothers and my cousins. They work, but you know sometimes they don’t really care to help women. Women go through so much at the end of the day”.
[Participant D]

Woolard (2002) stated that past policies of segregation and discrimination have left a legacy of inequality and poverty and, in more recent decades, low economic growth. As per the experiences of the participants, women remain devalued in communities and burdened by family responsibilities, expectations that they must work at home, and the belief that their opinions are not relevant. Some of the participants recognised this as an effect of the apartheid era, which resulted in a high percentage of African women lacking the required skills for employment. This study also found that some women still perceive themselves as not equal to men in terms of their capabilities in both their communities and in employment. For example, many scholars such as Mthaleri (2012) and Kehler (2013) have explained that there is high unemployment among black women due to past apartheid-era policies which discriminated against black women, preventing them from voting and having a say in politics and law, and even restricting whom they could marry, based on race.

In some cases, women are still denied the right to education, choice and employment (McGrath & Akoojee, 2007; Okojie, 2012). Strategies for development, such as job skills training programmes indicate, however, that women are being valued more in society. Furthermore, the participants mentioned this type of discrimination as something that can still be found in their homes and communities; however, when it comes to the working environment, it was agreed that social inclusion is more common. It seems that although the women are empowered, financially independent, and working in mainstream employment, the response from society remains a challenge, and some still do not believe in the value of women’s contributions to development.

- **Societal and family expectations**

Although policies such as the Employment Equality Act No. 55 of 1998 recognise women and men as equals in employment, it was found that some women still believe that male privileges disempower women, and this is still a challenge in accessing opportunities for women. Hills (2004) stated that cultural and sexist discrimination against women has caused the imbalance between men and women. Thus, less than 50% of (black) women qualify for opportunities to enter the job market. The societal roles and work based on gender is still remain

a concern in employment and the type of work that women and men can do (Hills, 2004). The study found that, generally, women are still expected to stay home to take care of the children, grandparents and grandchildren. These home responsibilities take over their time, thus, even when they have not been in school, it is hard for them to find work.

“Women have a lot of duties even when they work so I will not say that they are the same. I also think that even in getting jobs, men have it easier and there are more men in high positions than women”. [Participant N]

“I don't mind because if he's doing something. You can't say a man can go and wipe the dishes when there are ladies. It is not right”. [Participant H]

“Not the women. Even at family gatherings, the women stay in the kitchen and get little food. If there is something that is left that's what you eat. You either eat it after you heat it like you put it in the dishes”. [Participant E]

“I know the struggles that we all go through. I'm a mummy too so I know how it is. You know you have to work extra hard, but for men you know they work, but you know to them it's not. Maybe it's a must but it depends you know what they want in life, but for us women you've got family”. [Participant D]

“Where I come from, women are treated different from men. Sometimes people are taken out of school, myself included because my family could not afford to pay for me and my brothers, so my brothers went to school and I stayed home. I was very happy when my mother decided that I have to learn how to make clothes and got some money to pay for me so that I could finish”. [Participant B]

These comments suggest that although the job skills training programmes have empowered women, there are remaining inevitable challenges, such as societal expectations, which remain unchanged and hinder the capabilities of women. It can be said, therefore, that although women should have the same opportunities as men, the practises of discrimination are still heavy on our society and a lot more has to be done to overcome such challenges. Thus, the findings are in agreement with (Soudien, 2012) because it has created a challenge for the policies designed to promote the rights of women and equality. South Africa is a society that is largely guided by culture, and because many people still do not have sufficient education, women will remain at the bottom of the chain and sink further into poverty (Duflo, 2012). The participants in the study seem to believe that women and men should play an equal part in

changing the perceptions about women roles. They seem to have a need for change, however, gender discrimination and cultural norms are very challenging.

- **Lack of government intervention**

Government action should ensure that all people in the country have their basic needs fulfilled, such as shelter and water. However other aspects of life are equally important such as education, employment and health (Woolard, 2002). When asked about the intervention of government in helping women access jobs and receive the needed skills, the participants were not hesitant to mention their frustration with government. One of the challenges in the country is high unemployment for women more than for men (Woolard, 2002; Aliber, 2003; StatsSA, 2017), and this can be said to cause further frustrations for individuals and communities. The participants highlighted that government interventions to influence women's empowerment are inadequate. The general consensus was that government is either not doing enough or has no desire to help women from disadvantaged communities.

"I think that the government should do more in taking care of the people and I feel that sometimes they forget that this country has a lot of poor people. Women in South Africa suffer a lot so I am not sure if I can say that they have helped a lot. I can see where they have helped like social grants but still not enough to help the people completely". [Participant N]

"You do the training but if there is no job promised, there is nothing to do but wait. It is even more difficult if you don't have money to start. Sometimes people do not get the opportunities although they are trying to better themselves". [Participant N]

"Most of the government things now have age limits. Like they said up to 35 but we've got most of the people that are over 35 that are not even working. So, I really you don't know because people don't have jobs outside there". [Participant F]

"It's tough and youth also who come up from the Universities with degrees, diplomas, whatever qualifications. It's hard for them to get a job. So, lately the government is not doing enough. Especially for us women you know". [Participant D]

"I'm not quite sure the government is doing enough in terms of I can see in our location people there are suffering. People they are struggling. That's just poor if I can put it

that way. So, I don't think it's doing enough to people. Not at all. There's a lot of poverty in our location, and it makes people to be involved in so many different things".
[Participant C]

The government should emphasise the provision of basic public services which have a direct and significant impact on productivity. However, the lack of resources prevents the government from providing the needed services to the people (Woolard, 2002). The comments above suggest that there is a concern about access to resources and opportunities which are lacking in the country. The participants spoke about challenges to access in relation to what they are also required to perform at home. However, they clearly stated how they felt this can be resolved. It appears that they have accepted and adjusted to the challenge. It was suggested that this is to be expected and should be accepted, and it is the woman's responsibility to find a way of keeping the balance. The study also found that it is more difficult for women who do not have the required qualifications to get jobs in government, even when they have completed the job skills training programmes. However, some of the participants believe people should also take the initiative in accessing the available resources.

