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**PROJECT AFRICAN DAWN: A STUDY OF SECOND-CHANCE LEARNERS'
PERCEPTIONS OF HOW AN EQUINE SKILLS APPRENTICESHIP
PROGRAMME HAS IMPACTED ON THEIR IDENTITY,
THEIR WORKPLACE PRACTICES AND THEIR DESIRE
FOR FURTHER LEARNING PROGRAMMES**

A minor dissertation submitted to the University of Cape Town

In partial fulfilment for the degree of

MPhil in Education

by

Margrete Lizbeth Hodes (HDSMAR2003)

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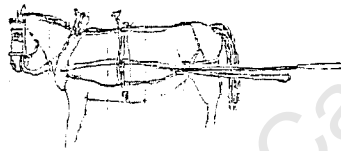
Faculty of Humanities

University of Cape Town

In affectionate memory of

Professor Kevin Rochford

Most gifted man and teacher



University of Cape Town

Declaration

I, Margrete Lizbeth Hodes, do hereby declare that this dissertation is the result of my own investigation and research and that it has not been submitted in part or full for any other degree or to any other University.

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ABSTRACT

This research investigates “Project African Dawn” (PAD), a collaborative educational equine skills apprenticeship programme, funded by the International League for the Protection of Horses (ILPH) of Great Britain and hosted by the Cart Horse Protection Association in Cape Town (South Africa). The intention of the programme was to transfer expertise in farriery, saddlery and harness-making, and to create a sustainable development programme.

The apprentices were ‘second-chance learners’ drawn from the local carting community. This research focuses on their perceptions of how the PAD equine skills courses impacted on their identity, their workplace practices and their desire for Adult Basic Education and Training (ABET) language, literacy and numeracy or small business development courses.

An ethnographic, interpretive, qualitative methodology was employed; a ten-point questionnaire guided the semi-structured interviews with a diverse group of apprentices. These were chosen as being representative of the apprentice population in terms of age, education, cultural and language group. Background interviews were also conducted with course facilitators, programme leaders and members of the community. These data sources were complemented by observations and documentary sources.

The conceptual framework drew on the Situated Learning and Communities of Practice model of Lave and Wenger (1993); Experiential Learning theories, Social Literacy theories and Work-Based Learning models.

The findings indicate that the PAD programme had a significant impact on the identity of apprentices – enhancing not only their self-image but also their status in the community. The technological skills they acquired corrected and improved their workplace practices not only to their benefit, but also that of their horses and community, and contributed to economic advancement. Most apprentices were interested in further courses in small business development, but not in ABET language and literacy, and the implications of this are explored.

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CONTENTS

Abstract	i
Acknowledgements	ii
Contents page	iii
List of Acronyms	vi

Chapter One : Introduction

1.1	Description of the Study	1
1.2	Context	1
1.2.1	Carting in Cape Town	1
1.3	Organisations involved in Project African Dawn (PAD)	2
1.3.1	Cart Horse Protection Association (CHPA)	2
1.3.2	International League for the Protection of Horses (ILPH)	5
1.4	Project African Dawn (PAD)	6
1.5	The general context of adult literacy and Adult Basic Education and Training (ABET) in South Africa	7
1.6	Nature of the Research	10
1.7	Structure of the Thesis	11

Chapter Two : Literature Study

2.1	Introduction	13
2.2	Theoretical models	13
2.3	PAD and Apprenticeships	13
2.3.1	PAD: Formal, non-formal and informal learning	15
2.3.1.1	Formal Education (FE)	15
2.3.1.2	Non-formal Education (NFE)	15
2.3.1.3	Informal Education (IE)	15
2.3.2	PAD and Work Based Learning	16
2.3.3	PAD and identity	17
2.4	Experiential Learning theories	18
2.5	Situated learning theorists and communities of practice	22
2.6	ABET definition of literacy	25
2.7	Conclusion	26

Chapter Three : Research Methodology

3.1	Introduction	27
3.2	Qualitative Ethnographic Research	27

3.3	Data Collection Methods	28
3.3.1	Access to records and premises	29
3.3.2	Observations	29
3.3.3	Interviews with three ILPH Master Trainers	31
3.3.4	Interviews with Apprentices	32
	Selection of Interviewees from amongst PAD apprentices	32
	Interview Procedure	33
	Structure and content of the Interview Schedule	34
3.3.5	Interview with the PAD convenor	35
3.3.6	Interviews with members of informal settlement carting communities	35
3.3.7	Archival sources	35
3.4	Data Analysis	36
3.5	Validity of data produced	37
	Descriptive validity	38
	Interpretive (secondary descriptive) validity	38
3.6	Research Ethics	39

Chapter Four : Results and Data Analysis

4.1	Introduction	41
4.1.1	Demographics	41
4.2	Part One : Presentation of the Vignettes	43
4.2.1	Vignette : BE	43
4.2.2	Vignette : LS	46
4.2.3	Vignette : KK	49
4.2.4	Vignette : FN	51
4.2.5	Vignette : NB	54
4.3	Part Two : thematic analysis	56
4.3.1	Perceived changed identity/enhanced personal growth	57
4.3.2	Perceived changed workplace practices	58
4.3.3	Apprentices' experiences of economic advancement	59
4.3.4	Sustainable skills development/knowledge transfer within the community	60
4.3.5	Apprentices' interest in further educational intervention courses	61
4.3.6	Perceived changed social status	62

Chapter Five : Conclusions

5.1	Introduction	65
5.2	Theorising the PAD programme	65
5.3	Apprentices and identity	69
5.3.1	Apprentices as Learners	69

5.3.2	Apprentices turned Trainers	70
5.3.3	Apprentices as formal employees	70
5.4.	The question of literacy	72
5.4.1	Literacy in the classroom	72
5.4.2	ABET, literacy and PAD	73
5.5	Concluding remarks	74
5.6	Further research initiatives	75

Bibliography

List of Appendices

University of Cape Town

ACRONYMS

ABET	Adult Based Education and Training
CHPA	Cart Horse Protection Association
CoP	Communities of Practice
DET	Department of Education and Training
DoE	Department of Education
DoL	Department of Labour
EIC	Education Information Centre
EL	Experiential Learning
ETDP	Education, Training and Development Practitioner
FS&H	Farriery, Saddlery and harness-making
IEB	Independent Examinations Board
ILPH	International League for the Protection of Horses
LL&N	Language/Literacy and Numeracy
NGO	Non-Governmental Organisation
NQF	National Qualifications Framework
NTB	National Training Board
PAD	Project African Dawn
SAQA	South African Qualifications Authority
SBD	Small Business Development
SETA	Sector Education and Training Authority
SL	Situated Learning
SoUL	Social Uses of Literacy
SPCA	Society for the Prevention of Cruelty to Animals
UCT	University of Cape Town
UN	United Nations
UNESCO	United Nations Economic, Social and Cultural Organisation
WBL	Work-Based Learning
WPET	White Paper on Education and Training

CHAPTER ONE

INTRODUCTION

1.1 Description of the Study

This is a qualitative ethnographic study of the perceived effects of internationally approved training courses in equine technological skills provided to adult apprentices that were drawn from the carting community (the “Carties”) of Cape Town. These educational courses formed part of a sustainable development apprenticeship training programme called “Project African Dawn” (PAD), funded by the International League for the Protection of Horses (ILPH) based in England and hosted by the Cart Horse Protection Association (CHPA) in Cape Town.

The two focus questions that this research attempted to answer were:

1. How did the successfully graduating apprentices perceive the ILPH/CHPA skills courses to have impacted on their:
 - a) identity, and
 - b) workplace practices?
2. Were the graduating apprentices in favour of the ILPH/CHPA incorporating Adult Basic Education and Training (ABET) courses such as language/literacy and numeracy (LL&N) and small business development (SBD) into the PAD programme?

This chapter will provide background on the historical significance of carting in the Cape; the organisations involved in these educational equine skills courses and PAD; the general context of adult literacy and ABET in South Africa; the origins of the research questions and this researcher’s involvement with CHPA.

1.2 Context

1.2.1 Carting in Cape Town

The transport of loads upon horse-drawn carts (carting; the practitioners are known colloquially as 'Carties') has a long history as depicted at the Bo-Kaap Museum. Initially fresh produce, such as fish and vegetables, was carried. Traditionally in Cape Town the transfer of skills was from father to son for the most part, within a community commonly described as Coloured * ; that is, people descended historically from a mix of indigenous, imported slave, and settler communities. At home they mostly speak a dialect of Afrikaans known as 'Kaapsetaal'. This skills transfer was disrupted in the 1970's by the forced removal of the Coloured community from District Six to the Cape Flats, where obtaining fresh produce became uneconomic. The Carties, now including wholly unskilled men, who nevertheless also bought horses and carts, took to carrying scrap metal, rubbish and debris from burnt-out informal settlement areas. Associated with this was a high degree of maltreatment of their draught animals, horses and (rarely) donkeys (Appendix 1).

Even within their own economically, educationally and sociologically disadvantaged local communities of the Cape Flats (Appendix 2), Carties were generally considered as forming a lower class and were consequently 'looked down upon' (Appendix 3). In addition, many Carties were functionally illiterate and potentially formed a rich research population while training in the PAD programme.

1.3 Organisations involved in Project African Dawn (PAD)

1.3.1 Cart Horse Protection Association (CHPA)

The historical data which follows is drawn from the CHPA Archives.

CHPA is a registered animal charity, a non-governmental organisation not for profit (NGO), specifically dedicated to working equines. Their headquarters are at Epping, in Cape Town, and there are nine mobile clinics offering their services near scrap yards and underprivileged neighbourhoods such as the informal settlements. CHPA was founded in 1995, when some concerned equestrians decided to act to relieve the suffering of local

cart horses which were then often abused, overworked and neglected. It emerged that this maltreatment was frequently the result of ignorance so that the aim of CHPA became "Educate not Confiscate" (Appendix 4).

The initiators patrolled the streets where working horses were often seen and offered the Carties advice, help and even hay in the hope that, by opening dialogue, they would eventually make a difference to the lives of the equines and, as a spin-off, the lives of the Carties also. According to Pearson (1998:11):

One of the main challenges ... is to find the best ways by which we can convince the poor managers of equids that, by spending time and money on their animals, they are not only going to see an improvement in the animals themselves, but in their own livelihoods, through increased productivity and longevity of their [draught] animals.

As a CHPA volunteer of long-standing, and a master's student at UCT, I was aware of the constant media coverage of the need for literacy and skills programmes for under-educated and previously disadvantaged adults to be put in place, and became interested in researching the educational PAD equine skills apprenticeship as a potentially interesting research resource.

In 1997 CHPA joined forces with the Horse Unit of the Society for the Prevention of Cruelty to Animals (SPCA); in time, CHPA inspectors were formally appointed and given legal powers to issue warnings and finally, when necessary, to confiscate horses of Carties committing offences under the Animal Protection Act. The inspectors routinely patrolled scrap yards and backyard stables, responded to complaints from the public, attended emergencies such as equines getting involved in road traffic accidents (MVA) or caught in crossfire during gang warfare. Whereas the CHPA actively took a supportive and preventative role the SPCA, together with the South African Police, served as the legal entities (Appendix 5).

The visits of working horses to CHPA premises were recorded. The record included names and addresses of the owner, driver and horse; the clinic attended; the reasons for

attendance (farriery, harnessry, injury, illness, help, advice); the breed/category; pregnancies/maternity leave for foaling mothers; deaths (why they had occurred). This information provided CHPA with the approximate number of working horses in the Cape Flats communities, whilst the clinic statistics provided a profile of common causes of equine injuries (Appendix 6).

By 2005, of the 540 known working horses in the Cape, 460 were already registered with the CHPA. The majority of these were in a physical condition deemed acceptable by international standards. By supporting the carting community, CHPA had shown that a fitter, healthier horse will work harder, possibly providing a greater income for its Cartie and potentially improving the health and welfare of his family. CHPA anticipated that by the end of 2006, the remaining equines would be registered with them. Thereafter, it was their intention that road regulations be amended to include driving permits for Carties so that they would take the statutory Highway Code examinations and be required to know the internationally accepted weight:size ratios for working horses. It was hoped that this would reduce cart-related accidents and injuries

In 2002 CHPA concluded that their "Education not Confiscation" policy had indeed improved the welfare of working horses of the Cape Flats communities, but their further goal of offering skills training to the Carties was impracticable because of limited funds and facilities. They approached the ILPH in Britain, asking them to hold one of their international training programmes in South Africa. After visiting the CHPA premises and assessing their work to date Major Ian Kelly, the International Training Manager of the ILPH*, agreed that they would fund an educational five-year apprenticeship training programme in the equine technological skills of farriery, saddlery and harness-making (FS&H) (Appendix 7). In 2003, the hopefully sustainable development programme, PAD, was launched (Appendix 8).

*Permission in writing was obtained to use actual names of persons and the organisation

1.3.2 International League for the Protection of Horses (ILPH)

In the 'ILPH News' journal, Spring 2006:3 (Appendix 9) it is stated:

Operating internationally, the ILPH is one of the world's leading equine welfare charities ... (Its) mission is to protect horses from abuse and alleviate their suffering through rehabilitating, campaigning and educating worldwide.

In addition, their ILPH 'Adopt a Horse' brochure (Appendix 10), states:

Set up in 1927 to prevent the ill-treatment of British horses being exported to Europe for slaughter, the ILPH is now the world's leading equine charity, dedicated to the welfare of horses at home and abroad. ... Throughout the developing world we run educational and training courses in saddlery, farriery, veterinary care and nutrition to combat the major causes of equine suffering and help owners to help themselves.

The goal of the ILPH workplace learning model of apprenticeships in equine skills programmes, such as PAD, is for the apprentices to plough their knowledge and skills back into the carting community, thereby further ensuring its sustainability. In order to do so the ILPH funds and globally runs courses in FS&H, in collaboration with a local equine charity such as CHPA. ILPH programmes are intended to be sustainable, particularly in developing countries and among underprivileged communities (Appendix 11). In the Spring 2003 ILPH "Whickerings" newsletter, Major Ian Kelly wrote of the collaborative equine skills training programme, PAD, as follows (Appendix 12):

We are optimistic about the potential success of "African Dawn". This is the chance to make a real difference to the lives of some of the poorest people of Cape Town and, most importantly, the carthorses on which their families rely.

Such programmes are undertaken for a maximum of five years. International Master Trainers (Masters) are sent to train apprentices from the chosen communities in correct FS&H practices. Hides/leathers, horseshoes and other required materials are sourced locally (i.e. by CHPA) to ensure sustainability and financed by the ILPH throughout the duration of the courses. After the ILPH has completed the programme, there should remain a local core of highly trained FS&H instructors who will be able to take the work

forward among their local communities, thus ensuring the continuation of correct equine care practices and the ongoing welfare of the working horses (Appendices 8 & 13).

Apprentices lacking literacy skills are not precluded from the programme and are accommodated through oral examinations and physical demonstrations of their equine capabilities. This is a pertinent factor in the PAD programme apprentice population and accords with the NTB (1997:31) which states:

... Where assessment occurs as part of the course or module (usually in skills-based courses), it is usually criterion referenced, involving observation of visible and measurable performance in accordance to a pre-specified check-list ...

This was further defined in the DoL and GTZ 2000 Report which stated:

Every learning component comprises both theoretical and practical outcomes, in which are embedded appropriate levels of cognitive and personal development, as well as job related skills and contextually situated generic skills.

These statements further stimulated my interest in the PAD programme and its choice as my research topic. The CHPA apprenticeships workplace learning site was opening up a potentially fascinating field of research.

1.4 Project African Dawn (PAD)

PAD was a non-formal collaborative five-year apprenticeship programme (2003-2007) between the ILPH and the CHPA. The aim was each year to train twenty second-chance learners from previously underprivileged communities in correct FS&H practices according to the stringent ILPH international standards. These apprentices were all Carties from the local carting communities who came forward as volunteers to register for the year-long courses. Once the twenty places were allocated, applicants were given the course details and the starting date. Economically they made great sacrifices so that they could come off the street into the classroom, therefore a daily stipend was allocated to each of them.

These non-formal educational courses were held at CHPA headquarters in Epping, where many horses daily attend the clinics for FS&H, thereby providing workplace learning experiences for the apprentices, within a situated learning and experiential learning environment, under the guidance of ILPH Masters.

The PAD curriculum is completed over the period of one year. It consists of four modules encompassing both theoretical and practical content. Upon commencement, the apprentices were provided with a toolkit costing R3500; this included all the necessary tools to practise the skills they would learn on the courses (Appendix 14). In addition, certain graduating apprentices were offered further training to enable them to become ILPH assistant trainers during the following year, concurrent with additional in-depth training to upgrade them from assistant trainers to senior trainers (ILPH Farriery Training Manual 2001:1).

1.5 The general context of adult literacy and Adult Basic Education and Training (ABET) in South Africa

When the new Government of South Africa came into power in 1994, the Department of Education (DoE) became the guardian of public education and the Department of Labour (DoL) was to oversee the emergence of the occupational training and skills development sector. During the period 1989-1994 various bodies had investigated ways in which education and training could be improved, resulting in the publication of a document called "A National Training Strategy Initiative" (1994). Establishment of the National Qualifications Framework (NQF) was recommended, where emphasis was placed on an integrated approach to education and training, to meet the needs of the country economically and socially and the developing needs of the individual.

In 1995 a White Paper on Education and Training was issued, giving details of the NQF. Then followed, on 4th October 1995, the South African Qualifications Authority (SAQA) Act, (Act 58/1995) giving SAQA the power to set up and maintain the NQF. Both the DoE

and the DoL were responsible for appointing the SAQA board. It was stated (EIC and IEB 1996:6-7):

The NQF will close the gap which exists between education and training. At present education is still seen as the area where you gain knowledge. Training is seen as the area of learning where you gain skills. The NQF will join these two areas of learning which were previously separated ...

According to the DET (2003:6), poor quality education of Blacks and wide-spread illiteracy in the past was due to low departmental spending arising from racist policies. Carties come from very poor working class backgrounds and live in underprivileged areas. Most do not complete their schooling. However, with the advent of ABET and similar courses, certain new opportunities arose.

In speaking of apprenticeships and the new Learnerships system, the DoL (1997:25-26) notes that: "Traditional apprenticeships tend to be limited to blue-collar trades such as electrician and boilermaker and exclude sectors such as sport, arts and welfare and a wide range of services," but states that: "traditional apprenticeships will remain an important component of the new learnership system ..." and that: "Learnerships must be responsive to an economic or social need ... (where) such needs are more likely to lead to employment or productivity ... economic growth or social development ...". The DoE (2002) encourages organisations "to become involved in Learnerships and Skills Programmes that are being developed within the ETDP-SETA and states (2002:5) that:

A "Learnership" is a mode of delivering a learning programme which combines work-based experience with structured learning. It is one of the means of achieving a qualification.

Unwin, in McGrath *et al* (2004:246-247), notes that the learnership programme "resembles the modern apprenticeship programme launched in the UK in 1994" and she goes on to say that:

Learnerships are intended to build on the universal apprenticeship tradition of combining skill formation through work experience with periods of vocational education, but will also lead to a qualification within the country's National Qualifications Framework (NQF).

Unwin cautions, however, that its success “will depend heavily on the ability of the SETAs* to stimulate demand in their sectors”. This prompted me to investigate if PAD potentially straddled both a traditional apprenticeship system and a modern Learnership system.

In light of my research Question 2 into the apprentices’ need or desire for further educational courses such as ABET, LL&N and SBD (as an adjunct to the PAD equine skills programme), I pondered the significance of this to my research site and its relevance to the document which further envisaged (DoL 1997:35) that:

Some learners will enter Learnership contracts with the intention of preparing to become self-employed on qualification. Some argue that *all* learnerships should include entrepreneurship as a compulsory subject – given the realities of the labour market ... Learnerships which have this objective in mind will include a range of business skills within the core component of structured learning. It is important to emphasize that learnerships will prepare learners in high quality technical or specialised skills as well as business skills.

ABET itself was described as enabling “effective participation in socio-economic and political processes to contribute to reconstruction, development and social transformation” (DET 2003) This echoes the aims and intent of the 2002 United Nations (UN) General Assembly’s “Decade of Education for Sustainable Development” (DESD) 2005-2014 (UNESCO 2005: 5-6). UNESCO was designated to promote and coordinate the overall goals of the DESD which is to:

Integrate the principles, values, and practices of sustainable development into all aspects of education and learning in order to encourage changes in behaviour that will create a more sustainable future in terms of environmental integrity, economic viability and a just society for present and future generations.

Further, the UN Millennium Development Goals (MDGs) contribute to UNESCO’s Education for All project where special focus is on the urgent needs of disadvantaged, and excluded groups or geographic regions or countries, in: “reinforcing global efforts for development and poverty eradication, and to create a shared future.” (ibid) These

*SETAs are the responsible Sector Education and Training Authorities within the 12 different categories

UNESCO stated aims are important aspects of ILPH international training programmes, and provided pivotal lines of enquiry in this research project. They will be elucidated in Chapter Three.

1.6 Nature of the Research

As a long-standing volunteer at the CHPA, I was known at CHPA premises and among the Carties. As a qualified ABET facilitator, already involved in literacy teaching programmes for under-privileged adult learners, the possible merits of the PAD equine skills programme as a potential means of educational, vocational, economic and social upliftment presented itself as an interesting prospect for investigation.

What is upliftment? Is it an educational, vocational, economic or social construct? Can skills development courses equip members of disadvantaged communities to achieve this aim of upliftment? What is sustainable development? Do skills programmes from overseas transfer appropriately to our local South African requirements/conditions? How would PAD equine skills courses contribute to an improvement in the lives of the apprentices, members of the carting community and their equines? What roles did prior learning and illiteracy play in the achievement of the graduation certificates awarded to successful apprentices? What impact would PAD have on the apprentices, their identities, their lives, their workplace practices? What role could ABET play in furthering or extending the Carties' upliftment, given our Government's Green Papers on literacy and skills development as a means of redressing former education policies, and providing opportunities to the millions of illiterate people of South Africa? Would the apprentices find ABET, LL&N and SBD courses of interest?

It was not possible to provide answers to all these questions within this mini-dissertation, and this research is not intended to emphasise curriculum or policy, although certain aspects of these are relevant. However, the focus questions (section 1.1)

crystallised on observing the apprentices on the PAD programme and the operating methods of the ILPH Masters' instruction of these second-chance adult learners.

1.7 Structure of the Thesis

The collaborative ILPH/CHPA educational PAD programme, based on equine technological skills courses, intersects with the Government's policies of upskilling under-educated adults and is of particular relevance within the impoverished carting communities in South Africa. The 'personal journey' of some of the PAD apprentices, with specific reference to issues of **identity**, **workplace practices** and possible **ABET** needs, are three of the key concepts which have appeared in Chapter One. These concepts form the nub of this research and are points of reference in my examination of the research findings. Different aspects of the PAD programme will be discussed as they emerge throughout this dissertation.

A brief outline of each of the remaining chapters follows:

Chapter Two

Theories on adult learning, specifically in the workplace, and issues of identity and workplace practices, form the conceptual framework for this research.

Chapter Three

The research methodology, including methods of data collection, analysis procedures and ethical considerations, highlights the successes and/or limitations of the study.

Chapter Four

This chapter presents the findings and their interpretation specifically with regard to skills training for adult second-chance learners within the contexts of their identity and workplace practices, and the current discourse on adult learning.

Chapter Five

The main findings of this dissertation are summarised in relation to current theory, and look at implications for potential further research.

*Additional note regarding cultural categorisations used in this Thesis (see page 2).

Given the history of apartheid-era South Africa where racial categorisations dictated where citizens lived, schooled and worked, the legacy of disenfranchisement which these policies created still generally carries important social meanings and implications. For the purposes of clarity, in this study I use the term 'African' relative to PAD apprentices who speak indigenous languages such as isiXhosa or seSotho, and 'Coloured' for PAD apprentices of diverse cultural origins as described in the text.

Whereas Carties themselves use these categorisations freely, certain of the 'Coloured' apprentices referred to themselves as being Muslim or Rastafarian; this is reflected in Chapter Four, Table 4.1, page 42.

CHAPTER TWO

LITERATURE STUDY

2.1 Introduction

This research has examined the ILPH/CHPA PAD equine technological skills training programme and how it has impacted upon the identity and workplace practices of the apprentices undergoing it. Further, it has investigated to what extent they wished to study courses on adult basic education in the form of ABET, LL&N and SBD. It is desirable to place my observations into the context of the literature relevant to second-chance adult learners and the effects of their training.

2.2 Theoretical models

Extensive literature is available on adult learning, but the literature that would be the most appropriate for this research relates specifically to adult second-chance learners from a disadvantaged community, undertaking skills apprenticeships within a non-formal workplace. PAD appeared to have strong elements of both Work-Based Learning (WBL) and Experiential Learning (EL), as well as Situated Learning (SL) in which the apprentices worked daily, both with and on live equines under the guidance of the British Master trainers, effectively following the traditional master-apprentice system of 'learning by doing' within a community of practice at the CHPA headquarters.

2.3 PAD and Apprenticeships

The organisations promoting PAD intended to provide education in equine technological skills to apprentices within a non-formal environment; viz. their workplace. Their aim was to improve the skills, capabilities and income-generation of the Carties-turned-apprentices in a sustainable way, thereby providing an ongoing and

regenerating means for upliftment as well as an improvement in working horse welfare among the Carties and their communities.

