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UNIVERSITY OF CAPE TOWN

DEPARTMENT OF SOCIAL DEVELOPMENT

**An Exploratory Study of the Factors Affecting a Job Skills Training
Project for Women in Phumlani Village, Cape Town: A Case Study of the
Cape Town Child Welfare Society Job Skills Training Project**

A minor dissertation submitted in partial fulfilment of the requirements for the award of the
degree of Master of Social Sciences in Social Development

By

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Supervisor: Adjunct Associate Professor Eric Atmore

DECLARATION

This study has not been submitted before in part or in whole, for the award of any degree. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced. I have used the Harvard convention for citation and referencing.

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Date: 24/05/12

ABSTRACT

An exploratory study was conducted to establish factors affecting a job skills training project offered by Cape Town Child Welfare (CTCW) in Phumlani Village, an informal settlement in Cape Town. The study answered the following main research questions: what factors affected the job skills training project in Phumlani Village? What were the project participants' perceptions about the job skills training project? and what views and experiences do the CTCW LOP unit managers have about the job skills training project as a poverty alleviation strategy?

A qualitative research design using in-depth interviews was used for data collection. A non-probability purposive sample was used to select the participants in the study. Data obtained was analysed using Tesch's method of data analysis for qualitative research.

The findings of this study are that the project failed to achieve its objectives. The participants also faced many challenges to start businesses because they lacked start-up capital, business and life skills, had no business space for production, were overwhelmed with childcare responsibilities and lacked knowledge of government SMMEs policies that could have supported them as micro-entrepreneurs.

In light of the above factors affecting the skills training project in Phumlani Village, it is recommended that CTCW offer skills training projects based on aspirations of project beneficiaries. Participants have urged CTCW to consider offering training projects in computer skills, tailoring, HIV/AIDS and home-based care. Those who dropped out of high school would like to be assisted in completing their Matric so that they can pursue careers in nursing or social work. There is a need to create a position of a social and economic development manager to coordinate development work in order to avoid the current bias in service delivery in which clinical social work is prioritised over community development. This will not only enhance the sustainability of projects but also alleviate poverty in Phumlani Village. This study further recommends that the Department of Social Development increase funding to NGOs such as Cape Town Child Welfare so that development projects are managed effectively. It is imperative that conditions of service for community development workers are improved. The Department also has to monitor and evaluate the projects NGOs are implementing to promote effective delivery of service.

ACKNOWLEDGEMENTS

Primarily I would like to thank the Almighty God for his support and guidance during this long demanding journey.

I would also like to express my gratitude to my supervisor Associate Professor Eric Atmore. Without his support and guidance, completing this thesis would not have been possible.

To Oscar Sinyana, Val Bruce, thank you for editing my thesis. The Writing Centre too, your contribution in the early stages of my thesis is appreciated.

To the participants, thank you for your input and time. Without you, this study would not have been conducted.

To my husband thank you for sponsoring my studies and encouragement throughout this journey.

To my father, my children, John and Jean, my sister, Chiwalila, thank you for your prayers. Without them, I would not have been able to complete my study programme.

To my friend, Bonani Bube, thank you, you went an extra mile to obtain a loan on my behalf to enable me to register in 2011. Without you, registration would have been impossible.

Lastly, I would like to thank the Department of Social Development staff for the role they played in supporting my studies administratively and academically.

ABBREVIATIONS

AIDS:	Acquired Immune Deficiency Syndrome
AsgiSA:	Accelerated and Shared Growth Initiative for South Africa
CTCW:	Cape Town Child Welfare
HIV:	Human Immunodeficiency Virus
LOP:	Lotus River, Ottery and Phillip
MDGs:	Millennium Development Goals
NGOs:	Non-Governmental Organisations
RDP:	Reconstruction and Development Programme
SEDA:	Small Enterprise Development Agency
SMMEs:	Small, Medium and Micro-enterprises
UNDP:	United Nations Development Programme
WB:	World Bank

TABLE OF CONTENTS

DECLARATION.....	I
ABSTRACT.....	II
ACKNOWLEDGEMENTS.....	III
ABBREVIATIONS.....	IV
TABLE OF CONTENTS.....	V
LIST OF TABLES.....	VIII
CHAPTER 1: INTRODUCTION.....	1
1.1 INTRODUCTION.....	1
1.2 BACKGROUND TO THE STUDY.....	1
1.2.1 OVERVIEW OF PHUMLANI VILLAGE.....	1
<i>The residents</i>	2
<i>Social and economic context</i>	2
1.2.2 <i>Organisational Context: Cape Town Child Welfare</i>	3
1.2.3 <i>Description of the job skills training project</i>	5
1.2.4 <i>Goal of the Project</i>	6
1.2.5 <i>Objectives of the Job Skills Training Project</i>	6
1.2.6 <i>Primary beneficiaries</i>	6
1.2.7 <i>Economic activities of interviewed project participants before the skills training project</i>	7
1.3 THE RESEARCH TOPIC.....	7
1.4 RATIONALE FOR THE STUDY.....	8
1.5 RESEARCH PROBLEM.....	8
1.6 THE RESEARCH QUESTIONS.....	9
1.7 THE RESEARCH OBJECTIVES.....	9
1.8 CLARIFICATION OF CONCEPTS.....	10
1.9 SUMMARY OF THE CHAPTERS IN THE DISSERTATION.....	11
CHAPTER TWO: LITERATURE REVIEW.....	13
2.1 INTRODUCTION.....	13
2.2 GOVERNMENT POLICIES AND LEGISLATION.....	13
2.3 REVIEW OF RESEARCH OF WOMEN'S EMPOWERMENT PROGRAMMES IN INCOME GENERATING ACTIVITIES.....	14
2.4 THEORETICAL PERSPECTIVES.....	19
2.4.1 <i>Pro-poor growth</i>	19
2.4.2 <i>Capability approach to development</i>	21