"I think they are doing a lot you understand, because it's not only EPWP. It's very sad to take out your money and then send it to a place where you don't see any development". [Participant L]

"Yes, it's easy because once I done my course another friend of mine. I'm going to tell another friend of mine. Just like that. So, it's easy". [Participant H]

"I am not aware about your line of training but in others such as cooking, and restaurant work there is a lot of places that take foreigners. In fact, some women that I have spoken to are from Zimbabwe and have found very good jobs so don't close your doors just yet". [Participant B]

Government intervention in unemployment seems to be a complicated matter which was observed to not be understood by all participants. It was observed that participants from South Africa believe that the government is not doing enough, while non-citizens believe that the country is not doing that bad. This was based on the fact that, compared to their countries of birth, South Africa is doing better in their policy implementation and in locally based programmes. In their home countries they would not have had the same opportunities as they have found in South Africa. Thus, some non-citizen participants believe that the government interventions are sufficient.

- **Sexual favours and employment**

Another major challenge is the expectations of men to receive sexual favours from women for employment. This was mentioned by the participants as a general observation which they may not have necessarily endured but have seen or heard about.

“You see, women like me who have no education cannot really get jobs, so we end up being with men that can pay us for our services. I think that there is a lot of discrimination towards women and we have it harder than men. We are beaten, insulted and sometimes even sexually harassed. So, when we talk back or refuse to sleep with men, they don’t pay us or give us jobs that we need”. [Participant M]

“Depends if the bosses of the restaurant you go. Some are men, after you apply men they started to want to date with you. So, it’s difficult sometimes”. [Participant I]

“To get higher position, a man has to touch you or do something extra or to have this job, you need qualifications, but sometimes you have to do this favour for him. Things like that”. [Participant F]

The above-mentioned comments raised questions on the effective implementation of Women Empowerment and Gender Equality Bill of 2013 which stipulates that all gender discrimination roles should be removed in employment and that women must be treated as equals. Although the participants have not experienced this directly, it does not mean that this is not an issue for other women. As previously reported in chapter two, most uneducated women are still stuck in low-skilled jobs such as hairdressers and petty traders because many women lack better opportunities (Soudien, 2012). Most of the participants for this study are employed in female-run organisations, so they have not directly dealt with such treatment. However, they seem to be confident that this is happening with other women whom they know and who work on the same level of employment as them.

Kehler (2013) emphasises the need for the country to ensure that policies are well implemented in both private and public sectors. It is only by abiding with the policies and legislation that South Africa can tackle such problems. It has been stated in chapter two that sometimes the physical abilities of men enable them to get jobs that women are not able to, thus contributing to further disempowerment of women (Kingdon & Knight, 2007). The participants suggested the need for women to stand against this type of violence in the

workplace as a strategy to fight it, support one another, report on, and talk to other people about such discrimination.

- **Unfair working conditions**

Lastly, the participants stressed that the working conditions in the informal sector can be very difficult. As mentioned earlier in chapter two, most black and coloured women in South Africa suffer under prevailing cultural and social norms in which they are regarded as less valuable members of society (McGrath & Knight, 2007). This is not only reflected in the attitudes and behaviours they experience daily, but also in policy-making and legislative structures (Kehler, 2013). Although this was not a problem for most participants, it is still a concern they raised, and a violation of the South African Constitution No.108 of 1996. Some of the participants are overworked and receive less pay, or they work long hours with no overtime pay. They put up with this because they cannot afford to lose their jobs.

“This tailor job that I do, I only work there when I am called if they have a lot of things and I do not have space there. If I do not have electricity in my house, then I am not able to work and do the job, so they take someone else. When I work at their office they cut my money, so I opt to work at my house and sacrifice my electricity money”.
[Participant M]

“I had a job in a restaurant somewhere in town. I was spending more money for transport that I thought, worked long hours, so I left”. [Participant I]

“Like in my case, I left the job because I was getting paid less than I should, and a few other women left before me. I also worked long hours with no overtime payment or some kind of change to my normal working hours”. [Participant I]

The above-mentioned comments suggest that although the employment sector aims at equality in accordance with the Employment Equality Act of No. 55 of 1998, the participants have financial constraints, as do the organisations. Some of the participants mentioned that they do not get paid enough, yet only a few have left their jobs for this reason. This implies that poverty plays a role in this challenge for both parties. Thus, factors such a good working environment and convenience force people to keep working in jobs that do not pay them what they need to cover all their basic needs.

4.5 Summary

The findings of this qualitative study cover the perspectives of fifteen women, including those employed in women's empowerment organisations, and those who are unemployed however, have completed a job skills training programme. The findings show both the positive experiences of the women and the remaining challenges that they face. It is hoped that this research encourages further studies focused on women's development because many challenges remain in the country for women.

Chapter 5 to follow includes the analysis and discussion of the findings as laid out in this chapter as well as the conclusions and recommendations of the study.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

Introduction

This final chapter of the paper presents the main conclusions based on the analysis of the findings discussed in chapter four. Recommendations that were made by the participants are given along with the researcher's perspectives which lead to the final conclusions of this study. As stated in the literature review, the need for further research on job skills training programmes for women and how they contribute to the economy is critical (UN Women, 2011). Thus, this study explored the experiences of women who have completed a job skills training programme and their ability to access employment opportunities.

5.1 Main conclusions

These conclusions will be discussed in relation to the research objectives.