To focus my research, I began the literature search by clarifying three pivotal aspects: apprenticeships, non-formal learning and workplace learning. I asked: Is PAD an apprenticeship? What is an apprenticeship? The classical apprentice was a young person who was attached, by an agreement, to an older craftsman for the purpose of learning a craft or trade by inheriting the older person's knowledge and imitating his skills, effectively 'learning by doing'. Over time this has elided into the modern apprenticeship where, because of the considerable increase of essential theoretical material becoming available in the last two centuries, the apprentice necessarily has to undergo some formal classroom work combined with traditional practical sessions. Gamble (2004) writes extensively on traditional and modern-style apprenticeships. This has provided a background of understanding for my research into the PAD programme. She compares the classic apprenticeship to the modern apprenticeship and notes that both systems have certain pitfalls, i.e. skills training is not enough, apprentices also need literacy. In discussing tacit knowledge and apprenticeships at a local trade school, she states (ibid:183) that:

... apprenticeships have changed their form and shape significantly since the time when they related solely to the acquisition of a craft or trade on the one hand, and a profession on the other. They have been reinvented as Modern Apprenticeships in Britain and Learnerships in South Africa, and are promoted at an ideological level as a transformation of the 'old' into the 'new'.

Although not an essential part of this research, the data will however be analysed to test if the CHPA/ILPH PAD courses fell within the classical apprenticeship model, or the modern apprenticeship ideology referred to by Gamble and envisaged by the DoE and DoL as a 'way forward' for the under-educated, under-privileged communities in South Africa. Further, in line with the sustainable development aspects of the PAD programme, I sought to establish if certain graduated apprentices were being offered additional training in order that they could assist not only the British Masters with the

next intake of apprentices in the following year, but so that they could also render assistance within their community.

2.3.1 PAD: Formal, non-formal and informal learning

Referring to the South African Government's White Paper on Education (DoE 1995:22)

Du Plessis and Traebert (1995:81-82) state:

Official thinking among South African policy-makers favours an integration of formal and non-formal education and training. In order to ensure a successful transition to the new ideals, it is necessary for South Africa's educationists to research all aspects of technology education so as to create an adequate body of expertise.

Prior learning from my adult education courses at UCT suggested that the PAD apprenticeship programme offered by ILPH/CHPA was a non-formal (NF) WBL model. Therefore, it is necessary to define non-formal learning (NFL) as compared to both formal learning (FL) and informal learning (IL).

2.3.1.1 Formal Education (FE)

According to Wain (1987:51):

Formal education: the hierarchically structured, chronologically graded 'education system', running from primary schools through the university and including, in addition to general academic studies, a variety of specialised programmes and institutions for full-time technical and professional training.

2.3.1.2 Non-formal Education (NFE)

According to Wain (ibid:52):

Non-formal education: any organisational activity outside the established formal system – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning clienteles and learning objectives.

2.3.1.3 Informal Education (IE)

Wain (ibid) writes:

Informal [education]: the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment – from family and neighbours, from work and play, from the market place, the library and the mass media.

These categories provided further insights when analysing the PAD apprenticeships.

2.3.2 PAD and Work-based Learning

Whereas this research does not cover education policy issues per se, placing the PAD courses within a South African (SA) context on education and training led to my consulting further literature in the domain of skills training policy and skills development. Did the ILPH/PAD with its overseas origin, its dual-training curriculum of in-class learning and in-the-field practicals, provide WBL education and training courses to broadly meet any of the criteria set by the DoE, for the transformation of education and training to serve all the people in their new democracy? (Fataar cited in Kallaway *et al* 1997:68-69). Christie quoted in Kallaway *et al* (ibid:113), referring to the White Paper on Education and Training, states:

The integrated approach that the WPET commits itself to “implies a view of learning that rejects the rigid division between ‘academic’ and ‘applied’, ‘theory’ and ‘practice’, ‘knowledge’ and ‘skills’, ‘head’ and ‘hand’ (Department of Education 1995:15)”. As the WPET argues, these divisions ‘have grown out of, and helped to reproduce’ deep inequalities ... integration and the relationship between education and work skills – are evident in South African policy debates

Moving on to the international literature on WBL, Garrick (1998) sees a cross-pollination between WPET within the three categories of learning – i.e. FE, NFE and IE. This was borne in mind when analysing the data, and appears in the discussion in Chapter Five.

In his discussion on knowledge and expertise which workers have acquired, O’Connor (1994:281) values both the tacit and explicit knowledge that workers have and states:

Within any workplace there resides a range and depth of expertise which, if tapped, will profoundly affect the full complement and possibility of learning responses, which do not constantly or exclusively depend on external training provision and expertise. It is imperative that our approaches not only respect this range of knowledge and skills, but that it is actively sought out and used in collaborative efforts to analyse and develop workplace learning practices and potentials.

As a volunteer I knew that not all of the apprentices came from carting families and wondered if prior equine knowledge, whether tacit or explicit, would impact on the acquisition of the PAD skills. Darkenwald & Merriam (1982:110) suggest that:

Learning, especially with regard to skills development, is enhanced by repetition preferably spread systematically over a period of time.

This model could be tested during the one year PAD courses. Would this give an indication of whether prior learning had or had not impacted on the apprentices acquiring these equine skills?

Boud and Solomon (2000:15), in discussing WBL, state that:

The implications of work-based learning are far more profound than a description of the practice might lead one to expect. ... Essentially the defining characteristic of work-based learning is that working and learning are coincident. Learning tasks are influenced by the nature of the work and, in turn, work is influenced by the nature of the learning that occurs. The two are complementary. Learners are workers; workers are learners.

Schultz, quoted in Hull (1997:71), looks to the changing workplace training needs in a changing world and suggests:

... a radical rethinking of what workers need to know to work and live in today's society. Until programmes include workers, their knowledge and their own understandings of why *they* want and need to know, programmes fall short of their stated goals of preparing tomorrow's workers for the new workplace.

2.3.3 PAD and identity

Identity is the perception of who and what you are, how you see yourself and how you perceive that others see you (status). This research sought to find out how the PAD courses had impacted on the apprentices, their personal identities and their role and status within the carting community. Hart, quoted in Raggatt *et al* (1996:106-108), speaks of:

... the psychological and social need for constancy, or for continuity in one's personal history in order to be able to develop and sustain a sense of self, and a supportive community ...

and that

Personal development is part and parcel of the communicative collaborative aspect of human work (Wirth 1983) which in most workplaces is expressed in informal work relations rather than in the formal organization of work itself.

This suggests that a 'sense of self' and the 'cultivation of an identity' is gained through a shared workplace experience. This is echoed by Maslow, in Darkenwald and Merriam (1982:80), who stated that:

The goal of education at any level should be the "discovery of identity" and the "discovery of vocation". Finding one's identity is almost synonymous with finding one's career.

In discussing his theory that changes in a discourse pattern may involve a change in identity, Gee (1990:62) states:

... discourse patterns (ways of using language to communicate, whether in speech or writing) in different cultures reflect a particular reality set or world view adopted by the culture and are among the strongest expressions of personal and cultural identity ... changes in a person's discourse patterns – for example acquiring a new form of literacy – may involve change in identity.

On the rational assumption that equine skills form a literacy, I sought to establish if the possession of the PAD qualification caused the 'illiterate' apprentices, in particular, to experience changed feelings about themselves and their status in the community.

Grubb, quoted in Hull (1997:164), presents the need for WBL and SL which occurs in EL:

We believe ... that the most effective way of teaching skills is 'in context'. Placing learning objectives within real environments is better than insisting that students first learn in the abstract what they will then be expected to apply ... The metaphor of 'cognitive apprenticeship' captures this approach ... apprentices learn the tasks of their trade in the context of ongoing work ...

Applying Grubb's description of EL to the PAD programme, I concluded that there appeared to be a cross-pollination of WBL within EL which led me to research the literature on the latter.

2.4 Experiential Learning theories

Because of the non-formal environment in which these structured educational courses are conducted, it seemed that 'experiential learning' (EL) theories could also be a useful

analytical tool. EL theory proposes that through reflection and internally processing information, learners can build on their own knowledge to create greater insights and understanding. It focuses on the individual learning process and therefore offers a different focus from the “situated learning” and “communities of practice” approach of Lave and Wenger (1991), whereby participants share their experience and their new/tacit/explicit knowledges within the learning environment.

Experiential learning implies that a learner needs to be actively involved in interaction with his or her learning environment; that he or she needs to be able to make a connection between what is already known (tacit and/or explicit knowledge), what is being learnt and, subsequently, to apply the new knowledge to modify the old. This is what Dewey (1938) referred to as the two key dimensions for learning to take place. Kolb (1984) maintained that learning from experience required “a grasp of the here-and-now”, basing his theory on a four-stage learning cycle: concrete experience – reflective observation - abstract conceptualisation – active experimentation. His theory emphasised the importance of the “interactive reflection” process which involves learners, educators/trainers, organisations and the community.

Boud and Walker (1991) argue that in order to maximise the opportunity for learning, there must be an interaction between the learner and the learning environment. They introduce another consideration (ibid:63):

Cultural norms and mores can sometimes act as powerful constraints and form perceptual lenses through which the learner views the world and acts within it.

They state further (ibid:66):

Learners’ construction of what is taking place in themselves and in the milieu is a necessary and crucial part of the ongoing experience and the learning that flows from it.

Through the process of reflection and evaluation of the experience, the integration of new learning and previous knowledge and the interaction between the learner and the

learning milieu, information is integrated into previous knowledge to become new knowledge – effectively this is experiential learning.

Garrick (1998) suggests that adult learning occurs most fruitfully through experience and practice and that it will be used most productively in their private or working lives.

Usher and Solomon (1999) introduce ‘pedagogical discourse’ to explain differentiation between “learning from experience” and EL:

It is important to distinguish between learning from experience and experiential learning. (Usher 1993) Learning from experience or, to put it more accurately, experience as learning, takes place in the life world of everyday contexts, including the workplace. Experiential learning ... constructs experience in a particular way i.e. is something from which knowledge can be derived through abstraction and by the use of methodical approaches such as observation and reflection. In other words, experiential learning does not simply name a pre-existing reality, but reconstructs the life world process of learning from experience by means of a pedagogical discourse ...

Kolb (1984), quoted in Fenwick (2001:10), like Usher, holds a constructivist view and believes that experience by itself does not teach but that through interaction with the environment, combined with reflection and internal processing of the information, new insights can build on previous learning thereby creating new knowledge and understanding. He believes that the learner is actively involved in the learning process. He states:

... that experiential learning is a tension and conflict filled process that occurs in a cycle. New knowledge and skills are achieved through confrontation among concrete experience, reflective observation, abstract conceptualisation and subsequent experimentation.

Gamble, in examining the potential for social transformation within the informal education contexts (2004:42), stated that:

Experiential learning theories have been an important resource for those writing about learning in informal education contexts, particularly those promoting social transformation.

One of the detractors of the experiential learning theory is Malinen, who is quoted in Fenwick (2001:15) as stating that:

Adult experiential learning is a complex, vague and ambiguous phenomenon which is still inadequately defined, conceptually suspect - and even poorly researched.

In the same manner, Fenwick herself (2001:16) calls into question simplistic understandings of the relation between experience, human beings, and knowledge. She (2003:12) says that Experiential Learning theorists have been criticized for positing the view of:

... an independent learner, cognitively reflecting on concrete experience to construct new understandings, perhaps with the assistance of an educator, towards some social goal of progress or improvement.

This is echoed in a quote of Fenwick, in Gamble (2004:42).

It is argued by some critics of the "Experiential Learning" theory, however, that, by focussing on the individual, the learner is separated from the social context of the collective learning environment. Such a separation puts the experience within a personal experiential paradigm rather than as a collective integral part of knowledge construction.

The apparent weakness of this argument is that teaching and its results may be collective but learning belongs to the individual, varying in its efficacy from one person to another.

Taking cognisance of these criticisms and the focus of EL on the individual learning process, it became apparent that a more collective theoretical approach was needed. One signpost to a 'collective' learning scenario was provided by McIsaac who, quoted in Edwards *et al* (2006:46), when writing about experiential learning, introduced 'the collective not individual mind concept':

The embodiment of experiential learning is an ancient concept. Indigenous ways of knowing, for example, have maintained that spirit, mind and body are not separated in experience, that learning is more focussed on being than doing, and that experiential knowledge is produced within the collective, not the individual mind.

An opposing dynamic is provided by the 'situated learning' and 'communities of practice' approach of Lave and Wenger, whereby participants share in both the learning experience and their knowledge.

2.5 Situated learning theorists and communities of practice

Hanks, quoted in Lave & Wenger (1991:15), challenges theories that posit that:

It is the individual mind that acquires mastery over processes of reasoning and description by internalizing and manipulating structures

and concurs with Lave and Wenger that:

Learning is a process that takes place in a participation framework, not in an individual mind ... learning is, as it were, distributed among coparticipants, not a one-person act.

He adds:

The larger community of practitioners reproduces itself through the formation of apprentices ... [and the] maintenance of certain modes of coparticipation in which it is embedded.

Progressing through the literature study and considering the disparities that had appeared within the various theories, the SL and COP models of Lave and Wenger appeared to be particularly appropriate for the ILPH/CHPA research site, and the PAD apprenticeship programme in particular. The practical nature of these equine technological skills courses provided a 'bedrock' for what Lave and Wenger (1991) describe as a collective learning process, or learning as a social practice, where learning is a two-way process, always historically located.

The ILPH courses follow a formal and structured course curriculum in what was historically located as a 'father-to-son' carting family tradition. These educational courses however could be seen as providing both new-comers, with little or no carting background or equine knowledge, and old-timers, in whom reside both tacit and explicit equine knowledge, an opportunity to be part of a community of practice within a shared learning environment. Rogoff (1984) refers to the practice of old-timers helping new-comers to become equal participants in a community of practice as 'guided participation'.

Lave and Wenger (1991,1993), Rogoff in Fenwick (2001) and Foster (1973) suggest that learning takes place through a process of participating in socio-cultural settings.

According to Lave and Wenger (1991:61-64), ethnographic studies of apprenticeships emphasise the indivisible character of learning and workplace practices as:

Systems of work and learning – interdependencies between historical background, technologies, developing work activity, careers and relationships between newcomers and old-timers, co-workers and practitioners.

Learning and a sense of identity are inseparable. They are aspects of the same phenomenon. Newcomers become old-timers. Apprentices become masters in a shared community of practice. Learning takes place through participation. The classical apprenticeship has become metamorphosed in post-industrial societies into 'new-style' apprenticeships, often requiring apprentices to acquire both practical and formal types of workplace knowledge. It has also become incumbent upon the learners to 'manage their own learning'.

Lave and Wenger (1991:94) describe this form of learning as a community of practice whereby there is an intrinsic commonality among the group between social, cultural, linguistic and technological practices. According to Jones (2005:24), SL theorists argue that:

Learning is therefore not merely a mental process, but a relational process generated through social interaction within a community, as well as historically through experience and as part of the fabric of the community.

Further, Lave and Wenger (1991:22) stated that: "If learning is about increased access to performance, then the way to maximise learning is to perform, not talk about it." Fenwick (2001) refers to this as the intertwining of invention and action. Lave and Wenger (1991:91-110) refer to "... apprenticeship as legitimate peripheral participation" in a "community of practice." I contend that these remarks are very close to what is described as workplace learning.

Lave and Wenger (1991:84) introduce a linguistic aspect to their theory and state:

[The] importance of language cannot be overlooked. Language is part of practice, and it is in practice that people learn ... access to practice as reasons for learning, rather than instruction ... issues of motivation, identity and language.

Language is of particular importance within the ILPH apprenticeship programmes where, due to differences in educational standards, many of the learners 'struggle to put their thoughts on paper.'

Insofar as PAD and the apprentices from the carting community were concerned, the SL theory seemed to be particularly apt, as in Fenwick (2001:5) who describes workplace learning as a social process of "changing participation in the culturally designed settings of everyday life."

With regard to the effect of SL and identity, Lave and Wenger (1991:53) said that:

Learning implies becoming a different person ... involves construction of identities.

Wenger (1998) elaborated with the suggestion that identity formation, where one acknowledges which meanings are important to us, is a process of identification and that it is ongoing, embedded in communities of practice.

Apprenticeships have traditionally been associated with the acquisition of skills. An apprentice, guided by a master, would 'learn by doing' as compared to formal instructions in accordance with a set curriculum. Guile and Young (1998:1) state that:

... it is assumed that, as a model of work-based learning, apprenticeship will produce different outcomes of learning compared with schools and colleges. [However,] once a 'situative' perspective on the dynamic interrelationship between context and cognition in any context is adopted, apprenticeship can be used to conceptualise both the process of learning and the practices, tools and resources which support learning. ... apprenticeship offers a way of conceptualising learning that does not separate it from the production of knowledge.

Research (ibid) points to the fact that in recent years employers have:

... increasingly required apprentices to acquire more formal types of knowledge, as well as new capacities, to manage their own learning and apply knowledge to new contexts.

Fuller and Unwin (2003:409), in discussing 'legitimate peripheral participation' and 'communities of practice', state that:

Modern Apprenticeship can be conceived of as an institutional intervention which overlays the generic processes and relations involved in the newcomer to old-timer journey ... [Apprentices] are given the opportunity to become legitimate peripheral participants as they embark on a journey from the fringe to the centre of a community of practice.

2.6 ABET definition of literacy

This research is not primarily about illiteracy or literacy programmes, but does consider ABET, LL&N and SBD as adjuncts to the PAD equine skills programme.

Defining ABET, DET (2003:6) states:

Definitions of literacy which have emerged over the last two decades have been conceptualised in functional terms and tend to fall into one of two categories; either literacy is defined as enabling individuals and groups to become generally functional in their own societies, or literacy is defined as part of economic functionality to promote higher productivity and to contribute to development.

Research Question 10 (Appendix 15) sought to ascertain what interest apprentices had in ABET courses and to explore whether literacy, or the lack thereof, potentially did or did not influence the desire of the apprentices for ABET options. O'Connor (1994:58) draws attention to some adult learners' conception of 'literacy programmes':

Schooling is a bad memory for many adults who are poor performers at literacy, and workplace instruction that is school-based ... frequently proposals for and descriptions of workplace literacy programs rely on school-based notions of teaching and learning ... If adult workers lack the literate competencies that we expect children to acquire, then the temptation is to imagine for workers the same instructional practices believed to be appropriate for children.

O'Connor (1994:59) speaks of indigenous structures and practices which exist within the workplace and community, which could be built upon. Referring to literacy he states:

... apprenticeship arrangements whereby a worker who needs to carry out a complex task involving literacy learns on the job with someone who can readily perform that task and, in this way, acquires the requisite technological, functional, and social knowledge ... workers typically carry out certain tasks that involve literacy in collaboration with each other ...

Foster (1989:167) cautions that:

Literacy and adult education generally are thought to be basic desiderata for community-development programmes, yet more often than not such activities have not met with success ... they were presented before people were ready for them.

Finally, the “social literacies” theory of Street (1995) and Gee (1990) present an opportunity to examine whether the social literacies embedded within the cross-cultural research population had impacted on their abilities to succeed in the courses. Gee (1990:110) states:

When we come into sites of social practice that bring together people who come from different discursive traditions and backgrounds, we cannot assume that the meanings we associate with given words/concepts are the same as other people’s.

2.7 Conclusion

Key concepts from the literature, such as ‘**work-based learning**’, ‘**experiential learning**’, ‘**situated learning**’ and ‘**communities of practice**’ have guided me on how to interrogate the data. Lave and Wenger provided the lens through which I could view the data collected, thus leading into my discussion in the next chapter on research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodological approaches used in this educational study. It explains why an ethnographic and interpretive qualitative orientation was adopted, which allowed the researcher insights into the cultural, social, educational, vocational and personal aspects of the research population during the data-gathering process.

Accordingly, a multi-dimensional approach was adopted, utilizing in-class and in-field observations, structured and unstructured interviews, and questionnaires. Interviewees consisted of apprentices, ILPH international trainers, CHPA staff and members of the carting communities. To gain further insights into PAD and the organisations, coursework manuals were examined as well as the CHPA archives containing written, filmed, photographic and recorded materials. In addition, ILPH and CHPA mission statements, newsletters and promotional video materials were reviewed.

3.2 Qualitative Ethnographic Research

LeCompte *et al* (1993:32), in discussing ethnographic research methods, state:

Observational research can be used in all kinds of studies. It indicates that the researcher is observing participants and collecting data on what they are doing, whether or not researcher and study participants interact in any way. ... Ethnographers use surveys, in the form of both interviews and questionnaires, they also use participant observation. Surveys can stand alone as a design or can be used in conjunction with other data collection techniques.

Whereas I was a non-participant observer in the PAD classes, I was actively involved in facilitating the ABET SBD pilot course that CHPA introduced in 2005. Contact time at the research site with the apprentices, at both a professional and personal level, was thus extended, during which time further insights into the lives of these men became a rich

tapestry interwoven into the research data. I was a non-participant observer, as defined by Gold (cited in Babbie 1983:247-8), a familiar outsider.

Terre Blanche & Durrheim (1999:145) introduce an aspect of interpretive research which, in light of my involvement with horses from childhood and with CHPA as a volunteer over the years, then latterly facilitating the ABET SBD course, seemed particularly apt to this investigation. They say:

In our experience 'really good' interpretive research is only in part characterised by methodological excellence. As important are factors such as the author's intuitive 'feel' for the subject matter and her or his ability to tell a good story.

According to Tacci, Slater and Hearn (2003:53):

The ultimate objective of ethnography is to participate in and observe social situations to the extent that in time you learn how that situation works and how people understand what is going on. You are able to understand cultures, social situations, practices and relationships from the perspective of the people you are researching, yet at the same time you are able to maintain enough objectivity to record the details of any situation and use them to inform your research.

As a voluntary worker at CHPA I, as the researcher, was privy to data in the form of 'inside glimpses' of some of the apprentices' workplace dynamics (e.g. attributed 'reverence' for the owner of the 'fastest horse') and to the fellow-apprentices' interpersonal relationships, some of their hopes and fears, the arrival of new babies, their marriages, their animals, their homes, their aspirations and some of their disappointments.

3.3 Data Collection Methods

Having explored the data collection methods which could have been applicable to this study, due consideration had to be given to the difficulties such as access to a safe location to conduct interviews – i.e. personal danger to me incurred by entering into zones of conflict between gangs on the Cape Flats where the majority of the Carties live and work; the potential 'interviewer influence', which might occur when research data was not collected within 'normal' situations and circumstances – i.e. outside the usual carting environment and inside the PAD skills education site. Thought was also given

to the hardships of the apprentices in terms of time and transport involved in getting to a neutral site, and the loss of income incurred by being 'off the cart' during interview time.

Therefore the choice of interviews as a research method was selected for its anticipated sensitivity to the possible educational growth of the apprentices as they mastered equine skills and became either more hesitant or more confident within themselves and their workplace practices.

3.3.1 Access to records and premises

The manager at CHPA allowed me open and free access to its premises, its staff and archives; all PAD classrooms, training venues and mobile clinics; to the PAD apprentices and the ILPH instructors. MW, the PAD convener, assisted greatly in establishing contact with apprentices and setting up the interviews. Nevertheless, certain delays were encountered with the implementation of the interview schedules. Some apprentices were unavailable due to their doing training at 'out-of-town' places such as Barrydale, Carnarvon or De Rust; or they were undertaking practical or written examinations elsewhere.

3.3.2 Observations

Observations were used to gain further insights into the PAD courses, their possible effects on the apprentices' identities and workplace practices, and so that they would act as a validity check during data analysis.

The Master Saddler and Master Farrier instructors from London introduced me as a Master's student from UCT, conducting research into the adult educational PAD equine skills apprenticeship programme. They said that I was a horse lover, a sometime

equestrian and also a volunteer worker for CHPA. The apprentices were told that they would be approached to assist with my research. No-one objected.

Observations of lessons/instructions and of classroom pedagogy began in March 2005, when the ILPH instructors arrived from England, and continued intermittently throughout both the first and second semesters. In order to observe in-house theoretical classes and in-the-field practicals, it was necessary to attend the CHPA premises at Epping, the static clinics at such sites as Philippi, Maitland and Wetton, and the informal settlements at Mandalay and Uitsig.

During the researched period the convener of CHPA asked this researcher to give an ABET SBD course as a pilot scheme to the two graduate apprentices-turned-trainers with whom the two pilot interviews had initially been carried out. This served to provide further background, both to themselves and to other apprentices undertaking training and work-based tasks at CHPA's premises. It also provided an opportunity to explain the SBD course more fully to interviewees who wished to know more about them.

While observing the apprentices doing their practical work in the field, it was difficult to converse or teach because of the general heavy traffic noise, the proximity of young children playing and shouting to one another, the exchange of multiple general gossip stories and the laughter which accompanies any CHPA mobile clinic visit to the various sites. This is 'life as lived in the Cape Flats' - or many other parts of Africa, for that matter.

In addition, at tea-time, non-taped informal 'chats' were often had with the British Masters and various apprentices. Field notes were made thereafter. Through these additional conversations, further background material relating to the agendas of the ILPH and CHPA, their operating methods, the *raison d'être* behind PAD and the

answering of queries, which the researcher wished to raise, was made possible within the context of the learning environment.

These direct observations, together with the interviews conducted in the field with both apprentices and the international Masters, gave me a greater understanding of how the internal teaching pedagogy in the classroom was applied to the external practical sessions. This was further assisted by the ILPH Masters' explanations of what was being observed when the men were working on live animals, both at CHPA's premises in Epping and at the static clinic sites.

3.3.3 Interviews with three ILPH Master Trainers

Interviews with three of the British international instructors were conducted intermittently from March 2005, throughout the duration of the research period. They encompassed three different locations - the old CHPA premises at Epping, the new CHPA premises at Epping and during a field trip to Mandalay informal settlement. The purpose of the interviews was to elicit information regarding the ILPH PAD equine skills courses; the curriculum and the aims of the society/courses; how and whether the PAD skills programme was perceived to be working; how the knowledge and skills taught were expected to align with our Government's intention to bring skills to the previously disadvantaged; and how the working horses, Carties and carting community would benefit from teaching PAD apprentices horse-care skills.