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	24
3.1 INTRODUCTION	24
3.2 THE RESEARCH DESIGN	24
3.3.1 <i>Population and Sampling</i>	26
3.3.2 <i>Data Collection</i>	26
3.3.2.1 <i>Data Collection Instrument/Tool</i>	28
3.3.2.2 <i>Data Collection Apparatus</i>	28
3.3.3 <i>Data Analysis</i>	28
3.4 ETHICAL CONSIDERATION.....	29
3.4.1 <i>Informed consent</i>	29
3.4.2 <i>Avoidance of harm</i>	30
3.4.3 <i>Deception of subjects</i>	30
3.4.4 <i>Violation of privacy/anonymity</i>	30
3.4.5 <i>Confidentiality</i>	31
3.4.6 <i>Publication of Findings</i>	31
3.5 LIMITATIONS AND CHALLENGES.....	31
3.5.1 <i>Research Design</i>	31
3.5.2 <i>Data Analysis</i>	32
3.5.3 <i>The Researcher</i>	32
3.5.4 <i>Data collection method</i>	32
3.5.5 <i>The research apparatus: tape recorder</i>	32
3.5.6 <i>Project participants were not easily available</i>	33
3.5.7 <i>Language barrier</i>	33
3.6 REFLEXIVITY	33
3.7 SUMMARY	34
CHAPTER FOUR: RESEARCH FINDINGS	35
4.1 INTRODUCTION	35
4.2 PROFILE OF PARTICIPANTS	36
4.3 DISCUSSION OF FINDINGS	37
4.4 EFFECT OF THE PROJECT ON PARTICIPANTS.....	39
4.5 SKILLS ACQUIRED PERCEIVED TO BE NOT ECONOMICALLY VIABLE	44
4.5.1 <i>Skills not economically viable</i>	44
4.5.2 <i>Participants would not recommend the project to others</i>	46
4.5.3 <i>Skills training considered as a part-time activity</i>	46
4.5.4 <i>Proposed future projects</i>	47
4.6 FACTORS AFFECTING THE JOB SKILLS TRAINING PROJECT IN PHUMLANI VILLAGE.....	50
4.6.1 <i>Management problems of the project</i>	51

4.6.2 Lack of business skills training.....	52
4.6.3 Lack of life skills training	52
4.6.4 Lack of knowledge about government SMME policies.....	53
4.6.5 Inadequate education of participants.....	54
4.6.6 Lack of affordable childcare facilities	55
4.6.7 Lack of space for production	56
4.6.8 Lack of start-up capital.....	57
4.6.9 High staff turnover	60
4.6.10 Shortage of highly skilled human resources.....	61
4.6.11 Perceived bias in service delivery	63
4.7 IMPLEMENTATION CHALLENGES EXPERIENCED BY THE TRAINING FACILITATOR.....	64
4.7.1 Language barriers	64
4.7.2 Racial divisions	64
4.7.3 Difficulty in accessing the training venue.....	65
4.7.4 Work overload.....	66
4.7.5 Lack of support from the supervisor.....	67
4.8 SUMMARY	67
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS.....	69
5.1 INTRODUCTION.....	69
5.2 RESEARCH METHODOLOGY	69
5.3 MAIN CONCLUSIONS	70
5.3.1 Factors affecting the job skills training project in Phumlani Village	70
5.3.2 Participants' perception of the job skills training project in Phumlani Village.....	72
5.3.3 Challenges experienced by the facilitator during the implementation of the project.....	73
5.3.4 The views and experiences of CTCW LOP unit management about the job skills training as a poverty alleviation strategy in Phumlani Village.....	75
5.4 RECOMMENDATIONS	75
5.4.1 Cape Town Child Welfare Management	76
5.4.2 The Department of Social Development.....	77
5.4.3 Further Research	77
REFERENCES.....	78
APPENDIX A: RESEARCH PERMISSION	83
APPENDIX B: INTERVIEW SCHEDULE	84

LIST OF TABLES

TABLE 1: ECONOMIC STATUS OF THE PROJECT PARTICIPANTS BEFORE TRAINING.....	7
TABLE 2: DEMOGRAPHIC DETAILS.....	36
TABLE 3: FRAMEWORK OF ANALYSIS	38
TABLE 4: A SUMMARY OF THE OUTCOME OF THE JOB SKILLS TRAINING PROJECT	43

CHAPTER 1: INTRODUCTION

1.1 Introduction

This dissertation is an exploratory study of the factors affecting a job skills training project offered by Cape Town Child Welfare (CTCW) to women in Phumlani Village, a semi-informal settlement in Cape Town. CTCW started the job skills training project as a response to the social, health and economic problems of poverty, unemployment and HIV/AIDS facing South Africa today. The goal of the project is to alleviate poverty in previously marginalised communities of Cape Town by providing skills that would empower people and change their circumstances.

The first chapter provides background information, which includes an overview of Phumlani Village, the organisational context of CTCW, a description of the job skills training project, the goal of the project, its objectives, primary beneficiaries and a table showing economic activities of the participants before the training. This chapter progresses to present the research topic, rationale for the study and a description of the research problem. It also points out the research goal, the research questions, and the main research objectives and defines the key concepts of the study. Finally, a summary of the subsequent chapters is set out.

1.2 Background to the study

1.2.1 Overview of Phumlani Village

Phumlani Village is a semi-formal township in the southern suburbs of Cape Town located between Lotus River and Eagle Park. It stretches from 7th to 9th Avenue along Strandfontein Road. It is referred to as a semi-formalised township because the area has services such as roads, sewerage, water and electricity. The residents of Phumlani Village are beneficiaries of the government Reconstruction and Development Programme (RDP) housing scheme. In 1994, the African National Congress (ANC) led government adopted the Reconstruction and Development Programme as a policy framework for development in order to improve the standard of living of people. Phumlani Village was an informal settlement before the current houses were constructed. According to one of the local residents, the houses were built after people staged a protest restraining government from removing them in the area because they had settled in the area illegally. A total of 290 one bed-roomed RDP houses were constructed in 1999 and residents were offered the houses in 2000. Thereafter the area was given the

name Phumlani, which means “rest” in IsiXhosa. This was because people had struggled before they had a permanent place to settle down. The disadvantage of these houses is that they are very small, one bed-roomed houses. Consequently, people have built informal dwellings around them.