5.1.1 Investigate whether job skills training can help women to access employment

Gender discrimination against women in employment has caused ongoing challenges including high unemployment and low education and skills levels among women in South Africa. Job skills training programmes act as a strategy of empowerment to the factors such as some unfair cultural norms which hinder women from making their own contribution to economic development. This study has found that job skills training programmes play a major role in helping women obtain employment. Women are also encouraged to start their own businesses and community alliances that go beyond the low skills level. It was found that women who have completed a job skills training programme in most cases are more likely to find mainstream employment and to be employed by the same organisations that trained them. The study also found that women who have some level of education are most likely to get employment, to be more financially independent, and have viable plans for the future. Some of the participants were observed to be much less likely to remain in abusive relationships, and able to voice their feelings and opinions when involved in such relationships.

Initiatives such as job skills training programmes for women are seen to have made a significant impact on economic growth, such as including women in mainstream employment, although they have not been proven to alleviate poverty completely. These developments could be studied further in a pilot study in which the government gets more involved in the implementation of policy and strategies that help less educated women to access employment

because this will provide empirical data and gives an idea of what people from poor societies propose as a way forward. Policies could, therefore, be amended from a human development approach.

5.1.2 Assess if job skills training programmes influences the ability of women to obtain employment

Job skills training programmes are one strategy that has influenced women's opportunities in economic development (Baron & Markman, 2000). This study found that Cape Town is well advanced when it comes to job skills training programmes. Firstly, most of the participants in this study are from areas outside Cape Town or from countries outside South Africa, and they seem to believe that Cape Town as a city has greater opportunities for them. Secondly, the participants also seem to believe that job opportunities and the organisations with well-implemented programmes create a conducive environment where they can grow. These findings, therefore, confirm that the implementation of job skills training is highly dependent on the opportunities created in an area.

Some of the participants expressed that they have better home environments and family support in their town or country of birth; however, they left and moved to Cape Town because they have better financial opportunities and can still help their families at home. According to the participants, opportunities in Cape Town are better implemented than in places such as the Eastern Cape, for instance. It was reported that they have found jobs and financial stability in Cape Town. These conclusions are based on what they have observed in their original homes in comparison to Cape Town.

5.1.3 Determine the remaining challenges women face in obtaining employment

Many challenges that have been mentioned in chapter two of this study are also found in the findings of this research. In this study, the job skills training programmes have indeed uplifted the women, and most are now employed in mainstream jobs. The women are now able to acquire their own income, providing them with financial independence and work in decent jobs. However, some of the women feel less valued in their workplaces, and some have even left their jobs due to challenges of discrimination in the workplace. Most of these challenges seem to be derived from the government which appears to have failed to uplift women from

disadvantaged backgrounds. Even with the job skills training programmes, one would need to know how to read and write. Thus, it can be argued that these programmes have a gap in their approach.

It was also highlighted by the participants that women are sometimes asked for sexual favours from male employers. Due to poverty, a lack of opportunities, and not being well informed about policies such as the South African Constitution No. 108 of 1996, Employment Equality Act No.55 of 1998, and the Women Empowerment and Gender Equality Bill of 2013, some women have been victims of such injustices. The study found that awareness-raising about the above-mentioned policies is either not well implemented in some organisations or both the women and the employers are not informed. However, all employers in both public and private employment ought to apply the policies accordingly.

Furthermore, this study also found that the EPWP was only known by very few participants interviewed. Most participants did not know about the existence of the EPWP. The study, therefore, concurs with the study by Ngwenya (2006) which argued that the success of the EPWP is unclear and it is not well implemented within the informal sectors. The same study also stated that although participation had reduced the severity of poverty, households still fell under the poverty line. Therefore, these findings confirm the need for government interventions to be improved.

5.2 Main recommendations

Based on the findings, the following recommendations are put forward:

- As mentioned earlier, the government should attempt to strengthen the state, support the voice of the poor, and be a catalyst in the political process (Karnani, 2007). The situation of women in South Africa is that they run businesses with low skills and with very little capital. Thus, they do not earn enough to rise out of poverty. Creating employment and increasing productivity are the best means to equality in economic development. The role of the government should be emphasised in providing basic public services, such as sufficient housing, water, sanitation and education, which have a direct and significant impact on productivity.
- Access to education is key for socioeconomic development, but access is the main challenge that the women interviewed in this study face. Enforcing equal rights and an

inclusive economy for both women and men should be a top priority for the growth of the South Africa economy and development. This is argued to have positive effects in the long run, such as reducing unemployment rates and domestic abuse, thus increasing the standards of living for low-income earning women and eventually reducing the issue of gender discrimination.

- Job skills training programmes should go beyond employment creation to include family therapy if need be for women and their families. In poor communities, people are less educated about how certain challenges can influence people's lives. Family therapy can be used to raise awareness and educate people on development issues. This can create greater understanding and community cohesion, improve advocacy for policy designed to end discrimination against women, especially in the rural and impoverished areas, and policy on the importance of inclusive society and women education. This will also help to break the cycle of women's unemployment and enhance development that is based on skills and the capabilities of people. In addition, organisations can implement education strategies that enhance women's capabilities and address challenges preventing women from accessing employment.
- Government initiatives such as the EPWP were unknown to most of the participants, and it is unclear how effective and efficient they have been in the country. The EPWP has not produced results that can be verified as beneficial for South Africa as a nation. However, some of the participants mentioned that they were able to get assistance from the EPWP. Therefore, further monitoring and evaluation of the awareness, challenges and effectiveness of the programmes is required, and the number of unemployed women who have been able to utilise the services should be considered. The EPWP process is argued not to have produced accurate results thus, other methods and strategies should be implemented to provide these services adequately. For instance, Information dissemination from the government to the public needs to be improved. The target and methods used should be directed towards those who need to utilise the services.
- Furthermore, it is suggested that more research focused on women's development be conducted, particularly on the challenges that women face in obtaining employment, as this study did not gather enough consistent statistical data on the challenges that women experience in accessing employment in order to evaluate if any progress has been made.
- Both the participants and the relevant literature strongly emphasise the importance of education. Thus, it is advised that communities are sensitised on the importance of equal

education for all. The country has high numbers of enrolments at education institutions, but few graduations, especially among women. This should be researched further for the purposes of discovering where the government has improved and where challenges remain.