The first interview took place at the old CHPA premises in Epping in June 2005 with the ex-British Army Master Saddler, JP. He gave an overview of the saddler's course curriculum, produced files of coursework and generally explained the PAD programme. When asked how English-speaking instructors managed to get non-English-speaking apprentices to understand the complexities of horse anatomy and physiology he stated that, where necessary, interpreters were used. However, in South Africa the graduated

apprentices who had been appointed as Assistant Trainers were used as the conduit to relay the knowledge in other languages.

The second interview took place at the new CHPA premises at Epping where the British Master Farriers, TB and JB, gave an in-depth semi-structured interview, explaining the instructional process through which apprentices first of all learn anatomical details about the horse and its feet in theoretical classes, thereafter practising on dead limbs and finally on live animals.

The third interview took place at the Mandalay informal settlement, on a field trip with a third Master Farrier, MR.

3.3.4 Interviews with Apprentices

Selection of Interviewees from amongst PAD apprentices

Under the PAD equine skills programme, twenty apprentices were accepted each year for the FS&H courses from 2003 to 2007. In order to be representative of the diversity which resided within the classrooms, I tried to balance the composition and attributes of each of the interviewees against the following criteria:

- Age: From 16 years to 65 years
- Highest educational standard: From Standard 2 to Standard 8
- Cultural group: African, Coloured, Muslim, Rastafarian
- Language group: Xhosa, Afrikaans/English, Kaapsetaal (a dialect mixture of English and Afrikaans but also incorporating Dutch, Malay and Indonesian elements)

Tacci, Slater and Hearn (2003:92) list the classifications as age, education, culture, ethnic group. For clarity regarding this particular research site, it should be noted that all Carties are male and the social status of Carties within their communities is considered to be very low.

By ensuring a fairly representative apprentices' sample, *vis-à-vis* the above criteria, it was anticipated that differences and commonalties which were present would become apparent and might assist in generating preliminary comparative data.

In 2005 the convener of the ILPH/CHPA courses supplied a list of twenty-seven apprentices who had successfully graduated in 2003 and 2004. There were obstacles in initial communications with these apprentices and, consequently, those who could not be contacted had to be excluded from this research. Twenty-four of the selected men were contactable; the remaining three men were either no longer in the area, were ill or dead. Of the men approached, thirteen were willing and able to participate in and assist with this research. Therefore the potential research sample comprised over half of the successful apprentices.

Interview procedure

Two apprentices were chosen for the pilot interviews and, in the light of their input, the questions were refined.

The main body of interviews took place between June 2005 and January 2006. The initial five minutes of interview contact time with the apprentices were taken up with explaining the purpose of this research, reading the questions which formed the basis of the interview and asking if they had questions they wished answered. This ensured that if they decided to change their minds, they might do so. All thirteen men agreed to continue.

The same procedure was adopted prior to the interviews with the PAD convener, the British international Master trainers, the CHPA staff and inspectorate, and the members of the carting communities at Mandalay, Uitsig and Wetton.

Structure and content of the Interview Schedule

The nature, structure and purpose of the Interview Schedule was explained to the apprentices and they were invited to provide answers to the questions in any order they wished. Two of the thirteen apprentices had only a Standard 2 education, and none of them spoke English as their mother tongue. Written responses were often not feasible. Apprentices were informed that the interviews would be recorded and that they could refuse to answer any question if they so wished. Interviews took place at CHPA's premises at Epping and at the Mobile Clinics in Oude Molen Eco Village and Mamre. Proceedings were sometimes discursive but notes were taken to avoid excessive rambling, a hazard of open-ended questioning.

In view of the literacy and language ability variables within the group, ten standard questions were used during individual interviews with the apprentices (Appendix 16). The ten questions were open-ended, seeking the following information:

1. Do you come from a carting family? If so, how many generations of Carties are in your family? (In reply to Cohen and Manion (1994:95), the question is useful as it establishes the apprentices' familial background and the carting history required for data coding and analysis.)
2. At what age did you leave school and what was your highest standard of education? (Establishes educational status and may be useful to show which category of learners favoured ABET courses.)
3. What is your present job? (PAD skills knowledge application.)
4. Have you looked for other employment after the PAD course? (Looking for sustainability.)
5. Why did you take the course? (Motivation)
6. What do you think that the course will help you to do? (Expectation)
7. Has it helped in your work or hindered it? In what way? (Perception)

8. Will you share this knowledge of this skill? If so, where and with whom? (To establish willingness to transmit PAD skills [sustainability] and reveal perception of increased skill and status.)
9. Have you gained anything else from the PAD course? (Open-ended question Cohen and Manion (ibid:277) seeking opinions/advantages.)
10. Would you like other courses such as ABET LL&N or SBD? Or another, if available? (Establishing need/desire for further education.)

3.3.5 Interview with the PAD convenor

The PAD convenor, MW, joined CHPA in 2000 as the organization's official fundraiser and was responsible for assembling the PAD programme.

3.3.6 Interviews with members of informal settlement carting communities

In order to test how members of the carting community viewed the PAD course and whether the knowledge the apprentices had gained on the programme had in some way impacted upon their lives and that of their working horses, an inspector from CHPA arranged for me to interview Karen at the Mandalay informal settlement. ("The Argus" ran an article on carting, in which she featured – see Appendix 3). Furthermore, at the same venue, Mr. W. and Mr. Y (who are considered the doyens of the Carties/carting community) also agreed to interviews. Many people came up to me and expressed their views on CHPA and the PAD programme. Field notes recorded comments therefrom, some of which appear in Chapter Four.

3.3.7 Archival sources

Training Manuals supplied by the ILPH in FS&H were examined (Appendix 14). Course outlines, course outcomes, assignments, marked examination scripts and results were viewed, which gave insights into the overall training programme. The basic principles of equine welfare remain the same, irrespective of their location, and adherence to these basics is the overriding crux of the apprentices' equine technological skills training.

Certain of the apprentices' portfolios were examined to ascertain the percentage of classroom learning which took place, compared to the practical 'hands-on' sessions. These were also deemed relevant to assess the level of English required to understand the theoretical aspects of the course, such as horse anatomy and physiology (the names of bones and leg parts, ways of assessing problems, etc.) (Appendices 17, 18, 19).

I was given free access to extensive CHPA records containing references to Court cases, from which it was possible to track the number of cases both prior to and after the ILPH/CHPA equine skills courses. Files of press releases and coverage of carting stories, together with publicity materials, both visual and printed, were also examined, as were the CHPA mission statements, AGM minutes and records, together with current CHPA general documentation.

3.4 Data Analysis

For guidance in structuring and interpreting the data I turned to Terre Blanche and Durrheim (1999:140-145) who suggest the following five steps in data analysis, which I adopted:

- | | |
|--------|-------------------------------|
| Step 1 | Familiarisation and Immersion |
| Step 2 | Inducing Themes |
| Step 3 | Coding |
| Step 4 | Elaboration |
| Step 5 | Interpretation and Checking |

Tacci, Hearn and Slater (2003:47), in discussing the analysis of data, suggested coding material into themes and using "flow charts and diagrams" to capture the information. This proved invaluable in coding the wide range of material into four main categories, being educational, social, ethnic and linguistic. In discussing "developing analysis and research questions", they state further (2003:47) that coding data "allows the researcher to think more generally about the social relationships and issues that are really important for both project and community."

Accordingly a spreadsheet was compiled, entering the names of the thirteen interviewees on the left side going down, and the ten research questions at the top going across. The transcripts of the interviews were then carefully reheard and information captured on a wall frieze. This enabled several trends and patterns to be noticed, which formed the basis of the 'coding and analysis' process. Terre Blanche and Durrheim's five steps to adopt when analysing data, and the results of this analysis, will be discussed in Chapter Four.

3.5 Validity of data produced

How could this solitary researcher, having been involved with CHPA and the Carties over a period of time prior to this research, best interpret the data without bias in order to meet stringent academic criteria? The possible answer lay in the triangulation of material through observation, interviews and questionnaires; an in-depth search of archival material, it was hoped, would provide validity for the findings, and thus all three were incorporated into the research methodology. LeCompte *et al* (1993:48) state:

... ethnography is eclectic in its use of data collection and analysis procedures ... Ethnographers use many kinds of data collection techniques, so that data collected in one way can be used to cross-check the accuracy of data gathered in another way...Triangulation prevents the investigator from accepting too readily the validity of initial impressions; it enhances the scope, density and clarity of constructs developed during the course of the investigation...it also assists in correcting biases that occur when the ethnographer is the only observer of the phenomenon under investigation.

The emphasis was on the triangulation of data – on the perceived worth and value and benefits of instruction - between the successful apprentices, their work place practices with working horses and the members of the carting community. In this ethnographic study I was aware of the issue of validity. Cohen and Manion (1994:241) point out:

The chief problem confronting researchers using triangulation is that of validity. This is particularly the case where researchers use only qualitative techniques as, for example, in ethnographic research.

Qualitative theorists Miles & Huberman (1994:278-9) claimed that: "Validity itself is not monolithic". They proceeded to refer to Maxwell's (1992) thoughtful review of several different forms of the notion of validity that:

... distinguishes among the types of understanding that may emerge from a qualitative study: **descriptive** (what happened in specific situations); **interpretive** (what it meant to the people involved); **theoretical** (concepts, and their relationships used to explain actions and meanings); and **evaluative** (judgments of the worth or value of actions and meanings) (emphases supplied).

Descriptive validity

In the present study, concerns about primary descriptive validity were met by tape recording interviews with all participants at the various venues referred to earlier in this chapter and in Chapter Four which follows. Field notes supplemented the taped interviews. These further described and corroborated the newly acquired interview data, describing the locations and the problems or actions which sometimes interrupted the proceedings that affected these events.

Interpretive (secondary descriptive) validity

Interpretive validity is what Miles & Huberman (ibid:265) refer to as "checking for researcher effect". This procedure attempted to obviate two possible sources of bias, which they recorded as:

- (a) the effects of the researcher on the case and
- (b) the effects of the case on the researcher.

By interviewing the ILPH trainers, the personnel and inspectorate of CHPA, informal settlement leaders and carting community members, a check and balance mechanism was put in place to attempt to obviate my effect on the research site and its effect on me. Triangulation provided an overall verification of the meaning of the data collected during the initial interviews.

3.6 Research Ethics

Permission was sought from and granted by both the CHPA convener, MW, and the ILPH British Head of International Training Programmes, Major Ian Kelly, to conduct this research into the educational PAD equine skills programme. In addition, both the ILPH Master trainers and the apprentices were asked if they objected to my presence in the classroom. As a CHPA volunteer I had already often been seen by the apprentices, either attending CHPA functions or returning fundraising or project materials. No objections were raised.

Insofar as ethical issues are of critical importance when researching human subjects, Herr and Anderson (2005:122) quote LeCompte and Schensul:

All researchers are ethically bound to protect participants from treatment that would be harmful to them, whether physical, financial, emotional, or to their reputations.

Because of the possible difficulties encountered by both researcher and participants in terms of their means of communication, venues and interview schedule times, and the participants' loss of potential income by attending the interviews, these matters were carefully discussed with CHPA staff before the interview schedules were compiled, and attempts were made to reach the voluntary participants.

In accordance with standard ethical practices, pseudonyms have been used to protect the anonymity of the participants in this research. However, the two organisations have given written permission for disclosure of the names of their actual organisations and personnel.

Ethical issues were explained to interviewees, namely:

- Confidentiality between the interviewer (the researcher) and respondents
- A first-hand interpretation of qualitative input from respondents

-
- The researcher contracted to provide each participant with a copy of the relevant taped interview, a typed transcript and a copy of photographs taken

Having outlined the methodological procedures which guided my analysis of the research data, I now turn to Chapter Four which details the findings.

University of Cape Town

CHAPTER FOUR

RESULTS AND DATA ANALYSIS

4.1 Introduction

This chapter is divided into two sections. Part one opens with a demographic profile of the apprentice population, followed by a number of vignettes that provide rich insights into the familial, social, educational and economic backgrounds of five 2004/2005 graduate apprentices who were selected, in terms of these criteria, as being representative of the wider researched apprentice sample.

Part two of this chapter provides a thematic analysis of the emerging issues, perspectives, themes and trends provided by the data. These are summarised under six dimensions with special reference to the Carties: their changed identity/enhanced personal growth; their workplace practices; their economic advancement; sustainable development (their desire to communicate/teach their knowledge within their community); their desire for further learning; and their elevated social status.

The chapter concludes with a brief summary of the educational and personal progression of the men from Cartie to apprentice, to assistant trainer to trainer and, finally, to master trainer; and of the expansion of the educational endeavours of CHPA.

4.1.1 Demographics

Of twenty-four such men who were contactable, seventeen spoke a mixture of Afrikaans and/or Kaapsetaal as their home language. Of the remaining seven apprentices, one spoke Sotho, five spoke Xhosa, and one of the apprentices spoke both Xhosa and Afrikaans at home as a result of "one of his parents being an African and the other a Coloured". (The use of these categories to describe members of his family is a direct quotation from the apprentice BH himself).

Table 4.1 Demographic profile of apprentices

* = apprentices interviewed; V = vignette presented

Initials	Age (y)	Home language	Cultural Group	Grade	Yrs. Of School	Requests for ABET or other courses
HB *	18	Afrikaans	Coloured	5	7	SBD
MX *	42	Afrikaans	Muslim	8	9	Language/ABET SBD
LS *V	48	Afrikaans	Muslim	7	9	SBD
SK *	49	Afrikaans	Coloured	7	9	Nil
KK *V	55	Afrikaans	Rastafarian	7	9	SBD (passed 2006); IT
BN *	39	Xhosa and Afrikaans	African	5	7	Veterinary/ABET Horsecare
HJ *	19	Afrikaans	Coloured	4	6	SBD
BE *V	33	Afrikaans	Coloured	7	9	SBD (passed)
RJ *	45	Afrikaans	Coloured	7	9	SBD
LB *	26	Afrikaans	Muslim	7	9	SBD
FN *V	61	Sotho	African	2	4	Nil
UO	26	Xhosa	African	10	12	SBD
OC	36	Xhosa	African	6	8	SBD
QO	40	Xhosa	African	5	7	SBD
NB *V	22	Afrikaans	Coloured	6	8	SBD
YU	55	Xhosa	African	3	5	SBD
HC	22	Afrikaans	Coloured	7	9	Any ABET; Electrical
QE	18	Xhosa	African	5	7	SBD
GN	28	Afrikaans	Rastafarian	7	9	Veterinary
CC *	17	Afrikaans	Coloured	2	4	LL&N/ABET SBD
AC	28	Afrikaans	Muslim	10	12	Veterinary
NU	53	Afrikaans	Coloured	9	11	Nil
BC	47	Afrikaans	Coloured	6	8	SBD
BI	20	Afrikaans	Coloured	8	10	Nil

The demographic profile of twenty-four of the original twenty-seven apprentices - from whom the thirteen were selected for interviews as being representative of the apprentice population - appears in Table 4.1. The three apprentices whose profiles do not appear, could not be contacted either through the community 'bush telegraph' or by telephone calls to their last known contact numbers.

Thirteen of the twenty-seven apprentice graduates (three from 2003, four from 2004 and six in the 2005 apprenticeship intake) were interviewed and observed both in class and in the field at the static and mobile clinics.

4.2 Part One: Presentation of the Vignettes

The vignettes are the profiles of five of the respondents chosen from the research population who were selected as being typically representative of the learners in the PAD classes of 2003-2005. In all instances pseudonyms have been used to protect their identities.

4.2.1 Vignette : BE

BE's semi-structured interview took place during his lunchtime on 4th August 2005 at the premises of CHPA in Epping. He removed his working farrier's apron and dungarees for the interview and was neatly dressed in a pair of dark trousers, shirt and sweater. The personal information he supplied illuminated both of this researcher's focus questions. BE stated that he was "33 years old, married with one child." He said that "my home language is Afrikaans, although I speak English." He said he "dropped out of school at the age of 15 years to go carting."

In response to the question "Did you come from a carting family?" BE replied:

Yes, I came from a carting family, and it started by my parents ... at that time when I was grow [sic] up we were working with horses, selling fruits, riding scrap metals, and we making wood in the woods and all that stuff with the horses, it was our only income, basically, the horses ... in that time we used to go to school without shoes, you see [pointing to nice shoes]; in cold days, no jerseys [he

touched his sweater] and stuff like that, so I dropped out of school and [began] working with the horses, [he shrugged] ... so that's how it begin.

When asked where the family now did their carting (geographically), BE replied: "In the Uitsig, Belhar, Ravensmead and Freedom Farm areas" - all lower socio-economic areas where crime is prevalent and carting can be quite dangerous. BE had personally been threatened with a gun when he was mistaken for another Cartie who had allegedly stolen car parts whilst working in the area. In looking back to his time working as a Cartie, before working for CHPA and taking the PAD course, he went on to say: "... there were a time that I went out to find a job, but you see I haven't got a qualifications for a job." This provided insights into the possible future which lay ahead for BE: working as a Cartie, living a hard hand-to-mouth existence, with little prospects of improving his economic, social or educational position.

As a caring working horse owner, BE had regularly purchased feed and sought advice from the staff and inspectorate of CHPA since its inception in 1995. In order to learn more from them he had offered to do voluntary work at CHPA and, as a consequence, was subsequently employed by it as an in-house farrier. This paradigm shift from Cartie on the street to formally employed worker opened the way to a new world for BE and also provided him with a gateway to the technological skills courses offered under the PAD programme. BE stated:

I was asking for volunteer work ... so they tell me ... you can come and volunteer, just take a broom and sweep [he gestured as if sweeping] and all that kind of stuff, and the staff was getting know me [he pointed across the office to the inspectors], and after that they will giving me a job, like shoeing horses. Now I got a job now, and after that the ILPH came and they give me the training ... Not me alone [he hit his chest with his thumb], but I a training from ILPH and now I'm like living better now because I can earn more money on shoeing on horses.

The reason for taking the course, what he hoped to gain from it and whether it had helped him or not, were all linked to BE's determination to improve his life. Therefore he said he had "jumped at the chance" to take the PAD course which, from his employment with CHPA, he knew would improve his knowledge, skills and workplace practices. BE

shed further light on the effect the ILPH skills course had had on his workplace practices when he stated:

Even though I grown up with horse, all that stuff I learned on this course [he shrugged] ... I've learned a lot of stuff here [he nodded] and I'm earning more money than I used to on the cart ... I can make a living with that money that I gain here every month ... Mmm, in my point of view Cart Horse and ILPH changed my life around ... You see [he lifted his eyebrows] I can tell other people now in my community that is the wrong way. This is the right way. Let me help you (he gesticulated with his hands as if hammering) and show you this is the right way.

Regarding the carting community and 'sharing his knowledge', this was a recurrent theme. BE stated proudly (as he leant forward with a beaming smile):

... some of the people have come to my house, and asking me [he tapped his chest] for advice. Or some of the peoples phone me because I got a phone from the work - from Cart Horse they gave me a phone and now I'm on air now [he held up his cell phone], you know what I mean? Starting to improve [he nodded]. When they have a problem now they are forced to listen ... because the horse can't work now, so they have to listen to you, that's [emphatically] the time to telling him the right thing, and you just fix it and say that is the way it should be done ... next time [he shrugged] he comes freely to shoe his horses.

In reply to Question 9 as to whether he had gained anything else from the course, BE stated:

The assistant trainer thing worked ... they pay me alright when the course is on and I love to train other guys [he nodded and smiled] or give them some advice, or ideas or stuff like that, so I love to be assistant trainer.

When, as a volunteer, I had first met BE he often referred to himself as "just a Cartie". It was interesting to note that BE now perceived himself as 'an assistant trainer'. Effectively a new persona with an improved self-image, a well-trained technological skills trainer to other Carties, which he enjoyed. This provided him with a further regular income and rewarded him with an enhanced social status within his community.

Lastly, when BE was asked whether he would be interested in attending other courses that CHPA was offering, he replied: "I think I would like a course in small business...I want to know more about it. ...Yes I can [he nodded], like I can try." Subsequently BE did take the SBD course in 2005 and passed his examination. My field notes late in November 2005, record that BE said at the time that he received his examination results:

One day I want my own farrier's business, me and my son. Yes [arms held high and spreading] I had got even the name 'Beshley and Son Farriers', big one. One like the Cart Horse one [signage]."
(Appendix 15.)

4.2.2 Vignette : LS

LS told me he was 48 years of age, married with children but subsequently had become divorced. Now he had a girlfriend. His home language was Afrikaans although he can speak English. At the time of their removal from District Six in 1970, he was still in school. He left to start working when he was in Standard 5. He had been working for a harness maker, sewing saddles and harnesses in his community.

LS arrived at the premises of CHPA on his horse and cart. It was term time and he was fulfilling his duties as an assistant trainer. He was neatly dressed in a pair of slacks and a sweater. He was wearing a cloth hat. He appeared rather nervous at first and although he was used to seeing me around CHPA as a volunteer, and also during the filming and observations of the ILPH classes, we had not spoken a great deal before. The interview took place in a quiet office at CHPA's premises during the late morning. Since LS is a Muslim man, there might have been a cultural difficulty for him to be alone in a room with this female researcher. To facilitate as brief an interview as possible, both the interview process and the questionnaire were all explained to him prior to its commencement, and he indicated his willingness to participate. LS told me:

I come from a carting family on my mother's side and my father's side. They had horses ... my grandparents too ... it was even more than three to four generations [he made a broad gesture]. We lived in District Six. I was born in Lawson Street and then we moved to McKenzie Street. We sold vegetables and fish. In 1970 we were moved [he shook his head]. I was still in school, but I had horses since my school days.

LS had three working horses which he used rotationally and they were well cared for. Although he combined carting with stitching harnesses and saddles, he did not rent out his cart or animals to others. He stated:

I don't give people my horses [he shook his head], I only use the one that I'm working ... you see some guys give their - how can I tell now ... [he gestured with his hands and scratched his chin]

the horse and the cart and they [pointing a finger at imaginary people] just abusing your things. Now I go on that [he nodded his head] that's why I rather work myself.

In between sewing harnesses, LS regularly attended both the static and mobile CHPA clinics with his horses. He was also keen to learn more about correct harnessry and saddlery from the CHPA inspectorate and, as a consequence, was invited by them on the ILPH course in 2004. In answer as to why he took the course, what he hoped to gain from it and whether it had helped him, LS told me:

Well, like I said, I was on the cart and Cart Horse at the clinic, was come at the clinics [meaning he had met the CHPA staff] and then those people, [he gestured towards the other offices] Diana and Megan, they ask us if we want to come on the course ... There was people doing harnesses. Now you come to them you want to buy a set of harness, or make a set, you have to wait quite a long time [he nodded]. So I thought here's a opportunity because why? Because I have horses and I can do my own (patted his chest) harness. If I start here, and [get] taught and I can do it myself and there won't be a problem for me to go to people and wait for stuff [he flicked up his right hand in a gesture of impatience], and I [he pointed to himself] can even help other guys fix their harnesses that isn't well [meaning broken harnesses]. You see, before I was sitting at a guy that was doing harnesses, I help stitch but like the preparation it was done by that guy before, I just had to stitch it. But like now I can do the preparation work myself, because why? I get the knowledge at the International League.

In his interview the British Master, AB, told me that LS' past stitching expertise soon became apparent in the class and, upon graduating and obtaining his ILPH certificate, he was invited to take an assistant trainer's course. This he did and became an assistant class trainer to the 2005 intake of apprentices . He did not know why he had been chosen and said that

I first thought I gonna be just learning the courses to be a saddler, but now I had the privilege to teach others too. ILPH they maybe saw that I had the potential to sew, to teach others.

He then combined his private saddlery work with his in-term formal employment as an assistant trainer with CHPA. He said he had taken these further skills back into his community, to help people to get correctly fitting harnessry for their equines, thereby helping the horses to work better and avoid injuries such as saddle sores, chafed quarters and broken teeth. He said: "They [ILPH] taught us to do [that], to help other people." In answer to the question of whether he charged or rendered these services as a friend, LS said: "Some I charge, some I give for free."

From the video of classes under instruction, it was apparent that LS was an exceptionally helpful assistant trainer to the apprentices who did not understand English or a great deal of Afrikaans. When asked how he managed to relay the British Master's instructions to these apprentices, LS replied:

Ja, like now for the two courses we had all Afrikaans speaking [people], some of them couldn't write but they were Afrikaans speaking, but they quite understood, that's why like Cider [the British Master saddler] and them speaks in English, and I translate to them in Afrikaans, so they can understand. But on this course [he gestured with his hands referring to the African language speaking apprentices] students were also, three of them, I communicate with them in a way, what about learning, they understand. I try to make them understand what Cider is telling them, although I'm not speaking good ... I'm a Cartie [shrugging]. I meet lot of people that don't even understand Afrikaans ... but still it's plain to them, maybe sign language, any kind of language, but I make them understand ...

Insofar as the ILPH course was concerned, LS said it had definitely fulfilled what he had expected it to and "more, probably than what I imagined." When asked if he would be interested in further courses CHPA might be offering such as LL&N or SBD, he said "Ja, I would like to do the small business course ... I don't have that knowledge, to how much I ask." This would help him because he had difficulty in 'pricing' his work. Whereas, during a classroom observation, the British Master had earlier explained to me that "standard ILPH harnessry was good basic working horse tack", KR made more fancy breastplates and colourful breeching straps for his own horses which other Carties also wanted. LS went on to say: "Ja, now that is the problem. Most of them want harnesses like that but they don't realise what a harness like that costs, with bells and all that things."

Subsequently, LS began the small business development course being run by CHPA in 2005, but was obliged to forego attending classes temporarily due to the pregnancy of his girlfriend and the need to earn some money for the upcoming baby instead. He indicated he would like to come back to the SBD classes in the future because he wanted "advice and learning of people, and those that can bring my standard of learning also up higher."

He said that his ILPH Certificate hangs on a wall at his house, and people can see he knows what he is talking about. They now respect his knowledge and come to him for

more help. He also tells them when their harnesses are ill-fitting and offers to fix them at special rates where the Cartie cannot afford the real cost. This LS does for the welfare of the horse, to avoid it suffering injury and enabling it to work hard – and as a result helping the Cartie to earn money for his family.