The residents

Phumlani Village is made up of two racial groups, namely coloureds and black residents, with the black residents forming the majority. There are also foreign immigrants, mainly from Malawi and Zimbabwe, residing in the area. Cross border migration between South Africa and other Southern African Development Community (SADC) “dates back more than 150 years” and is categorised into four groups: contract mining migration, informal migration, white migration and refugees migration (McDonald, 2000:12). Movements of people within the country have also increased after the democratic election of a majority government in 1994. This explains why the majority of residents in Phumlani Village came from the Eastern Cape. Their perception of Cape Town is that it offers more economic opportunities and a better life due to regional inequalities in terms of social economic development. “Apartheid confined the majority of African people to homeland areas which were not only the poorest in terms of living standards and business opportunities but also lacked a dynamic business environment” (Department of Trade and Industry, 2004:5). In light of the above, CTCW has taken initiatives to provide skills development to individuals in communities such as Phumlani Village so as to enable people to embark on income generating activities.

Social and economic context

The researcher’s observation, as she worked in the community as a social worker, is that there is a high rate of poverty and unemployment. This is a reflection of the broader picture of the challenges facing South Africa. Of the employed residents, the majority work as unskilled workers in different parts of Cape Town. Some of the community members work as farm labourers in the Phillipi and Olieboom horticultural areas. Others are self employed, owning tuck shops or running shebeens as income generating activities. The South African government, through the Social Assistance Act, 2004 (Act 13 of 2004), provides social grants to different categories of people in order to reduce economic hardships. For example, qualifying families with children below the age of eighteen are entitled to a Child Support

Grant of R270 every month. The child support grant acts as a safety net against economic hardship for single mothers of Phumlani Village.

Social problems experienced in the community include alcohol and drug abuse, with the most abused drug being Tik (methamphetamine). Walker (2009) reports that substance abuse has become one of post-apartheid South Africa's developmental challenges. Seventy percent (70%) of reported criminal cases in the Western Cape relate to alcohol or drug abuse (Walker, 2009). Teenage pregnancy resulting in school dropouts is one of the social problems experienced in Phumlani Village. Jooste (2010) reported that more than 500 babies were abandoned in Cape Town over a period of 12 months. He further reported that one of the victims was an eight-month old baby who was dumped at a rubbish dump in Phumlani Village in March 2010. Some of the reasons for early pregnancy, as pointed out by Richter and Mlambo (2005: 66-67), are poor sex education, coercion, peer influence, ignorance, arranged early marriages and lack of access to health services. Tuberculosis and HIV/AIDS present the largest health concerns in the community. An estimated 28 million adults now live with HIV in Sub-Saharan Africa (Economic Commission for Africa, 2010:76), of which "5.4 million are people living with HIV in South Africa in 2006" (South African National Aids Council, 2007: 24). However, despite all the economic and social challenges, the community members of Phumlani Village have access to social services, such as education, health centres and tap water. The government is also addressing economic challenges by establishing the Small Medium Micro-Enterprises (SMMEs) programme through the Department of Trade and Industry (Department of Trade and Industry, 1995).

1.2.2 Organisational Context: Cape Town Child Welfare

CTCW is a non-profit organisation rendering services in child protection and family preservation within the Cape Peninsula. The organisation was established in 1908. The goal of CTCW is to promote the well-being of children in communities that were previously disadvantaged by apartheid and the separate development policies of South Africa (Nieman, 2001). These communities are Guguletu, Khayelitsha, Hout Bay, Manenberg, Athlone, Du Noon, Eagle Park, Phillipi, Ottery, Lotus River and Brown's Farm in Cape Town. The organisation established "hot spot" community-based centres in these communities with the aim of addressing the social challenges of poverty, unemployment and HIV/AIDS. The community focused on in this study, Phumlani Village, is located between Lotus River and

Eagle Park. The organisation's Direct Service Manager and the First Line Manager supervise these areas. Each unit plans its own projects, depending on the needs of the community.

Service provision is based on the vision "to create a safe environment for all children so that they can realise their potential" (Cape Town Child Welfare, 2010:1).

The following are the main goals of the CTCW:

- Protecting children in crisis and at risk
- Enhancing the capacity of families and communities to protect and develop their children
- Empowering children to claim their rights and accept their responsibilities
- Networking with other service providers for the benefit of the children
- Contributing to the development of national and international policies and legislation regarding children
- Building the capacity of other organisations to care for the children
- Advocating for the rights of children.

The 2010 annual report points out that due to the growing number of children in crisis and requiring emergency care, CTCW is working with community members to provide care to the children at risk. This is done by establishing community emergency homes accommodating six children in one household in all areas. The organisation also provides a 24-hour HELPKIDS Hotline service to enable children at risk to receive help. In order to alleviate poverty in the communities mentioned earlier, in 2004 CTCW changed its service from a purely specialised child welfare organisation to a social development approach. The organisation adopted a business model which they referred to as Hope for our Children (Cape Town Child Welfare, 2010), which is a holistic approach to child development. Its services include community development projects such as the job skills training project offered to women in Phumlani Village.

Community development is a strategy for improving the well-being of people. CTCW is using this strategy to assist the residents of Phumlani Village to acquire skills that will strengthen their capacity to improve their wellbeing, as well as that of their families (Pople, 2000).

Midgley (1995), states that during the initial stages of a project, the process of development should involve establishing partnerships between the local people and an external agent. The beneficiaries of the project participate by contributing their local labour and other local resources, while technical expertise and external resources are provided by the development agency. In this sense, the process of empowerment uses the principles of self-help and self-determination. A group of individuals come together because of a problem, or to share the same experience, with the aim of individual or mutual benefit (Adams, 2003). Therefore, self-determination implies allowing people to make decisions about their own quality of life. People have a right to represent their own interests and professional assistance is offered to solve a particular issue at hand (Bernstein & Gray, 1997). In this regard, CTCW is managing different projects in all its areas of operation, which include baking, gardening, brick making, hair dressing, decoupage, making candles, sewing, making fridge magnets and handcrafts such as basket weaving and bead work (Cape Town Child Welfare, 2010). This study explores factors affecting the job skills training project of making candles, decoupage, fridge magnets and bath salts, offered to women in Phumlani Village.