- Job skills training agencies, whether in the government or private sector, should provide policymakers (or, in this case, the government) with annual reports to inform the government on the developments as well as the challenges faced. This can be used as a guiding tool to raise the importance, and the role that job skills training programmes can have in helping women and economic development.
- Job skills training programmes are a very effective strategy to motivate women to stand together. The skills training should include motivating women to unite so that there is a uniform voice on the needs and wants from government, private organisations, and society as a whole.
- Lastly, technology is moving at a fast pace, and this development should be considered when providing women with skills training. Teaching women computer skills contributes to creating a balance in the capabilities of highly educated and low educated people. Low skilled women may not be able to work in the jobs of graduates; however, computer skills will give them the advantage of performing their work using the tools (computers) that everyone is using.

5.3 Concluding statement

The findings of this qualitative study have provided insight into how job skills training programmes have helped women to successfully obtain employment in Cape Town through interviews with fifteen participants. It is hoped that this study, along with the researcher's work with women of different backgrounds, will bring further knowledge on how job skills training programmes for women contribute to economic development, and can uplift women from poverty. In this study, it is made clear that women affected by unemployment have limited skills compared to that of men, and currently still face different forms of discrimination, thus further interventions are needed to address the problem.

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APPENDIXES

APPENDIXES ONE: PERMISSION LETTER

UNIVERSITY OF CAPE TOWN



FACULTY OF HUMANITIES DEPARTMENT OF SOCIAL DEVELOPMENT

REQUEST FOR PERMISSION TO UNDERTAKE RESEARCH (AT / OR WITH CLIENTS / SERVICE USERS ETC AT –)

Dear Madam /Sir

My name is Olga Simanga and I am a Master's student at the University of Cape Town. I would like to invite you as a participant for a research study. I am conducting the research to fulfil the requirement of the master's degree. This research analyses the experiences of women who have completed a job skills training programme and their ability to access employment. The study aims to determine how job skills training has influenced women to access employment. Thus, the research requires conducting interviews with women who have received job skills training and to determine how job skills training programmes help to empower women.

I would like to request permission to conduct this research with you as one of the women that have completed a job skills training programme. The proposed research has been accepted and verified by the Social Development ethics review committee and will be supervised by Dr Somaya Abdullah.

Please feel free to contact my academic supervisor Dr Somaya Abdullah should you require any additional information at somaya.adbullah@uct.co.za

APPENDIXES TWO: DATA COLLECTION TOOL

Data Collection Tool

STRUCTURED INTERVIEW GUIDE

1. Background

1. Name of the participant-

2. Level of education: (Tick)

Primary school	Secondary school	Tertiary school
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3. Current employment status: (Tick)

Employed	Unemployed	If yes, current occupation
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4. Scale of payment per month (Net): (Tick)

R0-R1000	R1000-R2500	R2500-R5000	R5000-above
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5. When did you complete the job skills training programme?

1. Assess if job skills training programmes influences the ability of women to obtain employment

1. How did you learn about the job skills training programme?
2. What are your experiences with job skills training programme?
3. What did you learn from the programme/ what skills have you obtained since completing a job skills training?
4. Do you think job skills training is important for women development? Please explain.

2. To investigate and examine how the job skills training influence the ability of women to access employment

1. Do you think that job skills training help women to access employment?

2. Have you been able to access employment after you completed a job skills training programme?
3. If yes, please describe how the job skills training programme influenced you to access employment.
4. Are you aware of the EPWPs?
5. If yes, have you participated in the EPWPs? If yes, how has it contributed to your current skills/employment?
6. Would you say that men and women are treated the same in employment? Please explain
7. Do you think that the government has played a major role in making sure that women get to access employment after completing a job skills programme?

3. To determine the challenges women face in obtaining employment

1. What challenges did you face in obtaining employment?
2. What do you think prevents women from accessing employment though they have completed a job skills training?
3. Do you think that women and men have the same experiences in job skills training and employment?
4. Do you think that job skills training programmes are easily accessible and well implemented in Cape Town? Please explain
5. How do you think job skills training programme could be improved for women?

4. Any additional comments

Do you have any additional comments?

Thank you

APPENDIXES THREE: CONSENT FORM

UNIVERSITY OF CAPE TOWN



FACULTY OF HUMANITIES DEPARTMENT OF SOCIAL DEVELOPMENT

REQUEST FOR PARTICIPATION & CONSENT FORM

Name of Researcher: Olga Simanga

Student number: SMNOLG001

This research forms part of the qualification for a master's degree in the Department of Social Development at the University of Cape Town

Title of Study:

The experiences of women who have completed a job skills training programme and their ability to access employment opportunities

Objectives of the Study:

The research objectives of this research study are as follows:

1. To investigate whether women who have job skills training can access employment.
2. To ascertain whether women are able to access job skills training programmes.
3. To assess if job skills training influences the ability of women to access employment.
4. To determine the challenges women face in obtaining employment.

Please read the following and sign if you agree to participate in this study.

Research Procedures: I understand that I will be participating in an interview process to explore the experiences of women who have completed a job skills training programme and their ability to access employment opportunities. The interview will last approximately one hour and will be recorded with your permission using a digital recorder or by taking notes. The

recording will be transcribed and the notes, the recorded information and the transcripts will be kept in a secure place. Once the research has been completed, this material will be only be used for academic purposes and the transcripts will be destroyed.

Risks and Harm: There are no foreseen risks or harm in participating in this research. However, in the event of any emotional distress by a participant, the researcher will make a referral for appropriate assistance.

Benefits/Incentives: I understand that this research will not benefit me directly and that I will not be paid for agreeing to do this interview. However, through my participation, the information gathered will provide important information on the experiences of women who have completed a job skills training programme and their ability to access employment opportunities.