4.2.3 Vignette : KK

KK was a 55 year old Rastafarian man who lived in an informal settlement known as Freedom Farm near the Cape Town airport, but he mentioned the Government would be relocating them at a later stage. When interviewed he had removed his saddler's apron and was wearing a pair of casual trousers, a knitted shirt and sports shoes. He was married and had had two children, but he no longer lived in the house with them. KK left school in Standard 7 due to a family fallout and the necessity for him to leave home and start working. He had been earning some money making leather belts and handbags and had come on the PAD saddlery and harnessry course to gain more knowledge in working with leatherwear. When asked if he came from a carting family he stated:

Actually, I don't come from a carthorse family here. Where I stayed there are a lot of Carties, and I get interested in it [he leant forward and nodded]. I think, maybe, someday I will do something for the Carties. And then Cart Horse gave me the opportunity to do some harness training, and farrier courses, so I took the saddler course.

According to classroom observations of the ILPH Master Saddler, AB, KK's sewing capabilities quickly revealed themselves through the accuracy of his hand stitching, his precise measurement and his economical use of hides. As a result of his years of experience in stitching and his general enthusiasm, he quickly mastered the vagaries of saddle and bridle making. His work was of such a superior quality that, upon graduating with his saddler's certificate, the British Masters invited him to take an additional training course to become an assistant class trainer. He also won a class prize of R100.00 cash and said: "... I got out of my skin because [he raised his eyebrows with a look of astonishment and tapped his chest] me could have won that 3rd prize for the best

harness maker on that course!" He accepted the ILPH offer and commenced working for CHPA as an in-house saddler and term-time assistant trainer in 2006. He continued:

Yes, it is like a second chance. It's a new life altogether, because this time I learned more about horses. I've learnt how to treat horses, due to the fact that I didn't know anything about horses, [he winced and shook his head] but, like I said, I'd like to thank [CH & ILPH] for the opportunity that they grant me.

When asked whether the PAD course had made any difference or not to his life, KK proudly stated that now he "was somebody" and could "... improve my conditions that I am staying in, and can improve my lifestyle ... I'm keen on learning as I've missed out." Members of the informal community where he lived came to him for help with their harnesses, and he had three friends with whom he 'shares a pipe' and whom he was teaching to sew at the time at his home. If they wanted to smoke another pipe, he told them that the time to learn was the present, and that they wouldn't get anywhere in life if they just sat smoking all day. He continued:

I still struggle to buy me some food because I need more tool; but due to the fact that ILPH have, has choose me as a trainer, assistant trainer, they give me a chance to say that they will provide me with further tools ... [he shook his head]. I can't explain how I feel at the time that ILPH choose me as an assistant trainer, but I'm glad for the opportunity that came my way, and I like to take it further [he nodded]. It was a sense of achievement because I've never achieved anything in my life. I feel like, like err, I get a second chance in life and I feel glad [smiling] about it, my opportunities what Cart Horse has given me.

He was also showing his 23 year old nephew, whose father died some years ago, how to make belts and later he intended to teach him how to measure up and make harnesses. KK went on to explain:

I suggest to him, it's better if you try to stitch belts that you can make an income for yourself, seeing that you are young, and still want to go to college and university. You can do an income by doing the belts, and he suggested me that "Uncle, I will do it" ... and now I'm learning him how to do the stitching [he appeared very proud of this development].

In generating answers to research Questions 1(a) and 1(b), the above quotations were two examples of the ways in which the knowledge he had gained on the ILPH technological skills courses was impacting on his personal identity and his workplace practices. He was sharing his knowledge and taking it forward, both formally as an assistant trainer at

CHPA and informally at Freedom Farm by teaching his friends and his nephew how to sew. When asked in the above interview if he had gained anything else from the PAD course, he replied: "It was a sense of achievement because I've never achieved anything in my life." This sense of personal pride was a recurrent theme throughout his discussions during the research period. Coupled to this were his regular references to ILPH and CHPA, which had given him this chance in life.

Insofar as pursuing other adult learning courses being offered at CHPA - such as ABET LL&N or SBD - KK remarked that:

There is a market out there ... Some people are willing to pay what I ask them ... [but] I'm not making a profit for myself. That's not good enough and I think if I do a business course, then as I can be familiar how to run a business ... something (he scratched his forehead) like [BE & LS] are doing at the moment. [He nodded] Yes, definitely, because I didn't finish school at a high level. I must take every opportunity that comes my way, just to improve my life skills. I see fit for me to do a business course.

KK joined the small business development course being offered at CHPA - facilitated by myself - and succeeded in passing his examination in 2006. He commented during 2006 that he now combines his formal employment at CHPA with doing private work from his home. Over lunch at UCT with the late Professor Rochford and myself, KK indicated that both the technological skills courses funded by ILPH and the ABET educational course in SBD offered by CHPA had contributed to his improved self-image and lifestyle economically, personally, socially and educationally.

4.2.4 Vignette : FN

FN was a 61-year-old African man who did not come from a carting family and was the first member of his family to work with equines. However, he did grow up with horses and had an enduring love of all animals. He mentioned: "Sometimes when a horse is sick, I sleep in the stall with them." He was married with children and grandchildren, some of whom he hoped would follow in his footsteps and become Springbok show jumpers. He was the first Black man in South Africa to compete at the Wembley show

jumping championships in Great Britain. At the graduation ceremony he gave a very touching 'Thank you' speech to CHPA and the ILPH Masters where he recounted:

If you'd told me about 40 years behind [ago], 1962 I was here in Cape Town something like this will happen in Cape Town I'd say NO. [He sounded emotional.] We have learn a lot. We've been talking about it. We were very scared the first week [he raised his eyebrows and rolled his eyes] lot of people couldn't speak English but in the end could speak English ... so we been doing a lot of wrong things,[meaning at his work prior to the PAD course] and what we have learned, what I have seen is great. When you are talking about the development, when you are talking about [what] the Government said "Help people" which (was) a promise ... what they [ILPH/CHPA] are doing today [awarding certificates at the graduation ceremony] because this shows how much we gonna give back to the community and how much we have learned, we have learned a lot, and I'm saying salute you to them [addressing the apprentices and gesturing towards the British Masters].

FN left school in Standard 2 due to bad eyesight. His home language was Sotho, and he was formally employed in the horse unit of a major Johannesburg animal charity that he now heads. FN is, in effect, illiterate, and in order to pass his assignments and examinations, the British Masters allowed him to do these orally. At the graduation tea the ILPH Master Saddler remarked that "the depth and understanding of FN's new knowledge was just astounding" and that he had "soaked it up like a sponge." When FN was asked if he found the English used on these skills courses easy or difficult, he responded:

I pick it up in some other ways ... Which I did know what the answer was it ... I didn't know what must I put there because the words were a bit difficult for me to pronounce, to turn it round to what it is. I'm doing things which I know those things. We talking about the horse, not talking about a dog or a cat ... I've learn about it. I been doing it because I'm also helping big [often] the vets and the assistant of the vets, so those kind of a things helps me even if I cannot. If my spellings will be wrong my things will be, but I know what is a hoof. I know what is a splint. I know what it is because I have working with this things, so that they have made easy things to me and made me to find it very easy than the others that studied from scratch [apprentices without prior learning].

When questioned as to how he managed to run the horse unit at the animal charity without writing up daily work orders for the yard grooms, or injection/restricted feed programmes for the various equines in care, he responded that:

... in my office I not sit for such a long time. Most of time I'm outside ... I'm doing [giving] the orders, it's no problem, I'm running as any management can do it.

In a discussion over tea FN mentioned he does not need to write anything down. He keeps it all in his head – including the medical names for equine parts, the essential roles

they play in the horses' welfare, and any other relevant information. All of which were essential for him to know in order to have succeeded in the examinations. He mentioned with pride [touching his head]: "When computers go off even, my brain is still ticking."

FN described coming on the educational ILPH equine skills training programme as being one of his greatest achievements in life (Appendix 21; in spite of his attaining Springbok colours). Now, through this certificated training, he would be teaching the others in the horse unit the right way to do things ... the ILPH way. He stated:

If you, we haven't got the qualifications you've got nothing to do, really. You are struggling in the world. You need to have the qualifications and for that I'm for something like this, and to be really sure, this is not only for Cape Town, this is for all around the country, for the whole world. ... and getting my really [genuine] certificate ... And I'm saying what is the number of times we been putting the shoe the wrong side because we didn't know. I'm telling you it's a great things and this I must have to give it back to the community as I've been with them. I've been instructor with the farriers, but I didn't know what was the thing is [correct shoeing]. I promise you ... I'm gonna do this thing, from Monday ... I'm gonna go there and say to my farriers they were I under, (who work under me) they don't have this qualification. Then I'm working for this things [certificate], so those farriers now they must know I'm also got this qualification, and I'm going to say now we better have to work professional.

These remarks addressed both focus Question 1(a) and 1(b) and illustrated how FN, as a successful apprentice, perceived the ILPH/CHPA skills courses to have impacted on both his personal identity and his workplace practices. As a well-known equestrian he is respected for his horsemanship, but he still expressed feelings of increased personal achievement "... so the farriers now they must know I'm also got this qualification" and pride "...and I'm going to say, now we better have to work professional..." at having attained a recognised equine technological skills educational certification. As to other ABET courses which CHPA were considering such as LL&N and SBD - to be incorporated in future versions of the ILPH/CHPA PAD - FN did not express interest in any of these educational intervention programmes. He stated: "I'll say I won't give the time because even for me to come here, I was commitment." Meaning that by attending the course, he had to take time out of his other commitments, including the many children he was training up to be show jumpers, apart from his formal work role and extended family duties. Subsequently, articles have appeared on FN and his

achievements in the 'Weekend Argus' (Appendix 21), the 'Cape Times' the 'Johannesburg Star' and on the ILPH website, as well as their internationally distributed in-house journal 'ILPH News'.

4.2.5 Vignette : NB

The interview with NB, a 22-year-old Coloured man, was conducted in a classroom at CHPA at the end of a class session on the anatomy of equine limbs. A whiteboard had been used throughout the learning session. The British Master trainer, JB, with the assistance of NB, the local-apprentice-turned trainer, had used diagrams, dead limbs and hooves to acquaint the new apprentices with this information. NB was dressed in a white track suit top, white T-shirt and casual trousers. He proudly gave a graphic account of the content of the class work, including both the Latin and English names for anatomical limb parts. (Appendices 17 & 20).

During the interview NB stated: "I did not come from a carting family." He openly admitted "I was a bad boy." As a teenager on the Cape Flats he had "fallen in" with the wrong crowd, and had joined a gang which was involved in "anti-social" activities. He had been an illegal drug-user and had left school in Standard 6. His home language was Afrikaans, but he naturally also spoke Kaapsetaal. At the time of the interview he had a girlfriend, but said he was not yet married and did not have children.

He had seen others in the community earning some money by collecting scrap. He acquired a horse and cart and had become a Cartie, although he had no knowledge of horse care, or correct equine welfare and practices. He'd several times been issued with warnings for abuse or neglect of his horse and, after a final warning that his animal would be confiscated, he consulted CHPA. He said that:

When I was on the cart what I did was wrong, but I didn't know. [He shrugged]. Inspector Diana was right when she say she will take it away, my horse, but she want to help and I didn't see it. Now I know the ILPH way, the right way, it was very bad. It also give me a chance to go the right way. Now I get the knowledge and I am proud.

NB joined the PAD programme in 2005 and, although short, he was stocky. As an apprentice farrier he had proved that he had the strength required to control and shoe even a reluctant horse. The British Master, JB, told me he had soon caught their attention for the great affinity he showed with the horses which were attending the static and mobile clinics, and for his ability to quickly spot the physical problems with which they were presenting.

His class work was completed neatly, was well constructed and he had made a special effort to hand in high quality homework and assignments. Even the illustrations in his workbook contained graphic multi-coloured drawings of sinews, veins, muscles, etc. of the legs and feet of a horse (Appendices 17 & 18). NB performed very well in his assignments and examinations and at the graduation ceremony he had been awarded a class prize of R100.00 for being the best farrier student. After gaining his ILPH certificate, he had been invited to take extra training to become an assistant trainer, which he immediately accepted. He was employed by CHPA as a part-time farrier and term-time assistant class trainer.

In the interview he stated that once he knew how the legs and other parts work, he had been able to tell others what they were doing wrong. He also said:

Now I have get a skills education, and an ILPH certificate, I get greater status among our community and they look up to me. They know that I know, that I know the right way, the ILPH way. I willing to share my knowledge but, er, not my tools. Those are for my work. If others want them, they can come at the Project African Dawn courses, and I will help show them the right way with their own tools.

As noted earlier, Carties tend to be 'looked down upon' by most members of the Cape Flats community (Appendix 3). However the ILPH PAD technological skills courses provided the apprentices with a means of uplifting themselves, socially and economically, in a respected educational sustainable development programme. NB said:

I am proud of my knowledge what I get and the fact that now the community respect me. (He smiled.) I want my younger brother to come at a [PAD] course and learn it, the stitching saddles and harnesses so that we can get our own family farriery and saddlery business. Yes, we can [nodding].

When asked whether he wished to take any other training being offered by CHPA in adult basic education and training, he replied that he wished to be included in the SBD courses being piloted by CHPA in 2005: "So that I could learn how to be a success at being my own business."

The insightful answers provided by NB during the semi-structured interview, together with the field notes taken during multiple visits to the static and mobile clinics and the videoed class observations, bore witness to the transition and development of this particular apprentice. As a second-chance learner on the PAD technological skills programme, NB had progressed from being a small-time gangster before the course to being a formally employed worker after it; from being an abusive working horse Cartie to the status of workplace assistant trainer and farrier who observed correct workplace practices directly as a result of the PAD course. This generates answers to research Questions 1(a) and 1(b). Furthermore, his desire to continue learning and to study the ABET SBD course being offered by CHPA - in the hope of setting up a business with his brother one day - confirmed that there was a demand from the apprentices for such a course as an adjunct to the PAD programme.

4.3 Part two: Thematic Analysis

This section identifies, sets out and analyses the themes, trends, challenges and debates that emerged in the above recorded reports on the success or otherwise of the ILPH/CHPA PAD technological equine skills apprenticeship programme transferred from Great Britain to benefit adult second-chance learners from previously disadvantaged communities in South Africa, such as the carting community of the Cape Flats. It draws on data from interviews with apprentices in addition to those described in the vignettes.

The themes, trends, debates and perspectives translated into six dimensions. Each of these dimensions was examined to establish if the PAD courses had succeeded in

considerably enhancing, benefiting and uplifting these underprivileged adult second-chance learners, the welfare of their equines and, as a result, members of the carting community. The six dimensions chosen are:

- 1) Perceived changed identity/enhanced personal growth
- 2) Perceived changed workplace practices
- 3) Whether or not the apprentices had experienced economic advancement
- 4) Sustainable development (skills knowledge transfer within the community)
- 5) Knowledge – apprentices’ desire or not for further educational intervention courses
- 6) Perceived changed social status.

4.3.1 Perceived changed identity/enhanced personal growth

The thirteen apprentices were unanimous in their comments about their personal identities and subsequent personal growth. Responses such as those made by BE (Vignette 4.2.1) who was a local Cartie turned ILPH trainer:

In my point of view Cart Horse and ILPH changed my life around ... to tell something like it [he leaned closer] ... they changed my life around.

He has moved from being “just a Cartie” to undergo personal growth and gain a different persona.

HJ, a young Coloured man who had been carting, was more specific:

I didn’t know about anything – but now I know how to put shoes on a horse ... I feel, I feel very impressive.

This demonstrates workplace skill, pride and enhanced personal growth.

After graduating from the PAD programme, where he was chosen as an ILPH saddlery and harnessry trainer, LS (Vignette 4.2.4) said:

I first thought I gonna be just learning the courses to be a saddler, but now I [tapped his chest] had the privilege to teach others too.

This demonstrates a changed persona. As he spoke, he beamed with pride.

CC, a young Coloured man who works as a stable hand, a groom, a gardener and a general factotum at a local Eco Village, stated: "Well now I got something to show and I feel good and can shows the people." This suggests improved status.

KK (Vignette 4.2.3), who subsequently was chosen to become an ILPH saddlery and harness-making trainer, stated:

It was not a sense of pride, it was a sense of achievement because I've never achieved anything in my life. I feel like I got a second chance in life and I feel glad about it.

NB (Vignette 4.2.5) openly admitted he had reformed from leading a life of anti-social behaviour. After he graduated in 2005 he had also been chosen as an ILPH farriery trainer and he stated: "Now I got the knowledge and I'm proud."

4.3.2 Perceived changed workplace practices

The thirteen apprentices were unanimous in their claim to have changed their workplaces practices after having succeeded in the ILPH/CHPA PAD courses. FN (Vignette 4.2.4) stated:

The number of times we be put the shoe the wrong side because we didn't know. I was learning new things every day for this three weeks.

As an ILPH qualified saddler and harness-maker trainer now, LS stated:

I like getting better. Like I've improved a lot on my stitching and cutting and stuff. The correct way is, how I can explain now, ILPH. I didn't know about anything. I didn't have the slightest idea how to make something. ILPH taught me everything.

SK, self-employed and owning several horses, stated:

It [the course] learns us how to shoe the horses because there in Cape Town you've got backdoor farriers and they don't knows what they do ... by learning the proper way you're able to knows your own horses are well look after.

LB was a 26-year-old Muslim man who owned and ran a riding/livery stable at the local Eco Village. LB closely watches the relationships which lessors have with the horses, and reserves the right to cancel the leasing arrangement if he is not satisfied with the way in which the animal was being ridden or treated. He also 'keeps an eye' on the Carties in his area and stated: "With the guys out there on the street I say 'look, your [horse]shoes are wrong. Come to [the stables] and I put it right.' If they can't pay me – doesn't matter, their horse won't go lame and they can maybe pay me later." And NB, again, who said: "When I was on the cart, what I did was wrong, but I didn't know. Now I know the ILPH way, the right way."

These statements indicated that, through the skills they had learned during the PAD project, they could bring their professional knowledge of correct equine practices into their workplaces to the benefit of the Carties, the horses and the community.

4.3.3 Apprentices' experiences of economic advancement

BN was a 39-year-old Xhosa speaking man who worked in the horse unit of an animal charity on the Cape Flats. His duties included grooming, stable maintenance and removal of horseshoes. The charity had sent BN on the PAD programme to qualify as an in-house farrier for the equines in their care. He stated: "As soon as I finish the course and the charity offer new other grade, me a higher grade". By this he means that because of his greater knowledge and ILPH training, he moves into a higher salary scale.

MX was a 42-year-old Muslim man who did temporary work for CHPA when they needed him. He openly admitted he had been in jail and when he came out had no prospects. LS was his friend, and had got him a place on the 2005 PAD course. This had given him a second chance and not only did he get the training, but he was able to earn some money. He stated: 'Yes, err, well [I was] in jail ma'am because I was a naughty man. Then I came here by Cart Horse - if they need me I jump to be here ma'am, do my work, no worry.'

CC simply stated: "I can earn better now", and NB revealed: "Now I am [can] shoe up to eight horses a day and I'm earning money here and later I can get married." BE was more specific and said with pride:

I'm like living better now, because I can earn more money on shoeing on horses. I've learned a lot of stuff here and I'm earning more money than I used to earn on the cart. I can make a living with that money I gain here every month. The assistant trainer thing worked – they pay me alright.

Whether apprentices were self-employed, working for a boss, for an organisation or for CHPA, all of them indicated that they were now able to earn more money either through being upgraded to a higher category at their place of work; through being more proficient at their technological skills; or through the support of the carting community, who now brought their horses to them because of their newly acquired equine skills.

4.3.4 Sustainable skills development/knowledge transfer within the community

The aim of the ILPH educational PAD programme was to leave in place in South Africa a core of well-trained local people, with competent equine technological skills. Besides ensuring the welfare of working equines through continued sound FS&H practices, ILPH expected them to share their knowledge with the wider working horse community.

Those apprentices who were chosen to become trainers, and were subsequently given further advanced training courses, were able to extend the PAD programme to other members of their communities, thereby ensuring its sustainability. However, even apprentices who were not selected or not available for the additional training course, were inculcated with the ILPH mission to alleviate the suffering of equines and use their knowledge to either show others the correct practices, or to ensure they used their knowledge within their communities. LB was a case in point - when he sees horses badly shod, usually by untrained backyard farriers, he stops the Carties and offers to reshoe "the right way, the ILPH way."

When BN was asked if he would be using his knowledge to show other people the ILPH way at the animal charity, he replied: "Yes I will." FN, from the Johannesburg animal charity, was more emphatic: "I'm telling you it's great things and this I must give it back to he community." KK was more pragmatic: "I can empower them [his friends] by learning them the harness skills and even they can make something else for themselves, not only doing harnesses."

SK said with conviction: "Yes, I cannot keep it for myself ... sometimes it's a bit hard but to do the right way, it's better." BE summarised what other ILPH class trainers had also found. He said: "Some of the people comes to my house and asking me for advice. Or some of the peoples phone me and asking me some advice." He went on to refer to his role as an assistant trainer: "When the course is on I have to train other guys, or give them advice or stuff like that, so I love to be assistant trainer." OT lives outside Cape Town and travelled from Mamre every day to attend the classes. He said: "Using the skills I got at the course, I am showing the local people this stuff and they are wanting to learn it. Come up in my roof [he said to me, and I did]. I did get [was given] a lot of stuff there to mend and I had show them even [I have shown others how to mend it]".

MX was bringing up his children to learn the correct equine practices. He was teaching them the ILPH farriery skills he had learned on the PAD programme and he stated: "I got three kids at home and I teach them with the ponies ... to put shoes on correct, the three ponies."

These examples were typical responses of the apprentices with regard to the sustainability of the PAD programme. The skills of these men were acknowledged within their communities. Their help and advice was being sought and they were transferring their technological knowledge by teaching these equine skills to family members and members of their communities.

4.3.5 Apprentices' interest in further educational intervention courses

LB, who has the riding stables, expressed great interest in the SBD course. He said:

SBD, yes 'cos I've got a growing business here, so if I can get that I can help the others to get it. Maybe they can give courses here at [the Eco Village] – speak to G. [the owner of the stables]. Yes.

SS, who also worked at the same stables, said: “SBD, that is something I am interested in doing because like I'm doing the harness work here, I can go like further with that. I will do it if I can get a chance.” Likewise, HB said: “SBD. Yes, I'll do it. If I got a chance to do it I will do it.” FN's response to the ABET courses, although he only has a Standard 2 education yet heads the horse unit at an animal charity, was a definite negative (Vignette 4.2.4): “No I won't give the time (to it).”

BN was not interested in SBD but stated: “I need a course in language see, especially if the course it include horses. Then I gonna go. Not SBD. If other courses coming I will take that, that course. If the education is coming I can get that education.” HJ hesitated before answering: “I maybe say the business course interest me but, err ... I'm not such a guy with such intelligence that can tell if I can do that work.”

Of the thirteen PAD programme research population two apprentices, SK and FN, did not wish further educational courses of any kind. Eight men wished to take the SBD course. Two, MX and CC, wanted ABET language/LL&N & SBD courses, and the other apprentice BN did not want SBD but did want ABET specifically relative to horse care. This indicated a great interest in SBD among the apprentices and resulted in its subsequent inclusion in the PAD programme in 2005.

4.3.6 Perceived changed social status

Subsequent to obtaining their ILPH certificates, members of the carting community increasingly turned to the apprentices for help and advice, thus affording them a changed social status within the community. Referring to his standing in the community now, GA boasted: “I'm still young but I got a skill some of the others (in the community) haven't got. So I got it [the certificate], something they know.”

OT answered the status question: “The people here knows me and they comes for help now I got the ILPH certificate.” He now sees himself as a knowledgeable member of the

local community. He was still speaking when some neighbours arrived at the open front door with a horse that had gashed its side on some barbed wiring so that the tack was chafing the wound. Clearly delighted by this interruption and confirmation of his statement, he continued: "Now there you see, they comes to me for help, it's like that."

BN pointed to his ILPH certificate on the wall at the animal charity and said: "These guys here know I got the course and when I'm graded higher I'll get even better (he struggled for the word and gestured with his hands, indicating more and higher status). They see my certificate, I am up."

SS' certificate is also on display at Eco Village where I interviewed him. He said: "I tell them, look there is what I've been doing [pointed to the certificate], not just sitting around doing nothing. I'm making use of my potential." LB appeared unexpectedly in the tack room where the interview was taking place and saw the certificate being pointed out and he commented that: "The community is very proud of him."

LB was obviously proud of all that he has managed to achieve in his 26 years, and particularly of his PAD certified equine skills. Among the carting community this allowed him a recognised liberty to take errant Carties to task. As a well-built strong young man he does not hesitate to stop a cart which is overloaded, or where the horse is being abused, and he said with pride: "Me. I'm the owner of [the Eco village] stables." He is enjoying his new identity and status. "Now the Carties come to me. I'm well know[n] around here."

KK commented that: "My friends they come to my house, they want to know what I am doing. They know now I've got the training and a certificate to show it." His advice is often sought by members of the community and he feels good about his changed social status.

NB summarised the feelings of the majority of the apprentices when he stated: "Now I got the skills qualification, the ILPH certificate, I got greater status among our community and they respect me. They know I know the right way."

In the following chapter the results will be discussed further and theorised in the light of the literature.

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CHAPTER FIVE

CONCLUSIONS

5.1 Introduction

This chapter will examine the results of my research, probe links with the literature and suggest further fields of investigation. Key concepts such as workplace learning, experiential learning, communities of practice and situated learning formed the basis of this enquiry. My research has looked at the emerging new identities assumed by the Cartie apprentices, both relative to themselves and to the wider carting community. Their perceptions of how the PAD course had affected their workplace practices are revealed.