1.2.3 Description of the job skills training project

The job skills training project initiated and facilitated by CTCW is a socio-economic development project aimed at poverty alleviation in the previously disadvantaged areas of Cape Town. The project offered handcraft skills to women in Phumlani Village, Cape Town as part of the CTCW 2009/10 operational plan in Lotus River, Ottery and Phillipi (LOP) unit. The skills training project in Phumlani Village was initiated and facilitated by the development worker working in the area. Recruitment was by word-of-mouth within the Phumlani Village community. The training programme was for two weeks and participants were trained in handcraft skills, which included soap making, candle making, decoupage and making bath salts and fridge magnets. The skills training was offered at no cost to the participants and the organisation provided all the materials required. At the end of the training, the project participants received certificates of attendance. This ensures the concept of lifelong learning (Nieman, 2001).

Empowerment is a process that involves assisting people to perceive themselves as able to make decisions that concern their lives (Davids, Theron & Maphunye, 2005). The job skills training project was also meant to create an entrepreneurship mindset in the community of

Phumlani Village so that the learnt skills would in turn be transferred to family members and other community members.

1.2.4 Goal of the Project

The goal of the project is to alleviate poverty in previously marginalised communities in Cape Town.

1.2.5 Objectives of the Job Skills Training Project

The objectives of the project of the Job Skills Training programme are:

- To provide skills training to members of Phumlani Village in order to create sustainable livelihoods for participants and their families;
- To provide poverty relief through skills development and income generating programmes in handcraft skills including candle making, fridge magnets, decoupage, bath salts and soap making;
- To enhance the capacity of families and community members as central resources for child protection and development; and
- To provide skills development to individuals so that they empower other members in the community with the same skills (Cape Town Child Welfare, 2009).

1.2.6 Primary beneficiaries

The primary beneficiaries of the project were fifteen single mothers in Phumlani Village, Cape Town of which fourteen were interviewed for this study. The project participants were all single women, although CTCW targeted different categories of community members in Phumlani Village to create sustainable livelihoods for the majority of residents. One explanation for this demographic could be that women take the responsibility of and initiative in looking for poverty alleviation strategies because it is common for women to provide care for children whenever divorce and separation occur (Hays, 2002). Women are also more likely to become sole caregivers to children born out of wedlock (Hays, 2002). Consequently, single parents, more especially women, fall into the poverty trap because of gender inequality and are economically disadvantaged (Hays, 2002). This is the reason the South African government, through the economic policy of Accelerated and Shared Growth Initiative for South Africa (AsgiSA), emphasises expanding women's access to economic activities and

finance (Republic of South Africa, 2006). The next page presents an explanation of the economic activities of the project participants before the skills training.

1.2.7 Economic activities of interviewed project participants before the skills training project.

Table 1: Economic status of the project participants before training.

Pseudonym	Economic Activity
AS	Part-time employment as a cook
ET	Volunteer at a community crèche with a stipend
LR	Part-time employment as a cook
NM	Micro-entrepreneur: selling sweets and chips
NN	Employed as a domestic worker
TM	Employed as a domestic worker
NA	Not employed
NP	Not employed
MP	Not employed
CS	Not employed
PA	Not employed
SM	Not employed
TK	Not employed
YA	Not employed

Table 1 shows that prior to the training starting; five participants were involved in some form of income generating activities, while nine participants were without a job. Although six were involved in income generating activities, these activities did not provide them with adequate income to sustain their lives as well as those of their children. This is an indication of the challenge of unemployment in Phumlani Village.

1.3 The Research Topic

“An exploratory study of the factors affecting a job skills training project for women in Phumlani Village, Cape Town: A case study of the Cape Town Child Welfare Society job skills training project.”

1.4 Rationale for the study

The purpose of this study is to explore the factors affecting the job skills training project of women in Phumlani Village, a project which aimed at empowering the participants with skills that would enable them start income generating activities.

In doing an extensive literature review little previous research was found on the research topic. Little information was available on the factors affecting the job skills training, participants' perceptions about job skills training projects, the challenges of implementing job skills training projects and job skills training projects as a poverty alleviation strategy.

This study then will contribute to the literature on job skills projects and their implementation in disadvantaged communities.

Therefore, the significance of this study is that it investigated the experiences and challenges of the job skills training participants and will assist the Cape Town Child Welfare and other non-profit organisations management plan for further and additional projects in Phumlani Village.

1.5 Research Problem

The research problem is focused on exploring factors, which hindered the job skills training participants from using the skills they acquired to embark on income generating initiatives. The skills training project is intended to alleviate poverty in Phumlani Village, Cape Town. Poverty and unemployment are some of the major social problems facing South Africa today. The project participants are classified as poor because their main source of income is the state child support grant of R270.00 monthly, implying that they live on less than \$2.50 per day, a United Nations (UN) indicator of extreme poverty in middle-income countries. Although South Africa is classified as a middle-income country, the income of its population is unevenly spread, qualifying the country in a low-income group (UNDP, 2010). In a bid to address poverty and social inequalities, the South African government planned to halve poverty and unemployment by 2014 through its political and economic policy of AsgiSA (Republic of South Africa, 2006). This initiative by government is aimed at reducing the country's historical inequalities and targets the population marginalised by apartheid, with women being the most affected. One of the issues AsgiSA points out is expanding and accelerating women's access to economic activities including skills development and finance (Republic of South Africa, 2006). In response to the problems of poverty and unemployment,

CTCW is working in partnership with the Western Cape Department of Social Development to address the needs of people in areas within the Cape Peninsula, which includes Phumlani Village. Thus, after gathering information about the job skills training project of women in Phumlani Village through reading documents and through discussions with the CTCW first line manager of Lotus River, Ottery, and Phillip (LOP) area, the facilitator of the job skills training project, as well as visits to the community, a research project was suggested to explore the factors affecting the job skills training project from achieving its objectives. The main research questions and objectives were formulated as indicated below.