Participant's Rights: I understand that I am free to withdraw from participating in this study at any time, without giving any reason and that there are no consequences should I decide not to participate at any stage.

Confidentiality: I understand that the interview process will be kept strictly confidential and that information will be available to the researcher and the supervisor. Extracts from the interviews will be included in the final research report without anyone being able to link my quotes to my identity. The final report will be examined by an external examiner and the findings will be made available to participating agencies. Under no circumstances will my name be revealed in the report or any other publications related to this research.

I understand that if at any time I would like any additional information about this research, I can contact the research supervisor, Dr.Somaya Abdullah telephonically at 021 650-4219 or by email at somaya.abdullah@uct.ac.za

APPENDIXES FOUR: TRANSCRIPTION (SAMPLE)



Interview Transcription

Participant C

Interviewer: All right. Thank you so much for coming to see me. For the purpose of confidentiality, we will call you Participant C instead of putting your name. This interview is for academic purposes and falls part of my master's studies. As you will see in the consent form and I have stated earlier, this process is voluntary thus, information that is required is basic and you are free to withdraw at any time from the interview and I will respect that. This consent form here. So, this is the consent form and it basically states that you are giving me this time and information to share your experiences in job skills training. As stated before you have the right to withdraw from the interview at any time and you can share as much as you want, so the more the information the better. You may have a look at the consent form as well as the interview schedule and then as soon as you are done, we may begin the process.

Participant C: Okay.

Interviewer: And then could you tell me your level of education between primary, secondary and tertiary education?

Participant C: It's secondary because I passed grade 12.

Interviewer: Oh okay. So, secondary. Let me just record that, and then you are currently employed?

Participant C: Yes.

Interviewer: Okay. Let me write employed, and then on the salary skill which one would you say is it that you're getting paid per month? There's between 0 to R1000, R1000 to R2500, R2500 to R5000, then R5000 and above.

Participant C: It's R5000.

Interviewer: Okay. Let me just note that. Okay, and then so when did you complete your job skills training program? Like I imagined before you started working. I don't know if I'm right, you had to go through a training so you can know how to do the job in the company here.

Participant C: No. I actually just came here.

Interviewer: Okay.

Participant C: And normally here we just teach the people they are employed by Teabags Designs.

Interviewer: Okay, Okay.

Participant C: Now we train them. So, I've been trained here yes.

Interviewer: Okay. Oh, when was that?

Participant C: I started work here on 2003.

Interviewer: Oh okay, okay. Okay. 2003. Okay. All right. So, that will be the last thing that I write. So, can you tell me how did you know? How did you learn about Teabag Design?

Participant C: Firstly, as maybe you didn't watch our DVD, but you can find it in a YouTube. It's where I tell my story that I used to work at Jill's house. I cleaned her house every Thursday. So, every time before I came here at Original Teabags to work here. Every time when I went there to clean her house I saw all the teabags cut out everywhere. I was wondering why those teabags and I found out it's a used teabag. One day she said to me: "can you please try to paint a teabag?" I said: What? Teabags?" [Chuckle]. "But yes," because I'm going to start. Actually, I think she was already started this business and then she said: "I'm starting this business to use a used teabag." I said: "Oh," and that time I didn't know that I can paint because at school I didn't do art. So, she said: "No. Just try. Just paint anything that you can paint. Just try paint 10 teabags." I said: "Okay I will do," but I said: "Agh teabags. Used teabags," because we normally throw the teabags after you drink cup of tea, and then I started to paint those 10 teabags and honestly it was so terrible. [Chuckle]. Very very terrible as I compared my teabags now and then she said to me. So, I brought those 10 teabags to her and then said: "Yes. So, you can do. Make more." So, as I, I was painting to me. I was doing painting those teabags and I got improved. So, my teabags now they are just stunning.

Interviewer: Wow. Okay.

Participant C: Yes. They are just stunning and I didn't know that I've got skills. I've got skill of I can paint. Yes.

Interviewer: That's exciting. It's really really exciting. Yes, I just love it. Yes, I love women empowerment. It's just so big for me. Okay. So, and how do you describe your experiences you know with this training program. Like working a teabag?

Participant C: Oh, it's a lot of thing that I've learned here. One to being creative, passive and to communicate with you friend people. The thing that I can tell you some people they feel embarrassed to talk about. The manager can tell you the first time I met her I didn't speak English at all.

Interviewer: Really?

Participant C: Honestly speaking, I didn't know how to speak English. I've learned English here at Original Teabag Designs where I met the manager. I remember when I came from Eastern Cape original. I'm from Eastern Cape to stay with my sister here in Cape Town in Houtbay I asked my sister I want to look a job, what must I say it? She said: "You passed grade 10. I just passed grade 8 so I cannot tell you. I feel so embarrassed in my heart. Honestly, I didn't know what I must say when I'm looking for a job. So, I said: "Oh anyway," but luckily, I met the manager in 1999. So, I was prayed in my heart saying oh please Lord at least if I can hear what she said to me. Said this is washing machine. Even the washing machine, tumble dryers, dishwasher. I just met those things here in Cape Town. You know that people from rural areas it's quite difficult and so different the life in town. So, I said: "Oh God please if I can hear what she said to me." If she said must I do it this and this I have to do that. So, by doing that I just said I will. I will one day. So, I got the confidence to talk to people when I started to work here at Teabag and approached me. Said: "we're going to put you as a shop supervisor so and you have to talk to people." So, I'm the one. It's me and the manager actual but in the rest of the people here who works here. It's me and her. I'm taking people around. Show them around and so yes. Now I'm just learning even Germany I know. She'll take 10 more again. We get a skill. Yes.

Interviewer: Okay. Okay.

Participant C: [Laughter]. Yes. Just planning a little bit.

Interviewer: Yes, you get them. Maybe in like two years you'll be fluent.

Participant C: Yes.