The ILPH courses gave the men, who 'came off the streets and into the classroom', an opportunity to uplift themselves and negotiate a new place within their communities. Cartie apprentices took on a new identity – no longer 'just a Cartie', but now highly-skilled farriers, harness-makers and saddlers. Confirmation of this was evident at the 2005 graduation and award of certificates/prizes ceremony where the British farrier Master, MR, stated: "I've been to many different places, and the group which I have had this time are second to none". He particularly commended the assistant trainers BE, NB and HJ who, he said, had been "a Godsend". He encouraged them to "keep going further afield" (sharing their skills throughout the country) and ended by saying "I wish I could take you back home to England [to enter international competitions]." JP, the saddler Master stated: "I've been doing training abroad since 1999 and the saddlers have been the best I've had yet. You're doing everything correct, which I've never had before. And that shows how good the trainers are – LS and KK."

5.2 Theorising the PAD programme

The main aim of the educational PAD project for second-chance adult learners from under-privileged backgrounds was to provide a technological equine training skills programme which, once in place, would complement the work that CHPA does to

ease the plight of working horses and to ensure that correct equine practices are observed among the carting communities. Furthermore, by leaving in place ILPH locally trained trainers, CHPA is able to continue the sustainability of the PAD project, albeit on a smaller scale, without the overseas funding.

Looking through the literature on apprenticeships it became apparent that the PAD equine technological skills programme, encompassing both theoretical and practical modules within an informal workplace setting at the premises of CHPA, fell within the ambit of modern apprenticeships as defined by Guille and Young (1998).

As presented in Chapter Two, I first looked at the workplace learning theory of Boud and Solomon (2000) and Boud and Walker (1990). Carties do, after all, earn their living working with horses. After observations, however, the learning experiences of the apprentices led me to examine the experiential learning theories of Kolb (1993); Boud and Walker (1990); Usher and Solomon (1999); Fenwick (2001, 2003); Edwards, Gallagher and Whittaker (2006). I questioned whether the growth of the apprentices was occasioned 'through reflection and internally processing information, allowing the apprentices to build on their own knowledge to create greater insights and understanding'. Effectively, this is experiential learning.

As the interviews proceeded it became apparent from the mens' answers, where the questions focused on the learning process, that the PAD experience was essentially a collective one where the old-timers (past-apprentices-turned trainers) guided the new-comers (new apprentices), (Lave and Wenger *passim*) but also fellow classmates encouraged, cajoled, explained and supported one another within a strengthening *esprit de corps*. Looked at holistically, the 'sum of the parts became something greater than the whole'. Prior learning, whether tacit or explicit, was freely shared and through the 'guided participation' of the British Masters and local assistant trainers (described by Wenger as 'the brokers or boundary workers'), these PAD apprentices were becoming part of a 'community of practice'.

The sentiments of the apprentices, expressed both in interviews and recorded in field-notes, are summarised by one DK: "We made new friends, shared good times and bad times, and came out with our certificates." The ILPH masters confirmed that many of the men within each of the annual groups have remained in touch with one another, the initial 2003 intake being the 'seniors' but with a degree of cross-pollination throughout the subsequent years' intakes. In effect a fraternity of PAD alumni has bonded through their shared educational experience, their interwoven carting community workplace practices and their desire to share this knowledge within their specific societies. This attitude is summarised by Stucky, quoted in Gee (1994:89):

Learning is a process of becoming a member of a community of practice. The motivation to learn is the motivation to become a member.

The same author (ibid:174) quotes Peters:

Becoming a member of a community of practice is literally a requirement of modern-day job success.

Through this shared learning experience the apprentices were also undergoing a personal metamorphosis. Part of their 'growing into the experience' was the discovery that learning is not just cognitive - it involves developing new relationships. LB referred to "having made close friends among the comrades". HH spoke of the "great times he had had on the courses and the friends he had made there". In the process of their non-formal workplace 'learning by doing', within a situated learning community of practice, these men formed part of a camaraderie, effectively seeing themselves as no longer 'just a Cartie' but part of a learning community with a concomitant change in persona, an extension of which, through their equine skills knowledge, being their new place within their own communities.

Goody (quoted in Street 1984) found that:

Vai [in Papua] literate practices may be usefully isolated from formal schooling, but they are embedded in other socialising practices and in the beliefs and customs which accompany them and give them meaning.

Those apprentices who had come from carting families were initially advantaged within the equine technological educational context. Their socially situated embedded tacit and/or explicit equine knowledge, served as bedrock upon which to build further equine knowledges and practices. Nevertheless, the Carties without familial background of carting also benefited from the training. They were exposed to a workplace/situated learning environment within a community of practice, benefiting from the training of the British Masters and their fellow apprentices and trainers. The ILPH manual for farriery (2001:1) states clearly:

The style of training can do much to ensure its success. The more relevant the training is to the trainees, the more they will learn, and remember what they learn. The trainer must make sure that there is room in the training to allow for the trainees' experience with working animals and [for] their ideas, opinions and aims. (Appendix 14)

Observations in class endorsed the situated learning and training model that the ILPH follows in its international courses. As the manual suggests, apprentices are encouraged to contribute their tacit or explicit knowledge in theory and practice, and to be participating members of the community of practice.

The PAD apprentices developed capacities and capabilities that allowed them to apply the equine skills knowledge they acquired to wider equine welfare needs, effectively becoming "community practitioners" (Lave and Wenger 1993: passim) within the scope of working horse welfare. They 'moved up' educationally, vocationally and socially, becoming 'robust vocational practitioners' within the carting milieu. Wenger (1998:220) refers to this as "knowledge which becomes empowering when it can be integrated within an identity of participation." BE was keen to share his knowledge when he stated: "...Cart Horse and ILPH changed my life around ... I can tell other people now in my community that is the wrong way. This is the right way, let me help you and show you this is the right way." He went on to say "... people have come to my house, and asking me for advice. Or some of the peoples phone me, because I got a phone from the work from Cart Horse. They gave me a phone and now I'm on air now. You know what I mean. Starting to improve."

Darkenwald and Merriam (1982:130) ask the question why do adults participate in education and conclude that they do so for multiple reasons, some of which may not be related to traditional educational goals. They go on to report that their research revealed that two of the main factors why adults participated in workplace learning were, firstly, improved occupational competence and/or, secondly, “getting ahead” in the world of work. This was echoed in the words of BE: “I’ve learned a lot of stuff here, and I’m earning more money than I used to earn on the cart. I can make a living with that money that I gain here every month.”

5.3 Apprentices and identity

5.3.1 Apprentices as Learners

The educational PAD programme involved the apprentices in a community of practice which was meaningful, both in their private and in their working lives. How does this relate to identity and the apprentices on the ILPH/CHPA technological equine skills PAD programme?

Firstly, the educational PAD courses gave the men a sense of belonging to a group of adult apprentices, learning equine skills within a new community of practice, rather than only that of belonging to their local carting community as ‘just a Cartie’. Within a non-formal work-based forum at CHPA premises, they were now learning certificated equine skills which are required within the carting community. As earners they had ‘to manage the shift of identity from worker to learner and back again’. Secondly, those who succeeded in the equine skills course were equipped to move effectively from Cartie to apprentice to equine skills practitioner (some to ILPH trainer) with the concomitant increase in economic, educational, vocational, social and personal status. SS (a shy young man of 19 years old) spoke of his progress and how the PAD course had given him confidence. He had dropped out of school due to bullying: “I hadn’t done anything, I didn’t know about anything. I didn’t have the slightest idea how to make something. ILPH taught me everything.” He was no longer a ‘school dropout’ or ‘just a Cartie’, but was now a skilled equine practitioner. The PAD programme utilised a ‘discourse’ familiar to the Carties. They have

acquired an equine 'discourse pattern' in addition to their primary discourse in their lifeworld.

Insofar as the ILPH apprentices were concerned, investigation of the researched sample suggested that the equine skills they had gained through the PAD courses in the workplace placed them as being competent but not necessarily as a result of schooled literacy. This is encapsulated by Wickert (1992:34), quoted in Gibson (1996:26):

Discourses about workers often intimate [suggest] that the literacy skills considered essential for effective work practices are not constructed as necessarily being similar to those essential for schooling. Literate adults are then constructed as possessing certain competencies which are not necessarily similar to schooled literacy.

5.3.2 Apprentices turned Trainers

Those PAD apprentices, who were given further training to become class-assistant trainers, had entered the realm of fluctuating multi-membership of communities of practice as both skills practitioners and teaching practitioners. This dual identity was facilitated by the interlocking workplace communities of practice afforded to the learners partaking, initially, in the PAD equine skills apprenticeships programmes and, subsequently, in the more advanced equine skills trainers' courses.

In the words of CH, the Chairman of the ILPH, at the conclusion of PAD: "When a five year project has been put in place and the work of the ILPH international Masters is completed, we aim to leave a core of local ILPH trainers to carry on our mission and traditions within a sustainable development." Twelve men were chosen to complete these advanced ILPH equine skills trainer courses in 2007, of whom eleven succeeded and were accorded their official ILPH trainers' certificates, leading to a new identity as a trainer.

5.3.3 Apprentices as formal employees

With their progression from Cartie to apprentice to trainer, many of the graduate apprentices returned to their communities to use their skills for the benefit of both

the working horses and the other Carties. However, certain of the qualified apprentices were invited to join the permanent staff of CHPA as resident farriers or saddlers/harness-makers and two have been accorded ILPH overseas equine skills trainers status.

With their progression from Cartie to formally employed equine skills trainers, the men have undergone a further identity change with the commensurate increased financial security of formal employment and the personal, professional and societal status which is now being accorded to them. Wenger (1998:220) refers to this as “knowledge which becomes empowering when it can be integrated within an identity of participation.”

Some of the PAD apprentices who possessed prior learning of equine skills (whether tacit or explicit) proved invaluable, initially as unofficial ‘class aides’ offering linguistic support to the British Masters, who spoke only English, whereas the class component was multi-lingual (see Chapter Four), thereby contributing to the ‘constitution of its practice.’ (Wenger, 1998)

Some moved from apprentice to graduated equine skills practitioners and subsequently official CHPA ‘assistant trainers’ and two were destined to become ILPH trainers. This accords with Wenger’s ‘opening trajectories of participation that place engagement in its practice in the context of a valued future.’

Effectively, through ensuring enough local equine skills trainers who are able to carry the PAD project into the future, a two-fold benefit accrued. ILPH/CHPA appears to have achieved a sustainable development programme which offered these men employment whilst, at the same time, continuing what the programme had initially set out to achieve: upliftment for the apprentices educationally, vocationally, economically and socially and, through correct horse care practices, the improved welfare of the horses.

5.4 The question of literacy

5.4.1 Literacy in the classroom

The variable literacy levels of the apprentices demanded a special approach. The ILPH PAD equine skills programme allowed for them not only to pass examinations through the medium of written scripts and practical demonstrations, but provided a conduit for semi-literate learners to prove their acquired knowledge through oral and 'hands-on' application. Thus, apprentices with only a Standard 2 education could and did pass the strict ILPH examination criteria, did graduate and were awarded their ILPH certificates. NM (who had been asked by the British Master if he wished to become a trainer but, after hearing what was involved, had declined) told me that 'Tom' had explained: "... we must tell them the theory, and what he learned us, and when we struggle with the guy, you must take the guy and taught him in Afrikaans, and then when he comes to a stage when he can speak English, then you can just help the guy ... I taught them with the knowledge that ILPH taught me." An analogous situation was seen in the SoUL project that investigated the needs and desires for literacy in various sections of both formal and informal employment environments. Breier *et al* in Breier and Sait(1997:231) comment that:

Traffic departments make it possible for people who cannot read or write to gain the licences necessary to drive a taxi through oral procedures, and operators with limited schooling have various strategies for dealing with the literacies of their work.

The structured curriculum of the PAD courses allowed for individual growth within the class component so that those apprentices, who lacked prior knowledge of equine skills or whose language and literacy skills were an additional challenge to their advancement, were given supplementary guidance by the local assistant trainers and/or extended class activities to allow them to become competent in the skills required to succeed in these technological courses. Mace (in Street 1984:216) refers to this as a:

... pedagogical aim helping the student to regain his [sic] self confidence in a learning relationship established on the basis of trust and mutual respect.

As standard teaching practice the British instructors refer to the apprentices as Mr. *Name*, whereas the apprentices were instructed to address these international Master

trainers by their first names. This role-reversal, which is contrary to standard practice in schools, effectively creates a respectful camaraderie whereby these adult apprentices establish an individual class identity. Mace (ibid) goes on to state that the student:

... no longer see[s] his illiteracy in terms of a personal failure, marking him as an incompetent ... but in terms of an educational system which had failed him in the past.

5.4.2 ABET, literacy and PAD

SS said that ABET LL&N did not interest him, but that: "SBD ... this is something I am interested in doing because like I'm doing the harness work here ... I can go like further with that." This research revealed that even those apprentices who had only poor formal education were not eager to spend further time in the classroom to acquire ABET literacy, language or numeracy skills. Two of the research sample considered ABET LL&N courses of interest. Eight were interested in ABET SBD courses and two were not interested in any ABET courses. The remaining apprentice expressed interest in a horse-related course.

This phenomenon is described by Breier *et al* (1994:230):

The implication is that education is an important issue, while literacy is not.

Street and Gee suggest that literacies are socially situated and embedded in practice.

They quote Graff (1979) who:

... challenges what he calls the 'literacy myth' whereby it is contended that literacy of itself will lead to social improvement, civilisation and social mobility ...

The Carties saw that their road to socio-economic improvement lay in the practice of their equine skills and that conventional literacy was not necessary.

What was apparent, however, among the interviewees, irrespective of age, culture, standard of education or familial background, was the interest in ABET small business development courses. This is not surprising: the Carties are businessmen, needing to make the best possible living from a hard-scrabble environment. Many of the apprentices expressed the desire to start their own business, and with two of the

apprentices succeeding in the pilot SBD course given in 2005, CHPA and apprentices felt it to be an appropriate adjunct to the technological skills already acquired. This was also observed by Breier *et al* (1997:231) with regard to taxi drivers:

Drivers and owners who are managing to make a reasonable living see a need for literacy education in the industry but often seem to position it in a subordinate relationship to some other important training need. We came to the conclusion that literacy education could be introduced where appropriate into classes on business skills, for example, or advanced driver training, but it was unlikely to attract large numbers of learners on its own.

At present CHPA is in the process of applying for Government funding for these non-formal educational programmes and they have started the process of having these technological skills courses recognised by our local Department of Education. To meet the criteria stipulated by the department for the registration of organisations offering educational programmes, and following the outcome of the successful pilot SBD courses given in 2005, CHPA intends offering courses such as ABET literacy/language and numeracy and small business development to apprentices who wish to undertake them.

5.5 Concluding remarks

The measure of PAD's success is the transformation of the lives of the apprentices and the documented improvement in the overall welfare of the working horses on which carting families depend. It has been calculated by CHPA that up to eleven dependants rely on one working horse for their sustenance. In my interview with Christopher Hall, the Chairman of the ILPH, he referred to

... the SETA, SAQA, ABET processes and seeing how the educational system today has arisen from the events of the last 12-15 years; where South Africa is, where it's trying to be and how African Dawn (PAD) fits into that ... it's incredibly interesting because it's quite a long remove from equine activities to what is actually going on; it's a whole community involvement, so it's a very large thing to look at.

And in concluding his impressions of PAD he stated:

I suspect that it's worked in ways in which neither the ILPH nor the CHPA envisaged at the start - in other words out of the collaboration has come something much bigger, almost, than both. So yes, absolutely, I'm hugely impressed.

These developments lend credence to the esteem and success of the joint ILPH/CHPA PAD equine technological skills apprenticeship programme and could

perhaps be assessed by the Department of Education as a possible blueprint for similar skills training programmes.

What made this PAD programme successful was its capacity to adjust and to expand to meet the changing needs of the carting communities, not only locally but in other centres and countries. What kind of model of learning has produced these results? This research has shown that the ILPH educational equine skills courses, based on non-formal modern apprenticeships as defined by Guile and Young (1998), combines workplace situated learning within a community of practice (and to some extent, experiential learning) relative to the lifeworld of the learners and the communities within which they live.

The 'personal journey' of the interviewees who agreed to assist in this research is likely to be a reflection of the wider apprentice population. Each has a story to tell. The transformation from being 'just a Cartie', to that of highly skilled practitioners and CHPA/ILPH trainers, is a testament to their individual personal growth and changed identity. Their knowledge is being used, sought after and disseminated among the local carting communities and farther afield, ostensibly ensuring a sustainable development. The welfare of the working horses has been shown to have vastly improved. The PAD apprentices' educational, vocational, economic, personal and societal status has improved.

It seems that PAD and its methods accord with both UNESCO's 2002 programme for the upliftment of underprivileged members of disadvantaged communities, and the South African Government's Green Paper 2003 on skills training for second-chance adult learners.

5.6 Further research initiatives

- It is, at present, too soon to know if PAD has been sustainable but this could be revisited in a decade or so.
- A case study could be done on how the CHPA project had impacted on the lives of some of the apprentices and their working horses post the departure of the ILPH.

It is with regret that I note that two of the men who participated in my research, and who feature in this dissertation, have subsequently died and another was so badly beaten by gang members that he is no longer in control of his faculties.

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APPENDICES

1. Horse abuse shame for Cape Town. Southern Argus, 17 May 1995 (ex CHPA Archives)
2. Map of areas in which Carties normally live and work and came to the interviews from - www.places.co.za
3. It's a hard-knock life for carthorse operators. Weekend Argus, 4 December 2004 (ex CHPA Archives)
4. CHPA Mission statement including Vision and Aims regarding education/training. (AGM handout 2006, ex CHPA Archives)
5. 'From the field' – Inspector Sue Mutch Report. CHPA Newsletter, Issue 1, April 2002 (ex CHPA Archives)
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Appendices

15. 'Ashley's Dream Coming True'. CHPA Newsletter, August 2006 (ex CHPA Archives)
16. Interview Questionnaire for ILPH/CHPA Apprentices on FS&H Courses
17. Coursework curriculum extracts showing horse anatomy and physiology from ILPH Farriery Manual (ex Apprentice's file)
18. Samples of PAD apprentices classwork and assignments (ex CHPA Archives)
19. Sample of PAD farriery apprentice's examination paper (ex CHPA Archives)
20. 'Project African Dawn' Appropriate Equine Skills Technology Apprenticeships for 'Second-Chance' Adult Learners from the Cape Flats showing:

Apprentice-turned Trainer, AM, teaching horse anatomy in-class on a dead limb
Apprentice in-class practicals learning hot-shoeing
Apprentice-turned-trainer, KR, teaching saddle-making procedures
PAD apprentices exhibiting their certificates on Graduation Day 2006

Hodes, L paper presented at the Education Students 6th Regional Research Conference, University of the Western Cape, Bellville, Cape Town, 27th and 28th October 2006
21. Being a farrier is the biggest thing in Enos's life'. Weekend Argus, 21 January 2006 (ex CHPA Archives)

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Horse abuse shame for Cape Town



SPOT CHECK: Scrap metal merchants look on while the SPCA's Shaun Bodington, in white jacket, checks the condition of a horse pulling a cart loaded with scrap metal.

Staff Reporter

MORE than 2 000 horses, many of them retired thoroughbreds, are being used by scrap metal merchants in the Cape Town area, investigations by the SPCA and the defence force have shown.

And, when it comes to the maltreatment of horses, Cape Town is "one of the worst places in the world", says at least one international authority.

These disclosures have spurred the SPCA to redouble its efforts to establish a horse care unit with professional staff and equipment, dedicated exclusively to horse care.

The situation in the Peninsula is so bad that even dramatic pictures of half-starved horses pulling tons of scrap metal, recently aired on M-Net's *Carte Blanche* programme, cannot give the full extent of the problem, the SPCA says.

"About 90 percent of these animals are neglected, malnourished or abused to varying degrees," a spokesman for the SPCA said.

Most of the animals work eight or nine hours a day, seven days a week, pulling grossly overloaded carts. Often their harnesses are ill-fitting or too small and cause raw injuries on the animals' flanks.

The SPCA is concerned that only about 35 percent of the abused animals are being treated. It desperately needs to extend its present facilities to a full horse care unit on a par with its facilities for dogs and cats, which are considered among the best in the world.

With the cost of care and treatment being more than R600 a horse a month and an annual expenditure of R150 000, the cost of a horse care unit is beyond the society's means. A coupon for those who would like to help ease the plight of these animals appears on Page 17 today.

Map of areas in which carties normally live and work and came to the interviews from.





For sense: Karen Solomon makes a living out of carthorses



Taking a break: carthorse operators relax with their animals.



Getting ready: Mpho Ntshole greets his partners.



Stock checks: cars are off-loaded at Thabo Mkhize's informal settlement.

It's a hard-knock life for carthorse operators

But for many scrap collectors it's their only choice, reports Myolisi Gophe; pictures by Rogan Ward



Worn capers: Mpho Ntshole scans the side

CAPE Town's carthorse operators aren't always the most popular people on the Cape Flats.

Some residents accuse them of tripping, motorists and taxi drivers say they block streets and cause accidents; police say they help chop-shop operators by transporting to the scrapyards unwanted hulks of stolen vehicles that have been scrapped.

But not all carthorse operators are like that. If they were, the 512 working horses that provide a livelihood for about 2 000 families in Cape Town would probably have stopped operating long ago.

As we entered Khayelitsha on a Tuesday afternoon, dogs barked and children sang. "Ayilokhaya abantwana, ayilokhaya abantwana." ("What is not your horse, that is a white person's horse.")

"That song used to piss me off and we would stop and chase the kids away. But now I just ignore them and if they annoy me I hit back and tell them that their fathers are pushing white people's wheelbarrows," said Mpho Ntshole, 44, about the morning song that is sung at carthorses in almost every street.

He had just taken his horse, Trigger, out of a wood and iron stable at his employer's place in the Thabo Mkhize informal settlement in Philippi.

After 30 minutes preparing the horses and attaching the cart with great care, he starts to set off. Trigger is trotting along Lantana Avenue Road East towards Khayelitsha with his "boy", Josie, on the back of a traffic light.



Good relationships: Mpho Ntshole chats 'vorn' and Trigger follows.

"Scrap means, scrap means," he shouts as we pass the crowded streets in Soweto, but no luck.

That was all he could see. He says in Xhosa he is to be used to calling for scrap in Afrikaans.

"If I was in Mitchell's Plain I could say 'niet stow, metaal, tripmo, af te rui' with ease," he said.

On the way Ntshole tells me he lives with his parents and grandfather in Lower Oriskany and wakes more than an hour daily to and from work.

"Walking for is my way of exercising to make me fit for this line of work when it rains everywhere," he says.

Trigger huffed down a road that it could be hard to control as it nearly jumps the red robot at the Lansdowne Road and New Way Intersection.

"Stop! Stop!" he shouts in Afrikaans and Trigger responds. In Soweto, Ntshole gets his first bit of scrap, the back of a white van. Then the singly drive up again and

he blames the "white man" – the Weekend Argus photographer in a car driving alongside, of scolding away potential clients.

Some people on the way are friendly to Ntshole, although they have nothing to give.

Ntshole is one of about 2 000 people, including the owners, who make a living out of carthorses, by collecting scrap metal, plastic and cardboard for recycling or using the carts to sell fruit and vegetables.

He dropped out of school by grade 7 when he landed in trouble for doing drugs and crime, he said.

He doesn't know how many times he has been in police stations but all things turned out for the better after Kwezi, Solomon offered him a job to collect scrap seven years ago.

At first he was an assistant but now he is a permanent employee.

On good days he collects scrap worth R800, gets half and gives the rest to Solomon.

But the job can be dangerous. He has survived two accidents – when his horse swerved to avoid a flying piece of plastic and hit a car in Gugulethu and when a bus hit his cart from the back.

"I nearly died," he said.

In January he was arrested while picking up a car part from a workshop which turned out to be a chop shop and the car was stolen. After five months behind bars he was released in May when the case was withdrawn.

He says, also, even if that he doesn't own the cart, that the horse is well fed and its shoes are in good condition, otherwise the traffic police and the SPCA will be on his case.

Solomon said people could make a living out of carthorses but most of her nine "boys" and their assistants collect drugs and alcohol with the money they make.

"But I never (did) them if they get drunk on duty," she said.

Two of her horses have been fitted with solar panels to power their electricity connections in the street.

Cart Horse

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021-781-1160



Vision:

To formalise and regulate the carting industry on the Cape Flats where the horse and cart as a means of generating an income can be promoted and further income generation projects identified which are beneficial to the welfare of the working cart horse and a lucrative employment opportunity for the owner.



Mission:

Cart Horse Protection Association aims to protect the working cart horse from abuse by developing a culture of responsibility, accountability and ownership amongst cart horse owners and through service provision, support, education and training, to demonstrate the economic importance of maintaining the health of a working horse so as to decrease the dependency of the carting community on welfare.



Aims:

The Cart Horse Protection Association (CHPA) is a non-profit organization that provides static and mobile clinic services, support, education and training to under developed communities living on the Cape Flats who use horses and carts to collect scrap metal as a means of generating an income for themselves and their families. CHPA is sensitive to the social-economic problems endemic in the cart horse owning communities and aims to:

- o Prevent the suffering of the working cart horse caused by ignorance, neglect and abuse
- o Contribute to the alleviation of poverty by offering subsidised services to the cart horse owner which, considerably reduces the running cost of the working cart horse thus allowing for a higher take-home income for the operator and through proper care and maintenance extends the working life of the cart horse
- o Build capacity within the cart horse owning community by providing skills development and training, thus empowering them to care for their cart horses independently of the CHPA.
- o Assist in the development of the carting industry into a lucrative sustainable means of income generation through regulation.