1.6 The Research Questions

The main research questions in this study are:

- What factors are affecting the job skills training project in Phumlani Village?
- What are project participants' perceptions about the job skills training project?
- What challenges did the facilitator of the project experience during the implementation of the job skills training project?
- What views and experiences do the CTCW LOP unit managers have about the job skills training project as a poverty alleviation strategy?
- What recommendations do participants of the job skills training project in Phumlani Village have to enhance future projects?

1.7 The Research Objectives

The research objectives of this study were:

- To explore the factors affecting the project participants that prevented them from using the skills they acquired to embark on income generating activities.
- To explore the project participants perceptions' about the job skills training project.
- To explore the challenges experienced by the facilitator during the implementation of the job skills training project.
- To explore the views and experiences of the CTCW LOP unit management about the job skills training project as a poverty alleviation strategy in Phumlani Village.
- To make recommendations to CTCW about the delivery of future skills training projects.

1.8 Clarification of Concepts

The main concepts used in this study are the following:

Training

Training is a process of learning the skills to do a job or an activity.

Skill

A skill is “proficiency in the use of one’s hands, knowledge, talents, personality or resources” (Barker, 2005:349). A skill can also be said to be knowledge that is acquired and demonstrated by action.

Project

A project is “a onetime activity with a well-defined set of desired end results. It can be divided into subtasks that must be accomplished in order to achieve the project goals” (Meredith & Mantel, 1995:8).

Outcome

An outcome is “the state of the target population or the social conditions that a programme is expected to have changed” (Ross, Lipsey & Freeman, 2004). In this context, the study will answer the following question: Did the job skills training project enable the participants to use the skills gained for income generating activities?

Empowerment

Empowerment is a multidimensional development strategy concept which covers the economic, social, political and cultural aspects of human life. This study has adopted a definition by McWhirther (1991:222-227 as cited in Davids, et al., 2005: 21) which says, “Empowerment is the process by which people, organisations or groups who are powerless become aware of the power dynamics at work in their life context, develop the skills and capacity for gaining some reasonable control over their lives, exercise this control without infringing upon the rights of others and support the empowerment of others in the community.”

Small business

The South African National Small Enterprise Act (Act 102 of 1996) defines a small business as:

A “separate and distinct business entity, including co-operative enterprises and non-governmental organisations, managed by one owner or more, which, including its branches or subsidiaries, if any, is predominantly carried on in any sector, or subsector of the economy ... and can be classified as a micro-, a very small, a small or a medium enterprises” (National Small Enterprise Act, No.102 of 1996:2-432). Based on these categories, micro-sized enterprises involve an owner and up to 5 employees, small enterprises have 5 - 100 employees and medium-sized enterprises have 100 - 200 employees (Booyens, 2011). Entrepreneurs in this grouping operate in the informal sector and do not make a significant contribution towards the economic growth of a country (Republic of South Africa, 2004). The participants of the job skills training project in this study fall into the category of survivalist entrepreneurs. They are classified as pre-entrepreneurs, as they intended to embark on business initiatives but their plans did not materialise.

Entrepreneurship

Entrepreneurship involves creating and building an enterprise “from practically nothing in the midst of uncertainty and risk, and having the determination to succeed against all odds” (Bates et al., 2005 cited in Ladzani & Netswera, 2009: 227). The terms small business and entrepreneur are used as synonyms (Small Enterprise Development Agency, 2007). In this study, these terms are used interchangeably because anyone involved in business and entrepreneurship uses creativity and innovation.

1.9 Summary of the chapters in the dissertation

The dissertation will be structured in the following way:

Chapter 1: Introduction to the study

This chapter contains an introduction to the study, the background which includes a description of Cape Town Child Welfare, the job skills training project, the goal of the project, objectives of the project and the primary beneficiaries of the project. The chapter also

presents the research topic, the rationale of the study, the research problem, research questions, the research objectives, and clarification of research concepts and sets out the layout of this report.

Chapter 2: Literature review

The literature review covers an introduction, followed by a brief description of Phumlani Village, the population and the socio- economic context of Phumlani Village. This chapter also looks at government policy and legislation concerning the development of Small, Medium, and Micro-Enterprise in South Africa. The challenges facing women entrepreneurs are also discussed. Theories that inform this study are pro-poor growth to development and capability approach to development. The chapter further carries out a review of studies about women empowerment in business enterprises in South Africa, India, Mexico, Nigeria, Nepal, England, Palestine and Israel.

Chapter 3: Research design and methodology

This chapter covers the research design and lays out the research methodology, which includes the following: sampling, data collection method, the data collection instrument, data collection apparatus, as well as how the data was analysed. The chapter also discusses ethical considerations, limitations of the study, challenges encountered during data collection and a reflection on this research journey.

Chapter 4: Research findings

In this chapter, data is systematically analysed and the main findings are presented. The chapter starts with an introduction and proceeds with the profile of the project participants and the framework for analysis. The findings of the study are discussed according to the themes, categories and subcategories of the research. The major themes of the study are effect of the project on participants, acquired skills perceived to be not economically viable, factors affecting the job skills training project and implementation challenges experienced by the training facilitator.

Chapter 5: Conclusions and recommendations

This chapter starts with an introduction, followed by conclusions and recommendations. The conclusions are drawn from the objectives of the study as well as themes that emerged from the study. Lastly, recommendations are made to Cape Town Child Welfare.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter provides a comprehensive review of the available literature relating to the topic of this study. The review is divided into three sections. The first section covers the government policy on Small, Medium and Micro-Enterprises (SMMEs). The second section explains theories underpinning the study, which are pro-poor growth and the capability approach to development. Finally, the third section provides a review of studies concerning women's small business enterprises.

The next section discusses the role of government in policy formulation in order to promote the SMMEs sector in South Africa.

2.2 Government policies and legislation

The South African government has introduced legislation to support SMMEs in addressing the low skills level and the inaccessibility of markets (Booyens, 2011). Government policies are aimed at empowering and promoting the participation of people in economic activities, particularly the previously disadvantaged (Human Development Report, 2000). Nieman (2001) also supports SMME development for the purpose of promoting and achieving economic growth in South Africa.