Interviewer: Who knows.

Participant C: Yes, and luckily my son he's doing a German lesson in Swellendam. He's at boarding school.

Interviewer: Okay.

Participant C: He's in whole day now. I said please boy can you just write like greetings and then yes fun stuff yes.

Interviewer: That's amazing.

Participant C: Yes.

Interviewer: Nice. Interesting. [Chuckle].

Participant C: [Chuckle].

Interviewer: Okay, and so do you think that job skills training is important for women development?

Participant C: Of course. Of course, because you know in the olden days the women they used to stay at homes. It was only men. Luckily, I've got that experience because I got married when I was very very young at the age of 17 years.

Interviewer: Okay.

Participant C: And I was doing standard 7 and if I didn't know my husband, we didn't know each other. You know that all the dads, the parents, they can see that this can marry my son. It was like that. We didn't have a relationship before. So, I was one of the women that was staying at home and my husband working in Johannesburg in mines. So, just doing that cooking, cleaning the house, but in these days, it's very important to empower women. So, that it's balancing things at homes.

Interviewer: Yes. That's true. That's very true.

Participant C: And you know in these days the things are quite expensive. So, we cannot just to rely to one person for even now. Sorry even worse because now I'm a single parent. My husband just left me. So, I have to work. That is yes. Just left me and with 3 children. So, that is why it's very important to empower women as now I'm in a process of starting my B&B in ImizamoYethu because I went to the course on July. It was Eastern Cape in Graaff-Reinet. So, it was hospitality course. So, I've got my B&B paid all the expenses and so now I'm ready. So, I already have a booking for next year. Yes. I'm waiting more booking.

Interviewer: That's amazing. Well done. Congratulations.

Participant C: Oh, thank you so much.

Interviewer: I just love it when you know when women talk about the challenges and where they come from. It's just very empowering for me because you know, being black, African, there's a lot of issues that we go through as women.

Participant C: Even I can talk more about myself because I grew up in a very very difficult situation. I didn't know. I don't know. My father, my mother, they didn't marry and she was mentally disturbed. My mother when I was 4 years old and I grew up in different families. It was very very tough but as I compare my life before and now I can see the life is brighter in life here.

Interviewer: Like you've done so much.

Participant C: Yes.

Interviewer: Yes.

Participant C: And I'm the one who's got a house in ImizamoYethu. So, yes.

Interviewer: Okay. Okay. That's great. Really happy for you.

Participant C: Thank you.

Interviewer: Keep it up. Definitely. Okay, and then so do you think that job skills training or maybe organisation such as Teabag Design it helps women to access employment?

Participant C: Of course. Like me. I'm the example. I'm the example of that Teabags. It's something very good to me because now I can see myself where I am, where do I come from? So, I can see. I can say that that teabags is doing very a good job to us.

Interviewer: She's doing an amazing job to be honest I think yes. I had no idea. When I came in. You know I thought this place would be full of bags on the floor. Those things and I saw the building outside. I was like is this the building, and then I came in. I was just blown away. It was like what is this what they do you know. So, it was really very interesting for me.

Participant C: Yes. On that point, the house I built it was a guy from Ireland who started to build the houses around South Africa. So, the time I came here at Teabags and painting those teabags, I started to save the money for buying my house. I bought my house through painting teabags. Jill said to me: "... save the money so that you can manage to buy a house." My house is bought through painting teabags because to painting teabags, the extra money to us on top of our riches.

Interviewer: Wow. Yes. It's really amazing. Like as you speak I'm like. Even the other two when I spoke to them I'm like: "What?" It's really really amazing. Yes. Okay so this one you've already addressed, and then now I wanted to ask have you heard about the EPWP? It's the expanded Works Program. It's basically what it does. It's a government initiative and so each and every person that is unemployed you move to government office and then they register you as someone who actually wants training, and then what they do is they place you in different organisations that have said that they are looking for somebody who wants to be employed and then they do all your job skills training, but then the downside of the training is that you know the employment is not meant to be permanent. They will only pay you for those let me say 6 months that you are doing the training. Then after the training is done it's for that organisation to decide if they want to keep you or you have to go because now they have to pay you instead of the government paying you. So, the point is to just give people skills and hopefully they will get employment after they have obtained them. Have you heard about them?

Participant C: No. Sorry.

Interviewer: Okay. Okay. So, then we'll just move onto the next one. Would you say that men and women are treated the same in employment, from your experience?

Participant C: No. I don't think so.

Interviewer: Okay.

Participant C: I don't think so. Maybe according to payment or?

Interviewer: It could be anything. Whatever you think. Specifically, would be if I have to ask maybe to give direction I would say maybe payment, the job. Like you think the men are treated differently? Like or the women I'm not going to respect you more from your, you know, the founder – your boss. Yes. Something like that. Whatever it is that comes to your mind when I ask this question.

Participant C: Yes. Yes. Yes. I just pick up something in my mind.

Interviewer: Okay.

Participant C: Sorry. I'm going to make this an example.

Interviewer: Okay.

Participant C: Before here at teabags we didn't have a person who's cleaning the gardens you know, and then we have to take turns to clean. So, I've realised that men they don't want to clean toilets, bathrooms, but they are using bathrooms. They thought it's only the women's job. [Chuckle]. And the other thing the kitchen, and they thought it's only ladies job. Not for men. So, it was a big conversation. Oh, my goodness. [Laughter]. So, it was just like that.

Interviewer: Okay. Okay. Okay.

Participant C: So, we had a big argument because they don't wanted to go to the kitchen to wash the dishes. Yes, they said it's a women's job.

Interviewer: Yes. That's true. African men.

Participant C: [Chuckle]. Yes.

Interviewer: It's a big challenge though to get them to do it.

Participant C: Big challenge.

Interviewer: You know at home it's like if the dishes lying in the kitchen even if you are coming from visiting aunties or somewhere and you both tired, as a woman you just maybe be the one that goes to the kitchen to clean up. He just wants to take care of more job, play on radio, play on his home.