Beneficiaries:

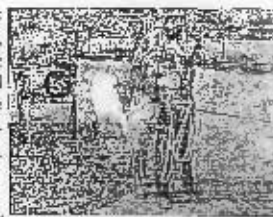
The horse and cart as a means of transport and income generation has been an integral part of life for many previously disadvantaged communities living in Cape Town. The carting industry has been passed down from generation to generation, in the past, cart horses were used to sell fruit, vegetables and fish on the streets of Cape Town. With the forced removal of many communities to the Cape Flats, situated some distance from the city, the collection of scrap metal was more lucrative and the carting industry flourished. Today, the collection of scrap metal for many impoverished communities living on the Cape Flats is the only means of generating an income. The increase in horse and cart operators led to



the development of a second source of income generation - carting out of horses and carts. CHPA has five hundred and twenty five cart horses and their owners, who make use of the services offered by the Association. The subsidised services offered by CHPA, considerably reduces the running cost of the working cart horse. This allows for a higher take-home income for the operator and through proper care and maintenance extends the working life of the cart horse.

Static Clinics:

Prior to the establishment of CHPA the cart horses working on roads, were undernourished, badly shod, pulling overloaded un-roadworthy carts with ill-fitting harness. Over the past ten years CHPA has addressed these problems by establishing nine weekly Static Clinics in areas where these horses work and live, namely Epping, Freedom Farm, Salt River, Mandaley and Wenon. Services provided at these clinics include:



1. The subsidised sale of feed and professional farrier services - 50%.
2. Harness repair, done by qualified harness makers that have successfully completed the International League for the Protection of Horses (ILPH), International Training Programme.
3. Veterinary care and treatments, subsidized by 90%.
4. Free de-worming, tetanus vaccinations, equine flu and African Horse Sickness vaccinations.
5. Registration of all cart horses and owners that make use of our services.
6. Hands on practical advice and education on proper care and health maintenance of the cart horse aims to prove that neglect and abuse is not only inhumane but also costly, hampering their potential to earn an income. Empowered with a basic knowledge in horsemanship, owners begin to understand the importance of proper nutrition, shoeing and veterinary care and regard caring for their horses as investment rather than a drain on their financial resources.

Mobile Clinic:

The mobile clinic enables CHPA to reach all the cart horses in the Association's area of operation. Daily patrols of the areas where cart horses work, by the Mobile Clinic ensures that cart horse owners and drivers who work their horses in an unfit condition, can be educated and assisted on site. This has resulted in owners and drivers understanding the benefits of keeping their horses in a fit condition in order to manage the workload and to minimize harassment from the public and law enforcement. The Mobile Clinic:

1. Educates horse owners on acceptable working conditions, namely, weight of load vs size of cart horse, condition and fitting of harness, roadworthiness of cart, working pace, driving and rules of the road.
2. Responds to call-outs from law enforcement and traffic officials when working cart horses are involved in motor vehicle accidents (MVA's) whilst working.
3. Responds to emergency veterinary call-outs from cart horse owners and provides follow-up veterinary treatments.
4. Patrols the roads and scrap metal yards where cart horses work.
5. Responds to call-outs from members of the public reporting abuse.
6. Enforces the relevant provisions of the Animal Protection Act and provides training to law enforcement officials on the Animal Protection Act and the work carried out by CHPA.
7. Refers cart horse owners in need of our services to the Static Clinic and liaises with the Static Clinic Inspectors on these cases.
8. Provides emergency feed relief.



Skills development and training:

In recognizing the need to find to create sustainable solutions to the problems faced by the carting community, the CHPA initiated a partnership with the International League for the Protection of Horses (ILPH) in England. The ILPH runs worldwide educational and training courses in the developing countries in saddlery, farriery, veterinary care and nutrition to combat the major causes of equine suffering and help the owners to help themselves.

Project "African Dewa", the Farrier and Saddler International Training Programme aims to build capacity within the carting community by providing skills development as a way to ensure the welfare of the working cart horse, contribute to the upliftment of the carting community and the sustainable development of the carting industry on the Cape Flats.

The first course of the Farrier and Saddler International Training Programme began on 31 March 2003 and fifteen students graduated on 13 March 2004. The second course is currently in progress. Each course trains twenty students from the carting community as farriers and harness makers thus providing economic empowerment opportunities as well as a vital service to the carting community. The Training Programme is fully funded

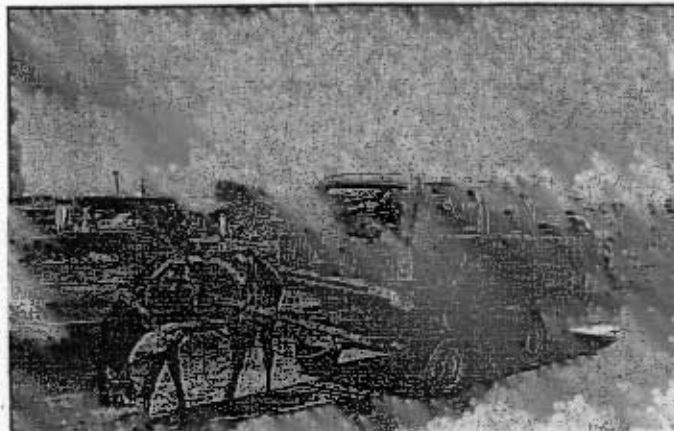


development of the carting industry on the Cape Flats. The ILPH has committed their International Training Programme to South Africa for the next five years. It is envisaged that from July 2005 the ILPH/CHPA partnership will have trained 20 qualified harness makers and 20 qualified farriers in the carting community. The Training Programme will be replicated in other previously disadvantaged communities in South Africa where horse and cart are used as a resource for income generation. The ILPH has

committed to hosting this Training Programme for the next 5 years, which means that a total of 100 candidates will benefit from this initiative.

Conclusion:

CHPA is the only welfare organisation dealing specifically with working cart horses. It is sensitive to the socio-economic problems endemic in cart horse owning communities. Through its projects, programmes and services, CHPA will continue to play a vital role in caring for cart horses and those dependent on them.





Cart Horse Protection Association NEWSLETTER



P O BOX 846, Eppindust, 7475

TEL: (021) 535 3435 FAX: (021) 535 3434

ISSUE NO: 1/2003

E-MAIL: chpa@mweb.co.za

APRIL 2002

From the field -inspector Sue Mutch

A huge bouquet to all members for your support and contributions which enabled CHPA to grow significantly over the last two years. Clinics have expanded from two per week in Epping to nine in five different areas, and the number of horses attended to has rocketed.

Due to the constant pressure exerted on carties through our warning system statistics have soared with record numbers achieved in the last three months. (Bracketed numbers refer to 2003). From October 2001 to October 2002 on average, we inspected 175 horses per month (in January 220). Feed was supplied to 105 horses (in January 173). 106 individual horses were shod, rising to a record 144 in January. Most cart horses are shod more than once a month. The average total number shod was 117 (216 in January).

The number of individual horses treated in October and November 2001 (22/23) dropped to between 10 and 15 during the same two months in 2002. Horses are being brought to clinics more regularly for Tetanus vaccine and deworming. In 2002 we averaged 22 Tetanus vaccinations and 40 dewormings a month. In November the figures were 79 and 144 respectively. A number of horses seen in any particular month are inspected regularly throughout that month. Last year we averaged 401 monthly inspections with 541 carried out in January 2003.

We are really grateful to members of the public who phone in to report problems with horses they see on the roads. More watchful eyes mean more catching of abusers and opportunities to educate the ignorant. Call outs are peaking at approximately 70 a month, and as they are inclined to come all within a short space of time in different areas on one day and not at all on another, our inspector is not always able to respond personally. (This phenomenon is known as sods law!) On these occasions the call is passed on to Law Enforcement, Traffic officials, security companies or the SPCA horse inspectors. We enjoy tremendous support from these agencies, who not only respond to our calls, but proactively assist by finding and holding horses when we are not immediately available, checking passing horses, stopping them and calling us when our inspector is needed. The City police assist greatly by providing support in difficult situations, responding promptly to calls for help as was the case recently when a cartie became aggressive and a 'customer' was caught stealing food from a clinic.

There are still unregistered horses out there, many working in outlying areas such as Dassenberg for example, which we are not able to reach due to limited resources. Presently, CHPA has 900 horses registered, and while we register new horses on a continuous basis, the attrition rate is quite high as horses die, are confiscated and removed from the industry, sold out of the cartie community or are stolen and 'disappear'. Over the last 4 years we have registered a total of 1092 horses.



Inspectors Sue and Diana with Xen and Space, their canine companions, car alarms and guards.

Of the 900 on our books now, we see approximately 220 a month. Some are seen regularly several times monthly, some only once every few months, and some register and are never seen again.

An owner arriving to register a horse is asked if it is a working animal. The answer is always affirmative as it is known that show horses are not offered subsidized services. Following registration and shoeing, we try to ascertain where and on which days the horse is going to work. If not seen on the road by it's next clinic visit, services will be refused. In this way we ensure that only genuine working carthorses are subsidized. It goes without saying that any horse needing immediate veterinary attention will be treated regardless of its function.

Generally, the attitude of carties and the care and condition of their horses has improved greatly due to the education and services CHPA provides. Because of consistent pressure, a number of the really bad apples have sold their horses and left the cartie industry.

There are still problems of course, but with your continued help and support we intend to hang in there and do our best to educate the ignorant and prosecute the abusers, always striving to improve the living and working condition of our carthorses.



*"Look back at our struggle for freedom,
Trace our present day's strength to its
source;
And you'll find that man's pathway to
glory
Is strewn with the bones of a horse."
-anonymous*



Cart Horse Protection Association

NEWSLETTER



ISSUE 3/2001

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DECEMBER 2001



“WHAT CAN YOU DO?”



Whilst going about our daily lives, many of us see cart horses on the roads and find this a heart-rending, distressing sight. We are often overwhelmed by feelings of rage and a sense of helplessness. To help overcome these understandable emotions, there are actions one can take. Here are some pointers to help you decide what course of action is best to follow:

* If you feel the horse is in poor condition, overloaded and/or abused, please do not hesitate to report the case to Inspector Mutch:

calling **082 6599599**. If she is unable to respond, the case will be referred to another welfare organisation.

* Here are some guidelines to help you determine if a horse is overloaded. A horse - 1 ton, a pony - 700-800kg, a small pony with a small cart - 450-500kg including the weight of the cart and passengers. Although looking horrendous, a car

body is an acceptable load providing it is just the shell and is correctly loaded.

* Horses must be led up and downhill with a full load.

* A horse must never canter. A fast trot is acceptable, depending on the load and providing the horse is sound and not in poor condition.

* No food or water must be given to a sweating, hot horse as this can lead to colic.

* CHPA does not advise members of the public to approach cart horse drivers. In instances where they decide to do so, a diplomatic approach is recommended (hard though this may be). Ask to see the CHPA passport and check for the CHPA ID disc with number, which should be affixed to the bridle. Phone these details through to us and we will follow up by checking our database.

* If none of the above is available, try to ascertain the name of owner

and horse.

* If you wish to report a horse while remaining in your car, the following details will be helpful: size and colour of horse, description of cart and load, description of driver and passengers if any, location and travelling direction.

* Never give cash to a cartie. If you wish to help a horse, it is preferable to make a donation to CHPA, thus ensuring that your money goes directly to benefit the horse.

* It can sometimes be difficult to assess the condition of a horse, particularly from a car. Hip bones sticking out and prominent ribs indicate that the horse is not in a fit condition to work.

* Heaving flanks and flaring nostrils are signs of exhaustion, but in hot weather horses can sweat in light work or even while standing.

* Whipping or beating constitutes abuse, is always unacceptable, and must be reported.

ALL IN A YEARS WORK

CLINIC STATISTICS

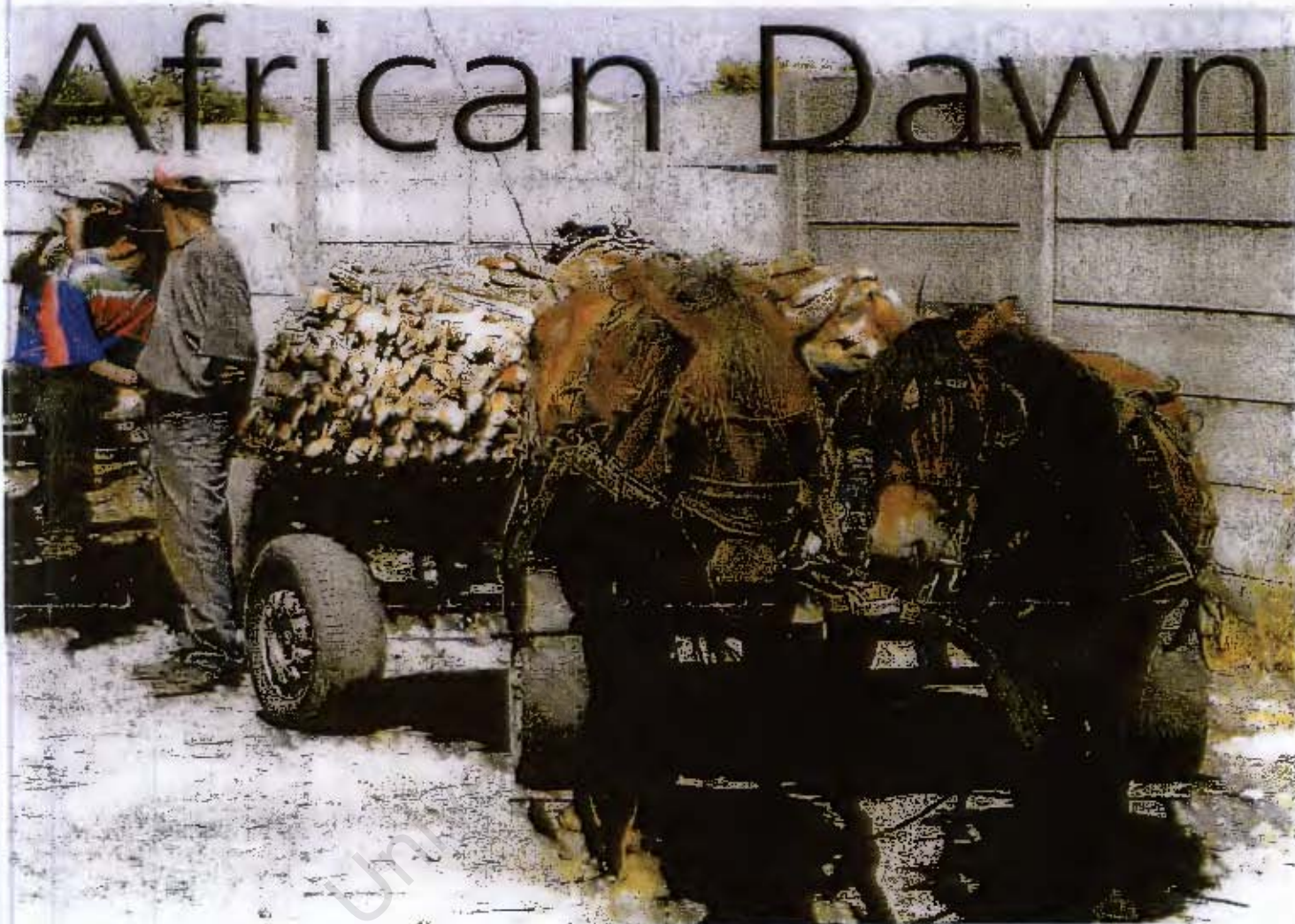
	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	TOTAL
Number of clinics held	27	30	35	33	39	27	35	37	33	43	44	383
New Registrations	13	15	12	19	17	7	9	17	12	22	9	152
Inspections	193	159	273	223	326	188	213	250	307	328	309	2769
Warnings issued	7	9	13	9	25	14	7	28	24	24	18	178
Horses sold feed	230	242	278	305	270	175	214	296	278	336	326	2950
Horses Shod	82	97	111	114	131	64	85	100	121	152	129	1186
Horses Treated	15	7	22	12	24	4	6	24	12	26	17	169
Tetanus	10	2	21	20	24	17	6	8	18	50	35	211
Dewormed	35	24	3	61	59	24	20	39	39	51	38	393
FMS	082	086	820	843	1552	056	1006	1010	1077	1075	1000	15111

ILPH *in Perus*

the voice of the horse • spring 2003



Page 16
Read about our
work with the
Cart Horse
Protection
Association in
South Africa



In early 2002 the Cart Horse Protection Association (CHPA), an equine welfare organisation based in Cape Town, South Africa, came into contact with the ILPH. They were carrying out valuable work dedicated to help the working carthorses and their owners, within the impoverished communities of the greater Cape Town area.

The CHPA was established in 1995 by a group of concerned citizens who transported food and farmer services on a voluntary basis to the areas in which carthorses worked. Increasing numbers of carhorse owners soon made use of these services, which over time grew to include an outreach clinic that is able to reach more equines and monitor the condition of those not attending the static clinics.

In the years 2000, 2001 and 2002 CHPA implemented a free deworming and anti-tetanus programme. This initiative reached over 400 horses and resulted in the significant improvement of those treated. The programme will be repeated in 2003, with a target of 600 horses. With "new" owners taking advantage of this treatment, the CHPA is able to register their horses, adding them to the growing database for future monitoring. The CHPA database currently has 650 carhorses registered out of an estimated two thousand.

Carhorse owners attending the clinics are able to buy good quality feed and have their horses shod at a heavily subsidised rate. In addition, CHPA inspectors when necessary administer basic treatment. Static clinics also afford CHPA staff the opportunity to inspect the condition of both horses and harness. If not in an acceptable condition, warnings are given, which if not heeded leads to confiscation of the carhorse.

Despite all this work, it has become increasingly apparent that additional services are desperately needed. During an ILPH visit to Cape Town in early 2002, the CHPA met ILPH representatives and learnt more about our International Training projects. The success of the

CHPA work was evident, but they were aware of the need to actually train the cartiers to care for the farriery and harness needs of their own horses, rather than always relying on CHPA staff. The concern was that the husbandry skills lacked by the cartier community meant that they would never be able to look after their horses independently of the CHPA.

An exploratory visit was arranged for July 2002 to consider the possibility of a new project commencing in 2003 to improve the welfare of the equines used by the cartiers in Cape Town. After a week of investigation it was clear that the CHPA were in need of assistance to advance the outstanding work that they had achieved in seven

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Cart Horse Protection Association NEWSLETTER

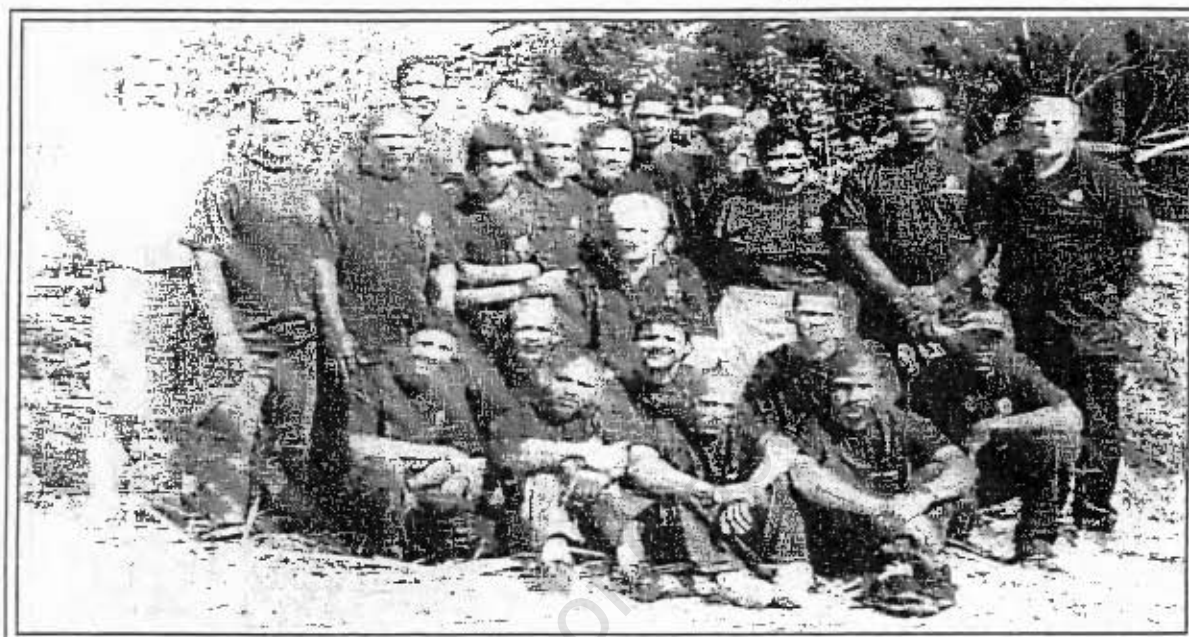


ISSUE NO. 2/2003

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AUGUST 2003

'AFRICAN DAWN' shines on the Cape Flats



ILPH Farrer and Harness Maker candidates with Andre Bubeare (L), John Perrin (M) and Tom Burton (R)

It was extremely exciting to be accepted as ILPH's local coordinator for project 'African Dawn'. What an opportunity to help CHPA realise part of its future vision. Providing skills development and training is such a positive way of improving the welfare of working cart horses, also contributing to the upliftment and sustaining of the Cape Flats carting community.

To start with, the Department of Trade and Industry and the taxmen had to be persuaded to exempt ILPH's imported tools from duty and VAT. At the eleventh hour this request was granted. Next, with the help of Inspectors Sue and Diana, candidates from the carting community were interviewed and selections finalized, after which venues, accommodation, equipment and transport were found, and contact made with the Department of Agriculture which holds the portfolio of Animal Welfare. Andre Bubeare, the first ILPH official to arrive, flew in on March 23. We then 'shopped till we dropped' for all materials necessary for the farriery and harnessmaking courses, welcomed two more training officers - Tom and Cider - and started the course spot on schedule. The 20 candidates gathered at Oude Molen Village - their home from home for the duration of the training session - and following an inspirational opening ceremony, full sets of relevant tools were issued and work began in earnest. At the end of week one, farrier trainees were taken into the field to practise hoof trimming on cart horses at CHPA clinics.

Thanks to Avis Car Rental who sponsored two vans sporting ILPH and CHPA logos, all concerned travelled in style. The second week saw harness makers move closer to CHPA's Epping clinic site in order to use their newfound skills doing basic harness repairs. When word went out that free shoeing was on offer by trainees under expert ILPH supervision, no less than thirty carriages arrived on a single morning, and the shoe quota for the entire course was used up in one fell

swoop. At course end, candidates - who hail from Cape Flats communities - gathered at CHPA's base in Epping, to proudly accept certificates and photos from Major Ian Kelly. It was extremely gratifying to see how trainees grasped with both hands, this opportunity for education and empowerment.

Some comments from trainees:

Michelle van Roodt from Deid, the only woman on the course: "I am very interested in horses. My father-in-law works with horses - it's his livelihood. Initially I couldn't identify with the work he does, but now I am ready to face those challenges. Not many women are interested in this kind of work as they believe it is very difficult to work with horses, but now I've learnt a lot. The guys treated me well."

Abdul Aziz Sakildian from Bonteheuwel said the training was of the utmost importance.

"I learnt plenty of things on this course. It is very important for me to know about these things, because jobs are hard to come by. Being a farrier is my only source of income."

Mark Lewis from Hanover Park is also a farrier. He was surprised to discover that he could learn more about his job after doing it for 16 years! "There are some things I've learnt here that I've never known before."

Back in their communities, the trainees are practising the valuable new skills given them by ILPH's team. They'll be back in July when the keenly anticipated second stage of 'Project African Dawn' is due to begin.

An enormous bouquet to ILPH's International Training Team who were thoroughly professional at all times. They successfully engendered a wonderful team spirit, commitment and enthusiasm amongst the candidates who have returned to their respective communities taking with them a true sense of pride in their achievements.



Cart Horse Protection Association NEWSLETTER



ISSUE NO. 3/2005

PO Box 846, Eppindust 7475
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OCTOBER 2005

AFRICAN DAWN CASTS ITS LIGHT COUNTRYWIDE

Module 1, year three of ILPH's International Training program began on July 25th. Students came from Carnarvon, Loxton, Saron, Mamre, De Rust, Heidelberg, Knysna, Soweto, Joburg and Thembisa. They came by bus, taxi, train and plane, all rather nervous at being so far from home. Each area nominated two candidates - one for farriery and one for harness making. Some of these communities use donkeys for transport,



Donkey cart De Rust

ILPH Saddler Trainee
John Perin with students

On May 20th, a further seven farriers and seven saddlers trained by the ILPH International Training Program graduated, bringing the total qualified so far to twenty-nine! Eight of these twenty nine have been selected as Assistant Trainers, and are receiving on-going training in order to ensure the sustainability of the program.

The third year of the ILPH Training Program starts on July 25th, when candidates identified during the February field trip will be brought to town to do the course. On completion, they will return to their communities having acquired valuable skills to benefit horses and owners alike. Once again, our thanks to the ILPH team for the immense contribution they have made to the welfare of our

ploughing and tourism. In Knysna horses are used for logging, and in Joburg and Thembisa they haul coal.

The students all made the most of their time here. As one said, "We not only learned how to shoe a horse, but also why we shoe a horse".

ILPH trained Assistant Trainers from the cartie community excelled in transferring their skills, and helped make the visitors feel at home.

How can we ever adequately thank ILPH for all they have done, and continue doing, to help CHPA improve the lives of our working horses?

Saddler student
M. D. Stuurbrak

Donkey cart Carnarvon

CHPA
Inspector



ILPH NEWS

THE VOICE OF THE HORSE
SPRING 2006

ABOUT US

THE ILPH

Every day thousands of horses around the world suffer. Some travel for days in overcrowded lorries to slaughter, some work injured until they drop to feed their poverty-stricken owner's families, some starve through uncaring neglect in an English shed.

Operating internationally, the ILPH is one of the world's leading equine welfare charities, and improves the lives of many of these horses. Our mission is to protect horses from abuse and alleviate their suffering through rehabilitating, campaigning and educating worldwide. No other charity does as much for horse welfare as the ILPH. Our political campaigners, international training teams, UK Field Officers and Rehabilitation Centres are all working towards our vision of a world where the horse is used but never abused.