The "SMME sector contributes about 50% to the Gross Domestic Product (GDP) in South Africa and employs 60% of its labour force. In some developed countries small and medium-sized enterprises contribute up to 90% of the GDP" (Booyens, 2011:70). Thus, the goal of promoting SMME development strategies is to reduce poverty through employment creation and to create a means for economic growth (Ladzani & Netswera, 2009).

The Department of Trade and Industry has established a policy framework, a White Paper called *A National Strategy for the Development and Promotion of Small Business in South Africa*. The primary objective of the national policy framework is "to create an enabling environment for small enterprises and support the advancement of women in all business sectors" (Department of Trade and Industry, 1995). In this regard, policy was further developed by formulating the Small Business Act of 1996 which identified the development of small enterprises as a priority in creating jobs to solve the high unemployment rate in South Africa (Nieman, 2001). Through the Department of Trade and Industry, government

established structures that contribute to the development and promotion of small businesses. These are the Small Enterprise Development Agency (SEDA), Khula Enterprise Finance, Ntsika Enterprises Promotions Agency, and Technology for Women in Business. SEDA was established in 2004 to support the development of small businesses thorough out South Africa by offering non-financial services to local service providers that work with SMMEs in all the provinces and their regions (SEDA, 2007). Khula Enterprise Finance and Ntsika Enterprises Promotions Agency provide access to finance for the SMME sector, especially in disadvantaged communities.

Technology for Women in Business focuses on empowering women entrepreneurs' access technology to enhance their businesses (Booyens, 2011). There is also the Tshumisano Trust, which operates as an agency of the Department of Science and Technology that strengthens technology transfer and diffusion initiatives at universities to support SMMEs in developing their businesses (Phaho, 2007).

The following section is a review of similar studies on empowerment programmes designed to promote women's enterprise development.

2.3 Review of research of women's empowerment programmes in income generating activities.

The literature review was focused on women because the skills training project explored in this study involved this group of people, although the CTCW training programme had also targeted men and youths.

A qualitative study was conducted by Strier & Abdeen (2009:579) in Palestine and Israel, which explored "women's experiences of micro-enterprises: contexts and meanings." In their study, 60 Palestinian and Israeli Jewish women engaged in micro-enterprise were interviewed. The findings showed that the motivation of women to venture into micro enterprise business is to gain control over their lives so that they improve their economic situation and provide for the needs of their children. The study also pointed out that, in order to assist business start-ups, there is a need to establish institutions that will provide business skills and financial assistance (Strier & Abdeen, 2009).

A similar research design was used to evaluate the impact of a pilot study that promoted productive and capacity-building activities among deprived rural women in 2007 in Mexico (Urquieta-Salomón, Tepichin-Valle & Téllez-Rojo, 2009). The purpose of the project was to

improve knowledge and skills about production and commercial activities with special attention to the obstacles confronted by rural and indigenous women when performing an economic activity (Urquieta-Salomón et al., 2009:30). The study revealed no significant change in raising the income of women. The main obstacle to the success of the projects was that extreme poverty conditions led many income-generating projects to turn into immediate welfare actions. The other obstacle to women empowerment was illiteracy. Project participants had difficulty in learning the technical, organisational and administrative skills of business management. The findings also point out that the time of intervention was too short and the results too inadequate to expect mid-term impacts and long-term results that could have changed the women's living conditions (Urquieta-Salomón et al., 2009).

In a research study on women entrepreneurs in Nepal, fourteen women aged between 23 and 62 were interviewed (Bushell, 2008:549). The findings were that success in entrepreneurship was inhibited due to lack of access to finance, women had no collateral for loans and illiteracy restricted women's access to opportunities to expand their businesses. They also could not network so that they could market their business products because of the lack of training and their enterprises remained small in scale.

Garikipati (2009) conducted a qualitative study in rural India that looked at the impact of lending to women on household vulnerability and women empowerment. The study evaluated the program's impact on households' vulnerability to crisis and on women's empowerment by comparing 117 participants with 174 non-participants (Garikipati, 2009). The intervention strategy against poverty was micro credit programmes based on the assumption that women will more likely share the benefits with other members in their household, especially their children. Women have increased decision-making power in the household when they own and control resources and family assets. They are also more likely to use the resources to support the welfare of all family members, reduce poverty, and hunger (Garikipati, 2009 & UNDP, 2010).

The findings from this study show that the money loaned to women strengthened their household livelihood. Garikipati (2009) argues that micro-credit can be used as a means to enhance incomes and protect households from risks and crises. On the other hand, the study indicates that poor women did not see consistent improvement in their economic status because the loans they procured were diverted into enhancing the households' assets; this resulted in disempowering the women. Therefore, micro-credit on its own may not promote

female empowerment unless credit is offered as part of an integrated package that includes business skills. The study also showed that loans benefit women when individual loans are collectively put together into group projects in the initial stages of a business.

A study conducted in South Africa also pointed out the need of financial help to business start-ups. The study carried out by the Department of Trade and Industry (1999) revealed that developing a small business sector is a vehicle for job creation and is able to generate economic growth in South Africa. However, the study points out that millions of micro entrepreneurs are trapped in survivalist activities with incomes below the poverty line. As a result, many of them have little prospects for higher levels of production.

An analysis of policies for the micro and small enterprise sector over the first decade of democracy in South Africa has shown that “the impact of the South African state in promoting skills for productive citizenship for all has not been as successful as hoped for” (McGrath, 2005:123). McGrath explains that government departments have not collaborated effectively to implement policies that will promote skills development. The White Paper on the national strategy for the development and promotion of small business in South Africa also points out that, although there is a positive vision about the potential of small businesses, major constraints face business entrepreneurs (Republic of South Africa, 1995). These include: “a disabling legislative and regulative environment, poor access to markets, poor access to finance, the high cost and low availability of suitable business premises, inadequate technical and management skills, poor availability of appropriate technology, inadequate infrastructure, and a heavy tax burden” (McGrath, 2005:111). There is a need for a joint strategy and implementation of skills development by the Department of Trade and Industry, the Department of Labour and the Department of Education in order to promote the development of skills for SMMEs in the country (McGrath, 2005).