Participant C: I always say to the manager. When she sees people like our African guy holding your child and a woman is just walking nicely I said: "Oh look at that...": I said and she can see how she's very happy to see African men doing that, and I said to Jill: "To me I feel so

emotional and sad because in our days it was normal, our husband to not carry a child, to not helping you. A bag. I remember my husband when we going to town I have to take my first born and the bag as well and he's just putting his hand in the pockets.

Interviewer: Hah? Really?

Participant C: Yes. Cannot hold his child, and the bag. The bag is for the child. So, I have to do all those things and when we've got at home he's going to just relax. I have to work you know.

Interviewer: And because he walked?

Participant C: Yes. [Chuckle].

Interviewer: Oh, good golly. Oh.

Participant C: [Chuckle]. Takes a big challenge. It's such a big challenge. My God.

Interviewer: Wow okay.

Participant C: Yes.

Interviewer: Really excited to talk about this one. [Chuckle]. Do you think that government has played a big role in making sure that you know, women are actually empowered? They can access employment and then access this training?

Participant C: I'm not quite sure the government is doing enough in terms of I can see in our location people there are suffering. People they are struggling. That's just poor if I can put it that way. So, I don't think it's doing enough to people. Not at all. There's a lot of poverty in our location, and it makes people to be involved in so many different things. Even the children, the youngsters. Now you can hear the stories that they are doing. They are doing that things of, what you call it? Those having relationship with old men's.

Interviewer: Oh, the blessers?

Participant C: Blessers. They in ImizamoYethu. Last week paper said it's in a high rate.

Interviewer: The blesser thing?

Participant C: The blesser things yes in ImizamoYethu. So, every time I wake up I said, even myself I don't have things. Nothing. I don't have nothing, but I always think how can I change this situation in our communities?

Interviewer: Ah so sad. It's really sad.

Participant C: Very sad.

Interviewer: It's like young girls 14, 15 with this old man who feel privileged and believe that they are helping them out?

Participant C: Because they do need money. So, that is why I said maybe government can do something because some children, some young girls or boys you can find that they've got degrees and there's no jobs for them.

Interviewer: It's true. It's true. It's true. Yes, and what do you think, what are your challenges that you face in you know, obtaining employment? You know like let's say specifically for this one or before like basically after you were done with school?

Participant C: The challenge. It was hard as I said poverty because the reason I left Eastern Cape to come here in Cape Town, there's no jobs in Eastern Cape. I don't think anyone wants to left his home or her home.

Interviewer: Yes.

Participant C: It's because we want a job. So, it was a challenge because I grew up in a very difficult situation. So, I came here to find a job so that I can see myself. So, this is the something that is not easy in our lives. So, when I got this job is where I found out no, my life can change.

Interviewer: Yes.

Participant C: As compared before my life.

Interviewer: Are there any other challenges that you can think of?

Participant C: Is there in our.... There lots of challenges. It's there in our communities because even now you need ImizamoYethu is over-crowded. Yes, I do understand people they come here like me because I'm coming from Eastern Cape to find a job here. So, it's over-crowded and it's very dirty.

Interviewer: Okay, okay.

Participant C: It make me worried especial now I'm going to start this business, this thing of B&B, hosting people and so I'm just worried because I can see my ImizamoYethu is dirty and that the crime as well.

Interviewer: Yes.

Participant C: Crime as well, and yes, it worries me a lot.

Interviewer: Yes. That's very true. Hundred percent true, and what do you think prevents women from accessing employment? In general, and specifically to your situation.

Participant C: Sorry, come again?

Interviewer: What do you think, like makes women not to get employment like in general, speaking about you know, the challenges that we face as women or from your experiences yourself, what do you think if you have to say what do you think would have prevented you as a woman to access employment?

Participant C: I think if the government can train people to take all these things as you said do I know this and this from the government. We don't know. To teach people to go to the location because there's some people they don't know about all those things. Even that thing of B&B I didn't know that there's their people that they are already in this business. I think there are 4 people that are doing this B&B in ImizamoYethu.

Interviewer: Okay.

Participant C: So, we don't know about these things until for me, one of the ladies from ImizamoYethu. No. No. from, but she's doing this helping people in ImizamoYethu actually came here. Said: "I'm doing this. So, do you interest to?" I said: "Yes actually." So, if the government can take people to something like workshops so that people they can know that I can do this. I can do this, and if people, if government see that this group. Maybe group of people they want to start business, or they want to start to do something and they can help financial, because the worst thing is financial. You start a thing. Even myself it's not easy to start this B&B, but I'm trying because I need extra money you know. So, some people they've got those that whew if I can start selling this or I can start doing this, but they don't have money. Financial. So, you can have an idea but the point of not having access.

Interviewer: Oh, so you guys have different teabags. Long teabags. These traditional.

Participant C: Yes, it's traditional. Yes, different designs.

Interviewer: Oh okay, okay.

Participant C: So, they define range Russel.

Interviewer: Oh, so these are already done?

Participant C: Yes. Like you see Bolekwa it's got 2010 and tea doesn't stand for traditional.

Interviewer: Okay, okay, okay.

Participant C: Yes. The 2010 is. So, this one we are using 3 colours. If you can notice the silver, the white and the black. So, we started this range on 2010 if our World Cup. So, this

one, the quality's traditional. You can see we are using 4 paints. This one, this one, this one and the black. So, that is why.

Interviewer: Okay. Oh.

Participant C: So, 2010 and traditional. So, they are all named differently.

Interviewer: Long teabags.

Participant C: Yes. Long teabags yes.

Interviewer: Okay, okay, okay. All right. Okay. Thank you. So, where were we? Okay you were saying government should go out and give this information and then B&B. So, you going to start. Okay. All right.