We are a caring and pragmatic organisation, which encourages the use, not the abuse of the horse, recognising that the only hope for the future of this unique animal in the Western world is in the pleasure it can give in both sport and leisure. The ILPH relies totally on the support of the general public to continue its work.

We take advertising in ILPH News in order to put the maximum amount towards horse welfare. We are extremely grateful to the advertisers but the arrangement is between the advertiser and Greenshires, who sell the advertising (Tel 01536 382552). While efforts are made to ensure that there is no conflict between the ILPH's aims and the adverts appearing in the magazine, publication of an advert does not in any way indicate ILPH approval or endorsement.



"If all these horses could cry aloud with one voice it would stir the world to do something about it... we must be their voice."

Anne Cole, who founded the ILPH in 1927.

ILPH Council

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HRH The Princess Foye

Chairman

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Mr J W Wycham

Mr D S Hull TD DL (Chairman Emeritus)

Chief Executive

Brigadier J R Smiles

Charity Secretary

Lt Col R J Felton BSc (Econ)

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Website: www.ilph.org

Phone: 0870 870 1527

Fax: 0870 004 1527

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UK welfare: 0870 871 1527

International welfare: 0870 966 6101

Campaigns: 0870 966 6889

Supporter services: 0870 871 1527

Communications: 0870 366 6526

United Kingdom Recovery & Rehabilitation Centres

Belwade Farm

Abynnis, Aberdeenshire AB94 5DL

Telephone: 01545 887108

www.ilph.org/belwade

IN THIS ISSUE



Can you adopt an ILPH horse for just £5 a month today?

When you do, you'll be helping to give a horse in desperate need the second chance in life it badly deserves. Whilst there is no guarantee that the ILPH horses available for adoption are going to make it in the long term – complex are their cases – we are 100% committed to doing everything we can to help them. But we can only do that if we can count on support like yours now.



As an ILPH horse adopter you will become our partner in the specialist care of one of the five cases you can read about in this leaflet. In return for your gift of £5 a month, we will keep you regularly informed on how your adopted horse is progressing, including news of any developments in his or her treatment and photographs from the ILPH staff in charge of his or her care.

Please note: The legal ownership of the horse you adopt will remain with the ILPH. We also have responsibility for their welfare and care.

Who will care if we don't?

Set up in 1927 to prevent the ill-treatment of British horses being exported to Europe for slaughter, the International League for the Protection of Horses (ILPH) is now the world's leading equine charity, dedicated to the welfare of horses at home and abroad.

In the UK we run four Recovery and Rehabilitation Centres and employ 16 ILPH Field Officers who investigate cases of cruelty and neglect, inspect markets and also check on the horses rehomed through the ILPH's horse loan scheme. Throughout the developing world we run educational and training courses in saddlery, farriery, veterinary care and nutrition to combat the major causes of equine suffering and help owners to help themselves.

If you think a horse might be suffering, let us know.
UK Welfare Hotline: 0870 871 1927

The ILPH would like to hold your details and send you further information about our work. We will never trade details to help us understand more about you and to contact you about fundraising and campaign work. You may let us know at any time if you no longer wish to hear from us.

The Direct Debit Guarantee This Guarantee is covered by all Direct and Building Societies that take part in the Direct Debit Scheme. The efficiency and security of the Scheme is guaranteed and protected by your own Bank or Building Society. If the amount to be paid or the payment dates change, you will be notified at least 15 working days in advance of any account being debited or its otherwise agreed. If a sum is paid by ILPH of your bank or Building Society, you are guaranteed a full and immediate refund from your bank or Building Society. You can request a Direct Debit Mandate by writing to your Bank or Building Society. Please also send a copy of your letter to ILPH.

www.ilph.org

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Telephone: +44 (0)870 870 1927
Fax: +44 (0)870 904 1927
Registered Charity No. 236638



Adopt an ILPH horse for just £5 a month today

ILPH Homer



ILPH Bowman



ILPH Tammy



ILPH Clementine



Who will you choose?



Saddlery



Farrier



Nutrition

Training around the World

Our aim is a world where the horse is used but never abused.

www.ilph.org



Training Around the World

We work in the developing world running educational and training courses in saddlery, farriery, veterinary care, husbandry and nutrition to combat the major causes of equine suffering and to demonstrate the economic importance of maintaining the health of a working horse. Training is based around teaching people to become trainers, so that a lasting legacy can be left after the departure of the ILPH. By teaching families to look after their working horse we not only improve equine welfare, but also enable those families to improve their own economic situation.

We are at present investigating a number of new projects. This has to be approached with caution as we must ensure that those with the greatest need receive our support. The trips we make to different parts of the world to assist the working horse and the people that work them give us a great amount of satisfaction. When you see the progress that has been made when we return to take a course to the next stage and see the improvement shown by those attending the courses it puts a completely different perspective on our lives. We all return much humbler people.

Whickerings

The newsletter for all horse lovers and supporters

Spring 2003



Training Around the World

by ILPH International Training Manager Ian Kelly

SOUTH AFRICA



Early in 2002 the ILPH International Training team held talks with the Cart Horse Protection Association (CHPA) who are an equine welfare organisation in Cape Town, South Africa. The CHPA had been carrying out valuable work within the inner city part of Cape Town by providing clinics for cart-horse owners. Up on these clinics have been running de-worming and health-related programs, along with funding the costs of good quality horse feed and farrier to make it more affordable. Whilst the horses were attending the clinic, the CHPA inspectors are able to inspect the condition of both the horses and their harness. If either one are not in good condition, repairs are given and if things do not improve the inspectors confiscate them. These clinics enable the horses to be registered for future employment. The CHPA currently has 850 cart-horses registered out of an estimated 2000. Despite all this work, during the meeting with our Team we became aware of the need to actually train the cart-horse owners to care for their own horses, rather than them always relying on CHPA staff.

A new joint project was started this year. The project, called 'African Dawn', will improve the welfare of the horses used by the Cart-horse in Cape Town. To get the project up and running there were two main things to do. The first thing was to purchase all the equipment required to run a successful project including saddlery tools, farrier tools and a number of specialist tools. These tools had to be available locally so that once the project had finished the students would be able to purchase new tools easily. The second thing to do was to find a place with accommodation and training facilities for 25 students along with an area for saddlers and farriers to work. Ideally this would be close to areas where horses would be available to work on. This proved to be much harder than we anticipated, and three days later after we had covered many miles, we finally found a very good place close to one of the townships.

Returning to England at the end of January, everything was left in place for our International Training Team to start the first course in March. We are optimistic about the potential success of 'African Dawn'. This is the chance to make a real difference to the lives of some of the poorest people of Cape Town and, most importantly, the cart-horses to which their livelihoods rely.



A South African family with their pony without whom they could not make a living.



A pair of DGH cart-horses.



ILPH NEWS

THE VOICE OF THE HORSE
SPRING 2006

by Ian Kelly, ILPH Head of International Training

Since my last article in the newsletter which made reference to our project in Cape Town, the project is now moving with **alarming speed**. It is hard to believe that we are now in our third year. During the early years of the Cart Horse Protection Association (CHPA) the organisation found itself working from three main locations. The treatment teams and the farrier training worked from two metal containers plus some overhead cover for the horses to shelter from the hot sun when they were being worked on. The saddlers worked from a building attached to the Animal Anti-Cruelty League and the main administration was run from rented offices in a wood yard.



CHPA old treatment area.

In 2003 we were privileged to have the chairperson, Dawn King come to the UK and give a presentation on the work of the CHPA and the importance that is placed on the work of the ILPH training project. During the visit of the chairperson many discussions took place on the organisation of our Headquarters here at Snodtorton.

On her return to South Africa disaster almost destroyed all the working horses used by the cartiers to collect scrap metal. An outbreak of equine influenza was diagnosed which if not treated quickly would have a devastating effect on the horse population in the townships and the welfare of the families who used the horses as a means of income to collect scrap metal. Through the generosity of our supporters we were able to fund enough serum to be issued by the CHPA administration to the infected horses. The first injections were given on Christmas Day 2003. Through great efforts from all concerned the outbreak was brought under control.

The next obstacle that had to be overcome by the CHPA was the closure of the facilities that they worked from at Epping. This in one respect was a severe blow - although working out of the two containers was not satisfactory it was a central location for the cartiers to get to, which allowed the CHPA to monitor the welfare and condition of the horses. Determined not to be beaten the team looked at alternative venues. After a number of factors had been investigated the best solution was to seek permission from the authorities to lease the land next door to the original place of work at Epping, which was granted.

Due to the enthusiasm and structured capabilities of the CHPA to continue to look after the welfare of the cartiers horses the ILPH was in a position to assist in the funding to build their new Headquarters.



CHPA new headquarters and treatment facilities.

These facilities incorporate an office complex; above these offices is an area used for training the saddlers; a large covered area for the farriers to work and for the field officers to inspect and treat horses. Those new facilities meant that the complete organisation of the CHPA was now under one roof making administration much easier and therefore reducing costs. The opening of the new complex took place on the 11th of March 2005 and has shown a marked improvement on the working conditions of the CHPA staff and the Training Teams of the ILPH.

The training project is now completing its third training course. We now see the fruit of our efforts materialising and good, sound, enthusiastic, competent young trainers producing first class work. The courses are now also including field trips into the western Cape. By doing these trips we are able to recruit students from the outlying areas for the next course. Our work in Cape Town is now getting full recognition throughout the Cape Flats and as far afield as Johannesburg and Lesotho. The importance of the training project and the need for them is greatly appreciated by the people of South Africa.



CHPA sandlery and farriery building areas in new headquarters.



ILPH

INTERNATIONAL LEAGUE FOR THE
PROTECTION OF HORSES

FARRIERY

TRAINING MANUAL

2001

To protect horses from misuse, by providing relevant education and practical training throughout the developing world.

ILPH International Training Mission Statement

Introduction

Aims

The aim of the Farriery International Training Programme is to improve the welfare and condition of the working equidae (horses, mules and donkeys) of the target country in a sustainable and practical way.

Sustainable training means that what is taught will be used and practised after the course has finished. To attain this it is paramount that the benefits of improved animal welfare are apparent to owners. It must be shown that well trimmed, well-shod feet limit workday losses and leads to direct economic gain. As a consequence of this owners' and users' living standards are raised and a new trade given to the trainees.

The Trainee

The course provides the trainee with a basic introduction to farriery, developing skills that work within the local community context and culture. Foot Balance and Foot Preparation are practiced again and again as the core foundations of farriery. A high proportion of the working animals are unshod, and the farriers will not shoe unless they have to. Local blacksmiths are incorporated into the programme for shoemaking and the reproduction of tools. Working with existing farriers in a process of incorporation rather than imposition will also help ensure success.

The ultimate aim is that trainees who attend further courses and develop advanced skills, become trainers themselves.

Style of Training

The style of training can do much to ensure its success. The more relevant the training is to the trainee, the more they will learn, and remember what they learn. The trainer must make sure that there is room in the training to allow for the trainees' experience with working animals and their ideas, opinions and aims.

1. Shoeing Tools

The underlying aim of the overseas training is to develop sustainability. The ideal is, that all the tools are eventually made locally to prevent the need to import them. The degree of success in achieving this ideal will vary from country to country and situation to situation.

Initially sets of tools will be imported into the country and supplied to the trainees, to save time and to allow as much time as possible for foot preparation, shoeing and shoe making. Tools can then be sourced locally or made as an ongoing process.

Basic Set: - Cold Shoeing

Tools	Use
Nail or Hammer	
Knives (Pull Offs)	Used to remove the shoe
Hoof Nippers	Used to cut the excess growth from the foot
Buffers	Used to lift up the clenches on the hoof wall
Rasp	Used to trim the foot
Older Rasp	Used to finish off
Farriers Knife*	
Farriers Apron*	
7 lb Ball Pen Hammer	Used to alter shoes if cold shoeing
Stall Jack	Used to alter shoes on

* Can be made locally. A Stall Jack can be made from railway line. Additional tools such as rulers can be bought locally.

N.B. For Hot Shoeing the farrier will also need a carrying pritchel or carrying tongs for carrying the shoe from the anvil to the foot and an anvil for altering the shoe rather than a stall jack. In addition the farrier would need the shoemaking tools listed below.

2. Shoemaking Tools

Tools	Use
2lb Shoe-Lurping Hammer	
Various Pairs Tongs* 1/4", 3/8", 1/2", 3/4", 1"	Used to hold steel
Stamps* - various sizes used depending on nails to be used	Used to put first impression in steel for nail hole
Pritchels*	Used to punch out the nail hole to correct size and shape
Bob Punch* (may not be necessary but should be included)	Used to clip shoe

*The tongs, Stamps, Pritchels and Bob Punch can and should be made locally. However, it is advisable to supply these items initially in order that maximum time is spent on actual shoeing.

Appendix 5-

Sample Outline Farriery 3 Week Course Itinerary

Training Schedule	
	<p>Introduction to ILPH Personnel.</p> <p>Introduction to ILPH Farriery Programme</p> <p>Introduction to tools and their uses.</p> <p>Introduction approaching the horse. Followed by practice.</p> <p>Anatomy and Physiology of equidae in relation to farriery work.</p> <p>Introduction to foot trimming.</p> <p>Introduction to shoe fitting. } Followed by practice on dead limbs.</p> <p>Introduction to foot balance.</p> <p>Supervised trimming practice on live horses.</p>
2	<p>Foot trimming of live equines</p> <p>Foot balance continued.</p> <p>Shoe Fitting and nailing on. Practice on dead limbs. (Front and Hind Feet)</p> <p>Practice of trimming, fitting and nailing on.</p>
3	<p>Further practice of trimming, fitting and nailing on.</p> <p>Field trip to assess and work on a variety of horses.</p> <p>Assessment of problem limbs or feet.</p> <p>Assessment.</p>



ILPH

INTERNATIONAL LEAGUE FOR
THE PROTECTION OF HORSES

**SADDLERY AND HARNESS
TRAINING MANUAL**

2001



INTERNATIONAL LEAGUE FOR THE PROTECTION OF HORSES

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in conjunction with

To protect horses from misuse, by providing relevant education and practical training throughout the developing world.

ILPH International Training Mission Statement

Introduction

Aims

The aim of the Saddlery and Harness International Training Programme is to improve the welfare and condition of the working equidae (horses, mules and donkeys) of the target country in a sustainable and practical way.

Sustainable training means that what is taught will be used and practised after the course has finished. To attain this it is paramount that the benefits of improved animal welfare are apparent to owners. It must be shown that improved, well fitting saddlery and harness limits work day losses and leads to direct economic gain. As a consequence of this owners' and users' living standards are raised and trades given to the young, aged, and (in certain cases) the disabled as well as women's' groups.

The Trainee

The course provides the trainee with a basic introduction to saddlery work, developing skills that work within the local community context and culture. New or improved methods must strive to incorporate local knowledge and methods. Local manufacturers, blacksmiths, wood workers and seamstresses can all contribute to the success of the programme. If new materials are introduced it must be shown why they are preferable to what is already being used and the supply be assured and price affordable. Working with existing saddlers in a process of incorporation rather than imposition will also help ensure success.

In addition pride and professionalism in the new trade is encouraged. The final week of the course involves working with farriers and nutritionists where applicable, within the community to promote the idea of caring for the whole horse, mule or donkey and to display their new skills within the community.

The ultimate aim is that trainees who attend further courses and develop advanced skills become trainers themselves.

The following tool lists will be used to make up the tool kit of one person. The courses are usually geared to 10 people. Any further tools needed for specific repair work will be purchased on an, if and when needed basis.

1. Tools Bought in Country

As sustainability is sought at all levels of the course, as many tools as possible will be manufactured or purchased within the target country.

- **Tools Manufactured**

Local manufacturers can be contracted to make:

- Tool Rolls
- Aprons
- Wooden Clamps
- Frames for Cinch Girth

- **Tools Purchased**

The following tools are generally easily procurable:

- Pliers
- Hammers
- Sharpening Stones
- Tape Measures
- Screwdrivers
- Hacksaws (2 per group)
- Plastic Container (for Flax)

2. Imported Tools

- Head Knife
- Saddlers Knife
- Awl Blades (straight and curved) and handles
- Calipers
- Revolving Punch
- Seat Awl
- Beeswax*
- Flax
- Ready made thread
- Needles
- Pricking Iron (2 per group)
- Edging Tool (2 per group)

* For use until a local source can be found.

Appendix 7

Sample Outline Saddlery and Harness 3 Week Course Itinerary

Week	Training Schedule
1	Introduction to ILPH Personnel. Introduction to ILPH Saddlery and Harness Programme. (Outline of itinerary, general husbandry, saddlery and harness, vehicles and implements in context.) Introduction to tools and their uses. Introduction to materials: materials used and equipment design in context. Anatomy and Physiology of equidae in relation to saddlery and harness work. Thread making. Basic stitching techniques
2 Field Work	Pattern making. Fabrication of basic equipment. Fitting of basic equipment to animals. Basic repairs. Saddle fitting. Saddle repair.
3 Field Work	Fitting Repairing } Saddles, harness, bridles and pack saddles. Making Assessment

August 2006

Protecting the working cart horse from abuse

EDUCATION



Ashley - succeedin' in business

ASHLEY'S DREAM COMING TRUE

Ashley dreams of owning and managing his own farriery business one day, so when he was offered the opportunity by trained ABET Instructress Liz Hodes to do a "Succeed in Business Course" he grabbed it with both hands.

The course covers banking transactions, stock control, staff management, business planning, budgeting, market research and how to achieve a competitive edge.

Despite a hard days work shoeing horses, then returning home to a new baby, Ashley manages to find the time and energy to study, motivated by a strong desire to achieve his goal.

Nine months after starting the course, Ashley passed his first exam with flying colours, and is presently in the middle of a ten lesson course segment focusing

specifically on the financial side of running a small business.

"I found the financial side the biggest challenge, and market research the most enjoyable subject," said Ashley.

Before volunteering at the Epping Clinic, Ashley collected scrap. It was not long before he was employed as a casual farrier paid per horse shod. In 2002 he was offered a permanent contract, and a year later enrolled in the ILPH Farrier Training Program, graduating in 2004 when he was also selected as an Assistant Trainer. Ashley has now taught two intakes of farriery students, and through ILPH's generous sponsorship, is in the process of acquiring his drivers licence.

This is a tale of true empowerment. As Ashley says - "With the new knowledge I have gained, I know that I will succeed".



Thank you to Avis for their ongoing vehicle sponsorship. Avis has sponsored a Golf Chico since 1998 and are always willing to assist with sponsorship of vehicles for the ILPH Training Program.

TEACHERS GIVEN A DOSE OF HORSE SENSE

Ashley, Instructor Mavis Andrews and Allan Jorgensen, who met while both at school, but in June 2004 via Epping Clinic, are fully qualified health-care primary school teachers and the recipients of intensive horse-shoeing and other horse-related skills. Ashley, Mavis and Allan are graduates of African Dawn and CHPA's Internship Training Program, and is presently travelling with their knowledge to rural, busy areas of the world.

The Education, which was training for rural or urban communities education of ICT, will eventually provide lessons on its primary school pupils throughout the country as part of a revised science and technology Curriculum.

The ICT program is designed to test societies for which applications of technology in society... for the benefit of society" said ICT Professor of Education Kevin Treckhorn. "They'll bring critical back on real time and learn them from a real life, as well as a respect for horses". UCT, CHPA and ILPH hope to

provide the necessary to better assist the... knowledge

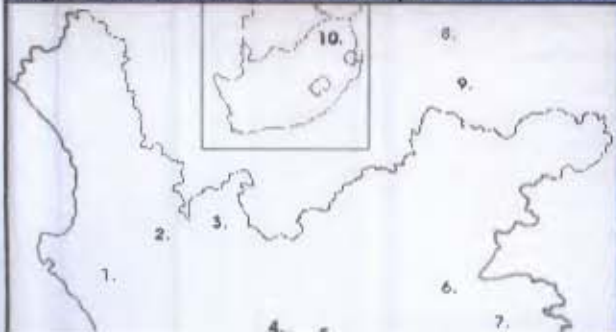
The new science technology and society curriculum is designed to assist South African schools in raising the level of science and technology education.

Mavis Andrews demonstrating the... skills passed by the... Science supply... which include... technology... science... the... to... to... to...



"African Dawn" lights up the hinterland

In partnership with ILPH, CHPA has already been able to reach working equines in ten different areas of the country. The successful Training Program boosts welfare by building capacity and providing skills development, and makes a significant contribution to the upliftment of communities reliant on horses and donkeys for their livelihoods.



Map key:

1. Mamre - horses used for herding and wood collection.
2. Saron - horses used for transport, wood collection and ploughing.
3. Ceres-Tanqua Karoo - donkeys used for transport - "donkiekorreljie mense"
4. Suurbraak - horses used for ploughing and herding.
5. Heidelberg - horses used for transport, ploughing and herding.
6. De Rust - donkeys used for transport and tourism.
7. Knysna - horses and mules used for logging.
8. Carnarvon - horses and donkeys used for transport and herding.

QUESTIONNAIRE FOR ILPH/CHPA APPRENTICES ON F,S&H COURSES

*Indicate which

*Harnessmaking

NAME

*Farrery ~~Handwriting~~ ~~Date~~

If you will kindly answer the following 10 questions...or as many as you can manage, it will greatly help Liz Hodes in her research of apprenticeships, at the University of Cape Town. If English is not your home language, you may respond to questions in any other language of your choice. i.e. Xhosa, Sotho, Afrikaans, etc.

Did you come from a carting family, if yes, how many generations of your family?

NO

At what age did you leave school, and what is your highest standard of Education?

5th 5 17

What is your present job?

UNEMPLOYED

Have you looked for other employment post the ILPH/CHP course?

yes.

Why did you take the ILPH/CHPA course?

Learn about harnessmaking and more about horses.

What did you think the course would help you to do

to improve my living conditions and have a income to help my family

Has it helped/not helped in your work? If yes, how?

yes

Standard of living is better

Will you share this skills knowledge, if so where & with whom?

yes in my community and everybody's interest

Have you gained anything else from the ILPH/CHPA course?

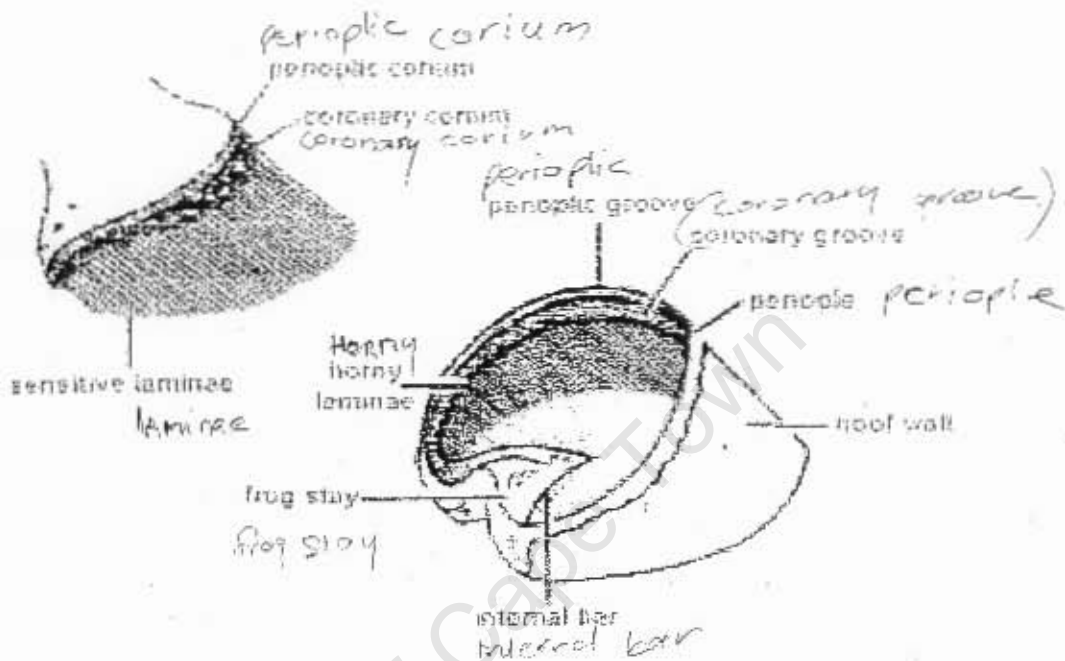
yes communication level improve

Would you like other courses, i.e. ABET Language, Literacy & Numeracy or Small Business Development? Or state other courses you would like to take if available.

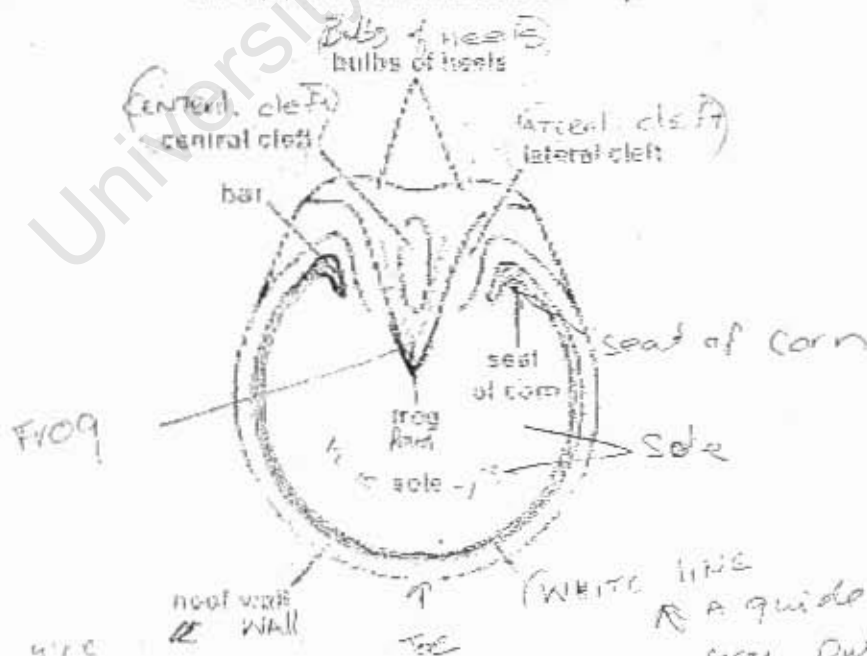
S. B N

GOOD LUCK, and thank you for your time. Liz Hodes, University of Cape Town.