A review of ten years of small business support in South Africa during 1999 - 2004 revealed that a major obstacle facing small enterprises and those wishing to venture into business is lack of adequate education (Department of Trade and Industry, 2004). During apartheid, black people had restricted opportunities for the acquisition of technical and professional skills (Department of Trade and Industry, 2004). Consequently, a lack of education has limited people in developing their potential as small business entrepreneurs and many remain at a survivalist level while those interested in venturing into business may be discouraged due to illiteracy.

A qualitative study conducted in the North of England, “exploring the socially created barriers to business start-up that inhibits the growth of women entrepreneurs and how they may be removed” (Fielden & Dawe, 2004: 139), showed a number of barriers faced by women who venture into business activities. These were: lack of start-up capital or fear of banks, lack of knowledge about the policies about a wide range of projects to assist women into enterprise initiatives, participants also perceived that the projects were for those from a high social-economic background, fear of failure, lack of support from a partner entering into self-employment and lack of affordable and trustworthy childcare facilities. Fielden & Dawe (2004) concluded that projects failed to empower women because business agencies and funding bodies lacked the understanding of barriers facing women to become entrepreneurs before embarking on projects.

Osunde & Omoruyi (2003) conducted a survey assessing women’s attitude towards special skills training programmes in Nigeria. The study sample consisted of 360 female participants randomly selected from six women’s special skills training centres in the southern part of Nigeria. The findings revealed that women’s perception of the training was good and their attitude was positive. The women were eager to improve their wellbeing through acquiring skills and knowledge. As a result, the government was advised to expand the education centres for women in rural areas. The education centres provided women with skills in typing, computing, hairdressing, fashion designing and handcraft. The outcome of the empowerment programme was that the women became self-reliant and economically independent.

Although skills development will enable women to get out of the poverty trap, Jones (1993) also points out barriers that hinder women from participating in economic activities. He identifies barriers that stem from the socialisation processes. These are “the family of origin, the school, from educational achievement and subsequent training and from personal and domestic circumstances” (Jones, 1993:27). Some women are raised in families with no role model, which makes breaking through their own social boundaries difficult, resulting in decreased confidence and increased anxiety levels when they attempt to overcome these barriers (Fielden & Dawe, 2004). In most instances, the dual role performed by women being responsible for domestic and family concerns, whether they are economically active or not, is another barrier to social economic activities. Jones (1993) further argues that schooling as the socialising agent may influence girls’ perceptions or merely reinforce traditional gender roles. Education is one of the means to enable women to participate in economic activities in

society. Since 1975, the United Nations has made efforts “to raise women’s economic status through appropriate training and education as a means of liberating them from men’s subjugation and all forms of discrimination” (Osunde & Omoruyi, 2003:93).

There is consensus in the above studies that women engage themselves in micro business enterprises in order to sustain their livelihood and that of their children. Furthermore, initiatives towards empowering women with skills are geared towards raising the economic status of women and promoting gender equality in society. Although these studies were conducted in different countries (India, Mexico, the United Kingdom, South Africa, Nigeria, Nepal, Palestine and Israel), authors agree on common barriers that hinder business start-ups as: lack of education, lack of access to finance and lack of access to institutions that promote business enterprises. The other similarity in the above studies is that the participants live in rural and peri-urban areas where women are the group of people most affected by poverty.

Although the above literature has mentioned challenges that face women in business, there are success stories of women who have benefitted from government, NGOs and the private sector initiatives. In the global context, women entrepreneurs in developed countries have access to greater support from women mentors and role models than in developing countries. In addition, they have easier access to formal training in principals of business planning and organisation (South African Women Entrepreneurs Network, 2005). The perception of women as capable as men in work places and as business owners have improved (Sherman, 2003 cited in the South African Women Entrepreneurs Network, 2005).

In the African context, women entrepreneurs are in small sector micro-enterprises, mainly in the informal sector. They are constrained by inadequate access to formal credit, poor transportation systems and lack of information to exploit opportunities. The South African Women Entrepreneurs Network (2005) has also reported that there is a “lack of indigenous research studies, lack of information, lack of relevant and up-to-date data and access to African women entrepreneurs in most African cultures and countries” (the South African Women Entrepreneurs Network, 2005:8). Booyens (2011) has noted that although various policies support SMMEs for development purposes, South Africa has paid little policy attention to promoting knowledge-based SMMEs or an innovative start-up culture.

The scenario of women entrepreneurs in business in South Africa is that they are “on the periphery of the economy. The concentration of activities in business is located in the areas of crafts, hawking, personal services and the retail sector” (South African Women Entrepreneurs

Network, 2005:9). As such, their participation in value-adding business opportunities is low. However, entrepreneurial activities across the regions in South Africa are mainly in Gauteng, Kwazulu-Natal and the Western Cape provinces, with Gauteng being the most entrepreneurially dynamic province. Mpumalanga and the Eastern Cape are the lowest ranked provinces (Herrington, Kew & Kew, 2008). One of the factors for this development is because of migration within South Africa; more people migrate to these provinces because they offer more economic opportunities than other provinces (Herrington et al., 2008).

2.4 Theoretical Perspectives

The theoretical perspectives framing this study are pro-poor growth and the capability approach to development.

2.4.1 Pro-poor growth

There are two definitions of pro-poor growth to development, which use an absolute and a relative approach. “In the absolute approach, growth is defined as pro-poor if it reduces absolute poverty. In the relative approach, growth is pro-poor if it reduces inequality and relative poverty, implying that growth must benefit the poor proportionately more than the non-poor” (Yves Duclos & Verdier-Chouchane, 2009:2). The poor are identified by the established international poverty line of \$1 a day or a national poverty line. For example, the main objective of the Millennium Development Goals (MDGs) is poverty reduction. The main goal of MDG 1 is to reduce by half the number of people living on less than a dollar a day by 2015. Defining poverty in this way encourages the pursuit of policies aimed at raising income levels through economic growth and lifting those at the margin above the poverty line (Klasen, 2003).