Participant C: And the other. I'm so sorry. And the other thing that I just coming now in my mind. I'm not trying to be racist. When I see in our communities.

Interviewer: Get real girl.

Participant C: [Chuckle]. All the African shops they closed. Now it's only the Somalians. That makes more poverty. All the things. Honestly here in ImizamoYethu when I came on 1999 there was African shop people. African Xhosa. Like Xhosa or Zulu. Just South African people, but now not even one shop of South African people. It's all the Somalians. To me it makes me very sad every time. If they can that balancing of the Somalians and the Xhosas because what they did the Somalians to win the communities. When they started to do those shops, if I paid R200. Let's say maybe I buy a bread with R15. If I'm short of R2 they can give

me, and it was that thing. It continued and then we ended not going to the African shops. So, going to the Somalian shops. So, the Xhosas they decided to close because we were not longer going to their shops. We going to the Somalian because if I'm short with R2, R1, Somalians they just give.

Interviewer: Yes. Give me. Give me it's fine. It's fine.

Participant C: Yes, but now because they see that no African shops. Now they said you are short. If you are short you are short. Go back and fetch the money. So, it makes me very and honestly, I'm just saying. I'm not trying to be a racist and their shops they are dirty. The young children. They go and buy sweets and you see the cockroaches. My son I said please don't buy cheap sweet at Somalians. I just go into Checkers and buy. Luckily, I've got one child. So, those people they have three or four children. They don't have a choice to buy the healthy food or the secured food in Shoprite. So, the children they just. So, I mean it worries me every time.

Interviewer: Yes. That's actually new information. I actually didn't know about that.

Participant C: Whew. Whew.

Interviewer: That's really disturbing.

Participant C: Disturbing every time.

Interviewer: Okay. Wow. Interesting. Whew. Okay, and then do you think that men and women have the same experiences in jobs in employment? Like in terms of like here at the office, do you think men and women are treated the same? Do you in the community do you think men and women actually have the same experiences in terms of like if you as a woman is looking for a job, would you say okay he's a man, but we all can talk and then whoever

speaks best, whoever impresses will get the job or do you think that it's still has to do with something like okay he's a man. I'm a woman. I'm a woman he's a man?

Participant C: I'm not sure about this question.

Interviewer: Okay. So, let me say this. When you came to work here right, when you were employed.

Participant C: Yes.

Interviewer: Let's say there was another man who did the same as you. Now in general do you think that if she was only looking for 1 person and she had like a garden man and then you as the house worker and she said between the two of you I only need one, but I don't know who. Let's have an interview or let you guys come to the organisation and I will choose. If you have to think about it, do you think.

Participant C: No. I'm just, I just remembered something.

Interviewer: Okay.

Participant C: It just always to mind reminding me. I remember last year, last of last year my first born was very struggling finding a job and she applied in Nedbank and then they interviewed two people. It was her and the young man, but the young man got it. Said: "Mommy I can't understand cause. I can see that I've got lots of experience than him, as I heard. Maybe she heard from someone in the bank, but he didn't go in. So, I don't think its. No.

Interviewer: It's not equal yet.

Participant C: It's not equal yet. No. No.

Interviewer: So, a lot here has to be done.

Participant C: Yes. Yes. A lot. You right. It's a lot.

Interviewer: So, do you think that job skills training programs or training that are accessible are easier accessible to women in Cape Town? Basically, like let me say organisations such Teabag Design, do you think they accessible in terms of like information given out? You know finances for people to come through and all those kinds of things in Cape Town?

Participant C: In Cape Town. Though I am not sure. Maybe it's because of that I'm here at Teabags because luckily Teabags is employing mostly I learned as a woman. Yes, for just two training. So, the ladies balancing out.

Interviewer: To balance out but the lady yes.

Participant C: Yes, the ladies. Maybe it's on that point. So, I'm not quite sure about that.

Interviewer: Okay. All right. Cool. Understandable. Okay. So, if you have to give recommendations on how these skills for women could be improved, what would you say?

Participant C: Through government or?

Interviewer: Either government.

Participant C: Or private organisations?

Interviewer: Yes.

Participant C: Yes. If they can go to the townships and find out their needs and what they want to do, especially women. Especially women. It might be good.

Interviewer: It might be helpful hey?

Participant C: Yes, that would yes. Yes. Yes. We really need it, because now it ended women to be in alcohol abuse. Every Fridays and I was sharing to Jill on Monday. I said to Jill: "On Fridays. Every Friday I can see people walking up and down in ImizamoYethu and the worst thing is the young children on the street from 8 o'clock. I mean my children. My lastborn is 15 years. He knows very well that he's not allowed to go up and down from that time.

Interviewer: Add from the night hey?

Participant C: Yes, and I said to Jill: "It's because those children they are outside on 8 o'clock night. Their mothers they are not there. They are in shebeens, and that makes me every time not. What you call it? I feel very bad.

Interviewer: Because when they go out they see a lot of things, a lot of temptations.

Participant C: Yes, and they've got nothing to do.

Interviewer: It's stressful.

Participant C: Very stressful in our community. Very stressful.

Interviewer: Whew okay. Last point. Would you? Is there anything else that you'd like to add? Maybe there's something that you felt could have been asked. It wasn't, or do you have any final words to what I've asked you?

Participant C: No. I will say thank you and thank you for coming and asking me these questions and it opened my mind more and more. Yes.

Interviewer: Oh. Thank you so much.

Participant C: Thank you.

Interviewer: And thank you very much for your time. I really enjoyed actually doing these interviews.

Participant C: Okay.

APPENDIXES FOUR: EDITING LETTER

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9 January 2019

Re: Editor's Letter

To whom it may concern,

This letter serves to confirm that I, Bronwyn King, chief editor of Gazelle Editing, have edited chapter two, four and five of a thesis by Olga Simanga in documents provided by the author.

Please contact me using the details above should you require any further information.

Sincerely,

Bronwyn King