The Anatomy and Physiology of the Foot



Structure of the Hoof Capsule



where are nails count in

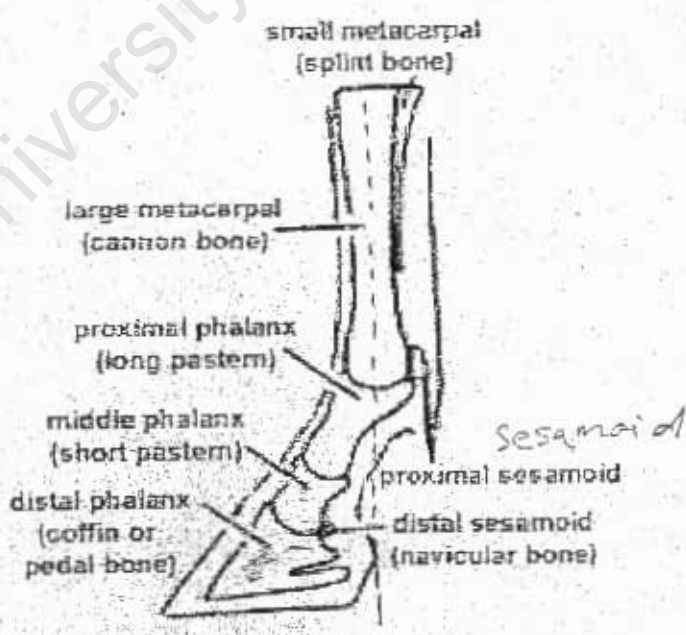
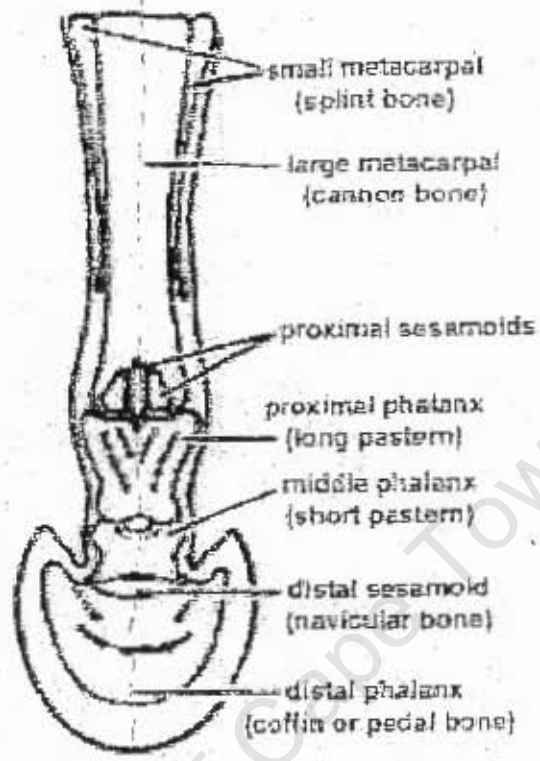
Structure of the Ground Surface of the Foot

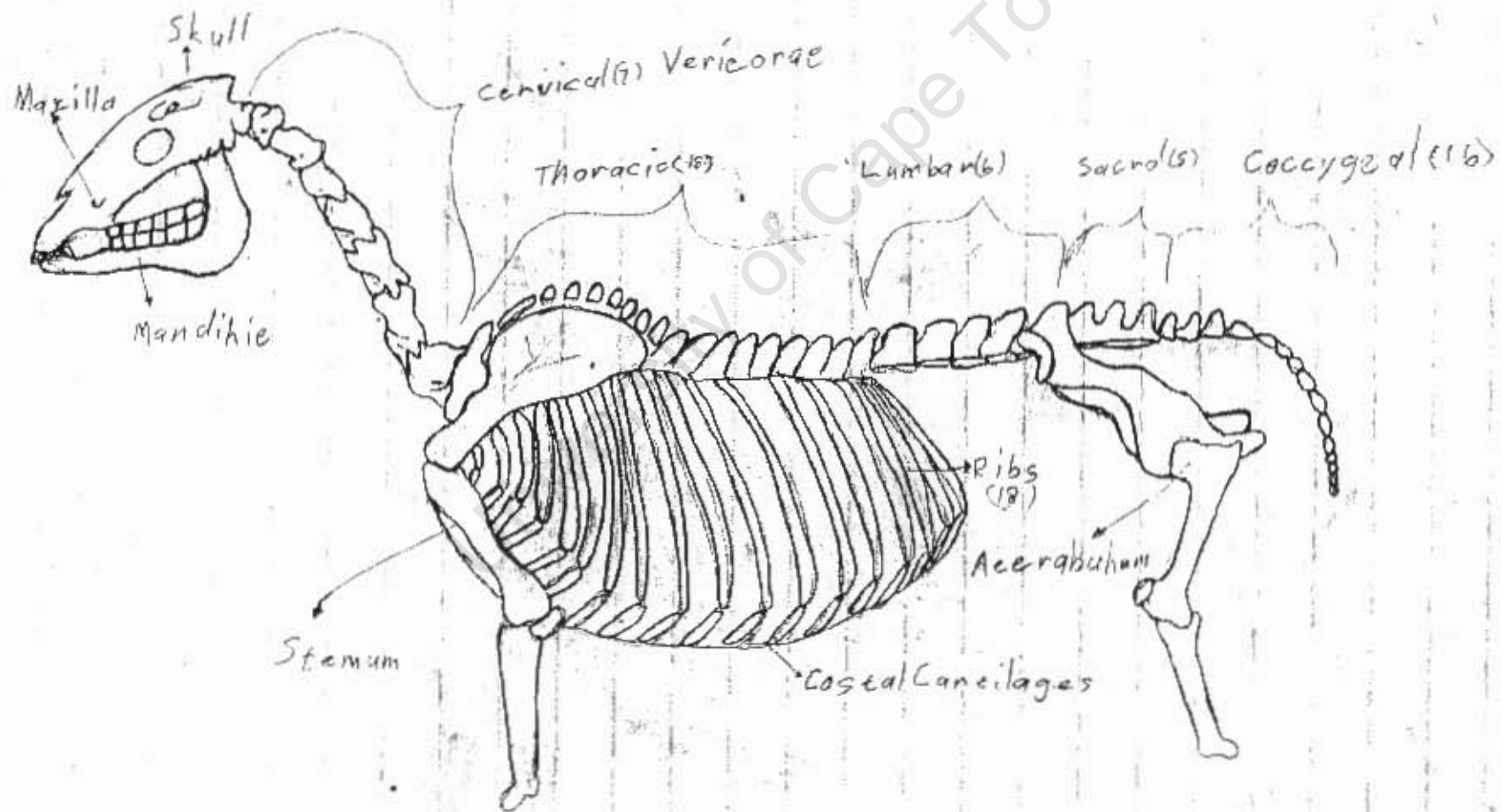
WHITE LINE
A guide to where you put your nails Always in front of line

important point to remember are
Always keep horses *even*
Kalim *Factory*

Bones of the Lower Limb

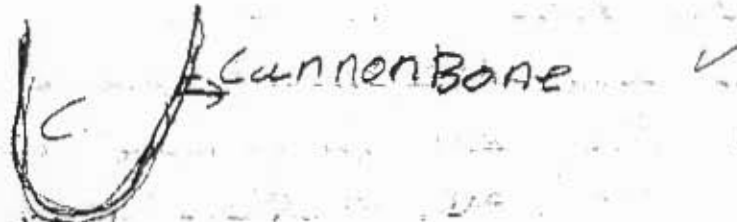
Before Trimming
imagine a line
along the leg
of horse to see
if it is level or
skew



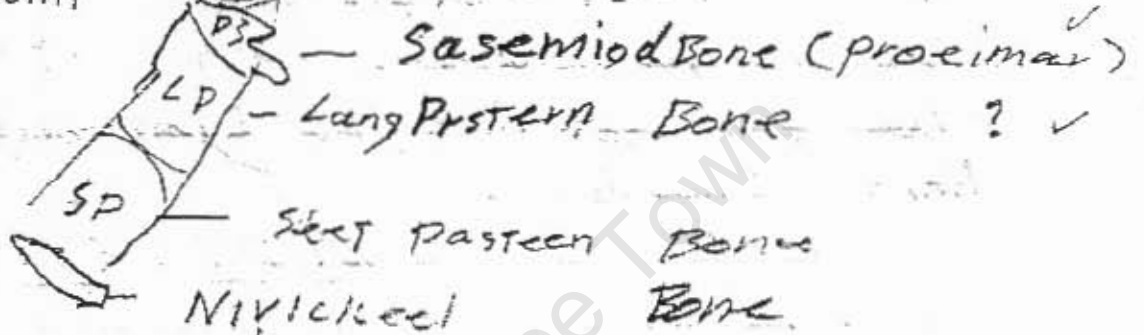


27/07/05

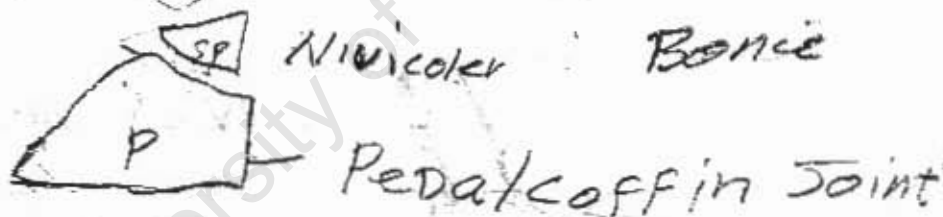
1. Fetlock Joint



2. Pastern Joint



3. Coffin Joint



Tendons and Ligaments

- 1 Superficial flexor Tendon
- 2 Deep Digital Flexor Tendon
- 3 Common Digital Extensor Tendon
- 4 Lateral Digital Extensor Tendon

1. Suspensory Ligament

→ Keep Horse up when steeping

2. Inferior Check Ligament

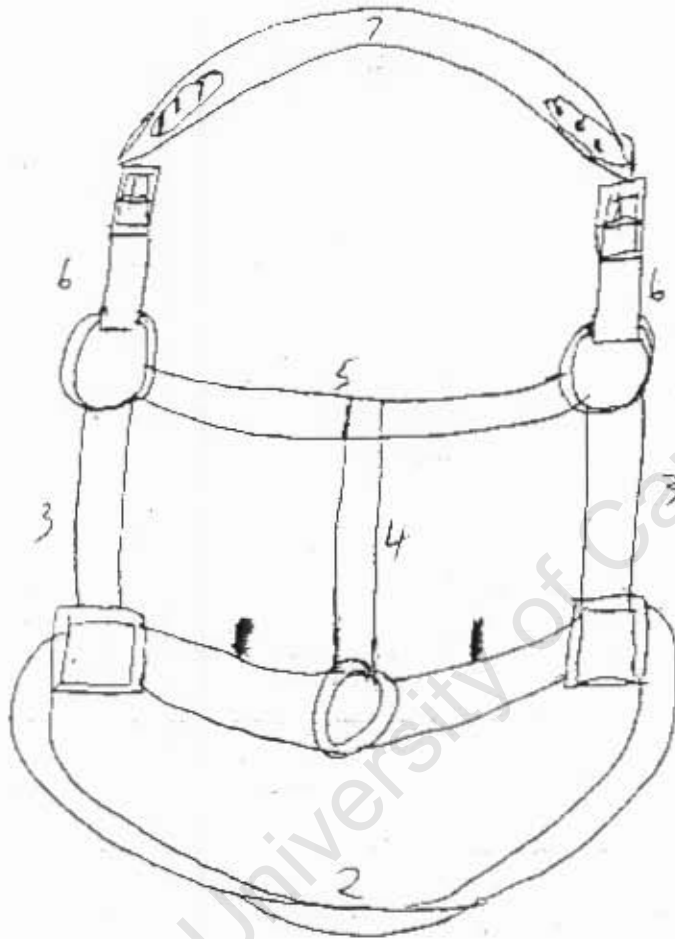
→ TO MOVE JOINTS

Agter kant

Boel sols

Voor kant

- | | |
|------------------------|----------------|
| 1 BACKSTAY | 5 THROAT LASH |
| 2 NOSE BAND | 6 BUCKLE CHAPE |
| 3 CHEEK PIECE | 7 HEAD PIECE |
| 4 JOWL PIECE | |



STABLE HEAD COLLAR

- | | |
|----------------|--------|
| 1 achterstuk | Helter |
| 2 Neusband | |
| 3 wangstukke | |
| 4 kaak Band | |
| 5 keel Band | |
| 6 Ges. Lok Per | |
| 7 Kopstuk | |

From

Name The Bones The Knee Down

1. Splint Bones x2
2. Cannon Bone
3. Sesamoid Bone x2
4. Long Pastern
5. Short Pastern Bone
6. Navicular Bone
7. Pedal Bone

Name The Joints Below The Knee

- Pedals Joint
- Pastern Joint
- Coffin Joint

Name The Tendons

1. Superficial Digital Flexor Tendon
2. Deep Digital Flexor Tendon
3. Common Digital Extensor Tendon
4. Lateral Digital Extensor Tendon

Name The Ligaments

1. Suspensory Ligaments
2. Inferior Check Ligaments



INTERNATIONAL LEAGUE FOR THE PROTECTION OF HORSESCOURSE FOUR – MODULE FOURFARRIER STUDENT QUESTION PAPER

Date: [REDACTED]

Name: [REDACTED]

1. Name the tendons.
Noem die tendons.

COMMON (LONG DIGITAL) EXTENSOR TENDON ✓

LATERAL EXTENSOR TENDON ✓

SUPERFICIAL DIGITAL FLEXOR TENDON ✓

DEEP DIGITAL FLEXOR TENDON ✓

2. What is the Hoof/Pastern Axis?
Wat is die Hoof/Pastern Axis?

IT IS AN ANGLE FORMED BY THE HOOF
AND PASTEREN ✓

3. What are corns?
Wat is corns?

IT IS A BULLISE 1/2

4. Name two types of corns.
 Noem twee tipes corns wat 'n mens kry.

WET COEN ✓

Dry. COEN ✓

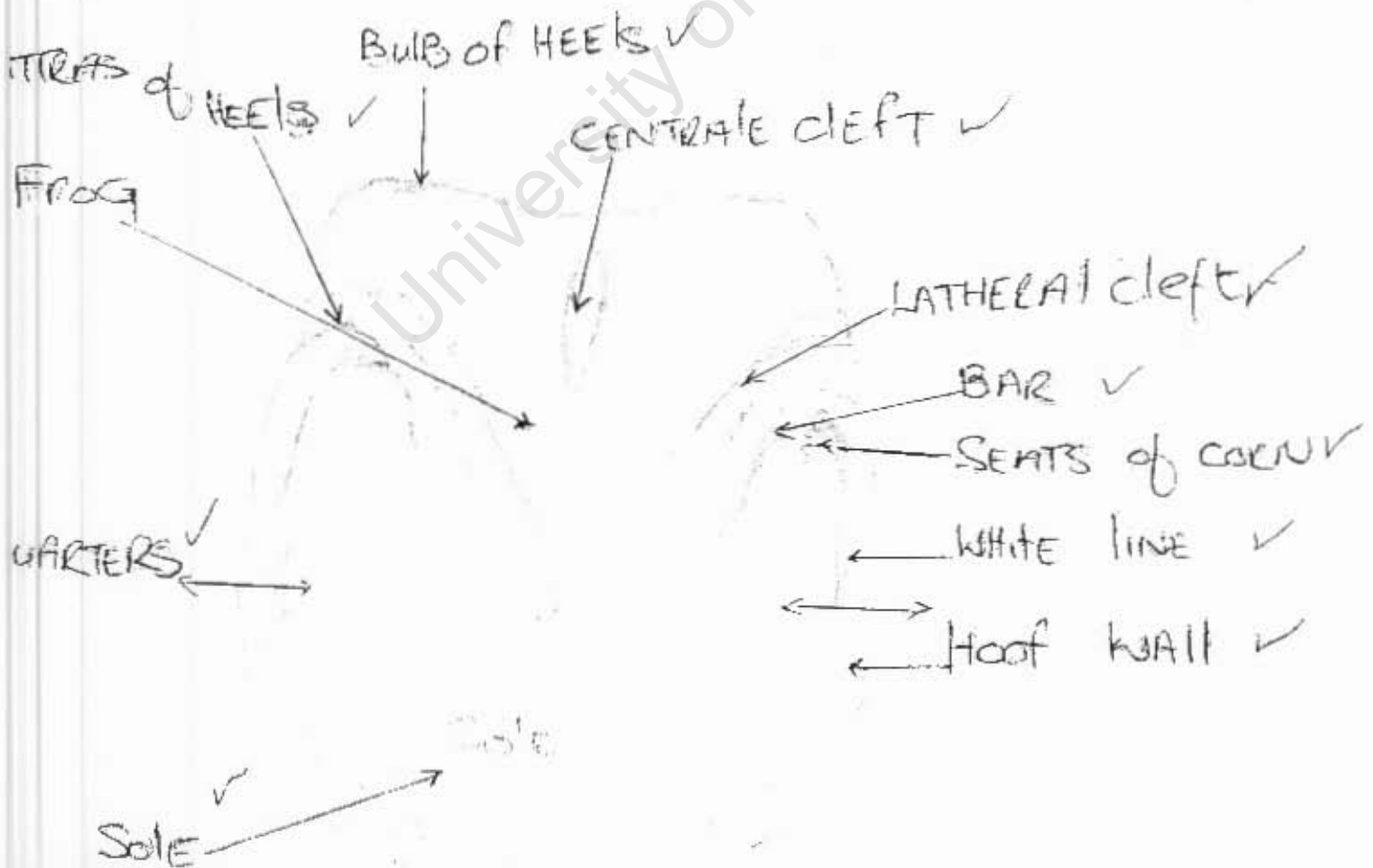
5. If a horse had corns, how would you treat it?
 As 'n perd corns het, hoe sal jy dit behandel?

CLEAN it WITH HOOF KNIFE ✓

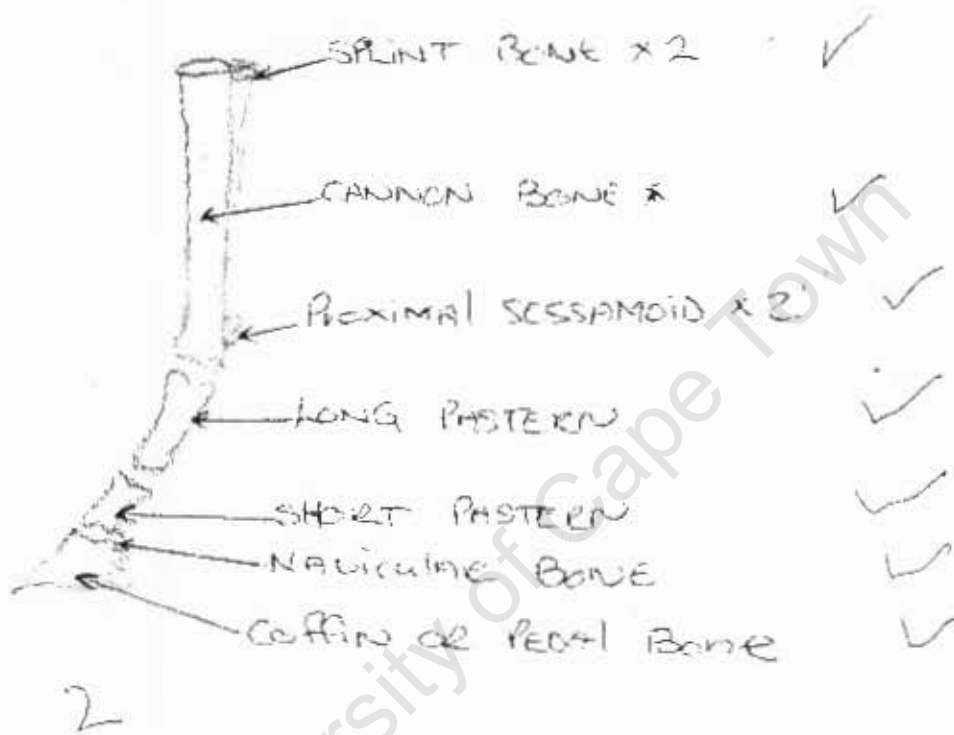
WASH WITH SALT WATER OR ANY ANTIBIOTIC

BOA MY SHOE AT THE HEELS OR WHERE THE CORN IS.

6. Draw a picture of the ground surface of the foot and name all the parts.
 Teken 'n prentjie van die platvorm van die hoef en noem al die dele daarvan.



7. Draw a picture of the bones from the knee down and name all the parts?
Teken 'n prentjie van die bene van die knie af en noem al die dele?



8. What is the function of the frog?
Wat is die funksie van die muis?

sack up soot, pumps blood,
Reduce slippage.

9. What is the roll of the ILPH?
Wat is die ILPH se doel?

They are looking for a world where
HORSES ARE USED and not ABUSED

10. How would you shoe the horse to help stop it over-reaching?
Hoe sou jy 'n perd beslaan om over-reaching te voorkom?

HEAVY shoe AT THE BACK, light shoe
AT front with a roll-up TOE
give a quiet Breakover

37/2



PROJECT AFRICAN DAWN

APPROPRIATE EQUINE SKILLS TECHNOLOGY APPRENTICESHIPS FOR
'SECOND-CHANCE' ADULT LEARNERS FROM THE CAPE FLATS



AIMS

- THESE APPRENTICESHIPS AIM TO PROVIDE A SUSTAINABLE/ EQUINE SKILLS DEVELOPMENT PROGRAMME FOR HISTORICALLY DISADVANTAGED & SOCIALLY, EDUCATIONALLY OR VOCATIONALLY DEPRIVED ADULTS WITH AN EMPHASIS ON:
- CORRECT FARRIERY, SADDLERY & HARNESSRY, HORSE CARE, MAINTENANCE & EQUINE PRACTICES
- APPRENTICES BECOME MASTER TRAINERS



METHODS

PROBLEM BASED LEARNING (P.B.L.)

- IN-CLASS LECTURES/ DEMONSTRATIONS USING DEAD EQUINE LIMBS & PARTS.
- IN-FIELD DEMONSTRATIONS & PRACTICE USING LIVE ANIMALS
- ASSIGNMENTS & EXAMINATIONS



OUTCOMES

- SUCCESSFUL APPRENTICES GRADUATE WITH AN ILPH CERTIFICATE AWARDED AT A GRADUATION CEREMONY
- THIS CERTIFICATE IS INTERNATIONALLY RECOGNISED
- SOME APPRENTICES HAVE ONLY A STANDARD 2 (4 YEARS) SCHOOLING. THIS CERTIFICATE ALLOWS FOR JOB MOBILITY WHILST RETAINING THEIR JOB STATUS.
- THE OVERALL LIVES OF THE MEN & THEIR WORKING HORSES HAS BEEN SHOWN TO HAVE IMPROVED.



ADDITIONAL BENEFITS

- APPRENTICES HAVE TAKEN THEIR EQUINE SKILLS/ KNOWLEDGE BACK INTO THEIR COMMUNITIES, THEREBY IMPROVING THE OVERALL LIVES, HEALTH & WELFARE OF WORKING HORSES
- APPRENTICES REPORT AN INCREASED SENSE OF PERSONAL PRIDE, OF SELF ESTEEM, A FEELING OF EMPOWERMENT, OF RESPECT FROM THE COMMUNITY & A SENSE OF PLACE IN SOCIETY

112 HODGES SCHOOL OF EDUCATION
UNIVERSITY OF CAPE TOWN 33261, CAPE TOWN

Being a farrier is the biggest thing in Enos's life

BY YOLISI GOPHE

RIGHT city carthorse owners are to become instructors in the care and maintenance of the animals, thanks to a project run by a British animal welfare group.

They are among a bigger group of 29 who have been given training in care of the horses in a bid to improve conditions for the animals in the city.

The carthorse operators have been trained in farrier and harness making and are now set to transfer those skills to the entire country.

The United Kingdom-based International League for the Protection of Horses wrapped up its training programme in the city this week, and eight top trainees are ready to expand the programme to the rural areas of the Western Cape and further afield.

One of them is Enos Mafokata, 62, father of the popular "King of Kwaito" star, Arthur Mafokata.

Mafokata, from Johannesburg, has achieved a lot in the past, from being the first black show jumper to performing show jumping in Wales and England, but he says that becoming a qualified farrier was the "biggest

thing in my life".

"I have been working with horses since 1961, having been a groom, show jumper and now supervising people working with horses in Johannesburg. It has been painful for me to see that all farriers are white. Thanks to this training programme and the government opening these opportunities, I will also be able to teach my people. You can have experience but without a qualification you cannot get anywhere. Animals are like my family. I drink with them, I eat with them and when my horse is sick I sleep with it," he said.

Ian Kelly of the International League for the Protection of Horses said the big problem when they started the "Africa Dawn" project in Cape Town was that there were no farriers and the condition of the working horses was very bad.

"In a short period things have improved hugely. What is encouraging is that people using horses trusted the trainers."

Kim Rinquest, a trainee saddler, said the training has increased his income as he does not only collect scrap but now makes and sells harnesses too.



BY WES HERMANUS

Better and better: Horse owner William Manus is one of Cape Town's carthorse owners who benefited from the Africa Dawn training programme.