South Africa became a signatory to the United Nation’s Millennium Declaration in 2000. In response to the United Nation’s Millennium Declaration, the government developed a political economic policy called AsgiSA and planned to halve the number of people whose income is less than US\$ 1 a day and unemployment by 2014 (Republic of South Africa, 2006). In fact, South Africa’s commitment to halve poverty was already planned before the MDGs, through the Reconstruction and Development Programme of 1994. According to the latest report by the UNDP (2010), South Africa has achieved the MDG 1, which is to

“eradicate extreme poverty and hunger.” The targets set by the UNDP were: “halve, between 1990 and 2015, the proportion of people whose income is less than a dollar a day, halve, between 1990 and 2015, the proportion of people who suffer from hunger” (Davids et al., 2005:236). The government has halved the population living below \$1 per day. However, “the proportion of females living below \$1 per day remains high compared to that of males, 12.0 % (females) and 10 % (males) in 2000 and 5.3 % (females) and 4.8 % (males) in 2006” (UNDP, 2010: 27). The UNDP report further points out that, although absolute poverty has reduced, inequality and unemployment remain high. Absolute poverty has been halved due to pro-poor strategies and income transfers by expanding the social assistance programme. The number of people receiving grants has grown “from 2.6 million persons to 14.1 million persons in 2010 with a high bias progressively targeted to children” (UNDP, 2010:38). In addition, investments have been made in services such as sanitation, housing, education, health-care and electricity (UNDP, 2010).

The World Bank (WB) and the International Monetary Fund (IMF) are also in favour of a pro-poor growth to development, which is a bottom up approach. All stakeholders such as the civil society, the private sector and NGOs are involved in the process of development. A country qualifies for a loan from the WB only after poverty reduction strategy papers have been produced to outline a national programme for a poverty reduction programme (Klasen, 2003).

Applying the pro-poor approach as a strategy to poverty reduction demands the growing of incomes at an individual level (Klasen, 2003). That is to say, growth is said to be pro-poor if the incomes of the least well-off rise. In this regard, the government has both increased the number of people receiving social grants and raised the amount of money to the beneficiaries. For example, child support grant was R240.00 in 2010 and R 270.00 in 2011. In relation to the job skills training project in Phumlani Village, Cape Town, Child Welfare aims at empowering disadvantaged communities by providing skills for job creation (Cape Town Child Welfare, 2009). The assumption is that the project participants will raise household incomes to translate into capabilities. The poor will escape income poverty when they participate in production activities and have access to basic needs (Klasen, 2003). Sen (1999) also recognises the instrumental role of income in people’s lives. This understanding is

founded on a capabilities view of development, which equates poverty reduction with an expansion of substantive freedoms or capabilities at the individual level (Sen, 1999).

2.4.2 Capability approach to development

The capability approach to development is attributed to Amartya Sen's work. Development, he argues, "is a process of expanding the real freedoms that people enjoy" (Sen, 1999:3). His argument is that major sources of unfreedoms should be removed for development to take place. These unfreedoms include: poverty, tyranny, poor economic opportunities, social deprivation and neglect of public facilities, as well as intolerance or oppression by undemocratic leaders. He further explains that enhancing peoples' freedoms and the human agency is central to development. According to Sen, there are five distinct types of freedoms, which are instrumental to development. These are political freedoms, economic facilities, social opportunities, transparency guarantees and protective security. These freedoms are intrinsically connected and they enable an individual to realise his or her potential.

These freedoms are not merely the primary end of development, but also the principal means, because freedoms of different kinds strengthen each other. To illustrate, political freedoms that imply free speech and free elections will lead to political stability, which will promote economic and social development. Social opportunities, education and health facilities facilitate the economic participation of people in the process of development. Economic facilities provide opportunities for participation in production and trade, which leads to economic growth that will generate wealth to invest back into social opportunities. Transparency guarantee implies good governance with an element of accountability and political will by the leaders towards the development of a country (Sen, 1999). Protective security assists the vulnerable not to go through deprivation. The South African government, through the Social Assistance Act, 2004 (Act 13 of 2004) is providing social grants to various categories of people in order to reduce economic hardship. For example, qualifying families, which include the project participants in Phumlani Village with children below the age of eighteen, are provided with a child support grant of R270.00 per child every month.

Relating Sen's (1999) ideas on development as freedom to this study, the participation of fifteen women in the job skills training project would be regarded as a kind of freedom from income poverty if the skills they acquired were being utilized for income generating initiatives. Development is about removing obstacles to what people can do and be in life. A lack of access to resources prevented the project participants from participating in economic

“I didn’t complete the training programme because there was no one I could leave my child with... I can’t leave my child with my mother because she is on drugs you see! My child too young, she needs good care.”

Fielden & Dawe (2004) also found that it was a challenge for some women to find adequate and affordable childcare facilities for older children that needed daytime supervision in the school holidays. Any empowerment programme should be planned with the knowledge of the gender roles women are expected to perform in the family so that they are not excluded from economic activities.

Another aspect, which was not considered before implementing the skills training project, was space where the participants could make their products.

4.6.7 Lack of space for production

The majority of the participants did not use the skills they acquired for business purposes because of lack of space, as they live in small dwellings.

“I cannot make candles in my house because there is no space as you can see [made a gesture]. If hot candle wax spills, it can burn the children.”

“It is very easy to have an accident here as you can see I live in one room together with my two children.”[She explained while pointing at how congested the room was.]

There is no adequate space to conduct business because the participants live in one bed-roomed houses with very small rooms. Their home environment is not conducive to carrying out business activities that involve the skills acquired. Moreover, some of the participants’ houses have power only for lighting the rooms; there are no connections for any domestic appliance. Others do not even have electrical goods such as a stove, which they will need to use if they have to make candles. As pointed out by the participants, such a business venture conducted within the home space could have exposed the children to danger. This problem could have been foreseen and addressed if a feasibility study was conducted before implementing the job skills training project. A further factor affecting the project participants was lack of capital to enable them start businesses. CTCW did not make any provision for assisting participants with capital or starter-packs.

4.6.8 Lack of start-up capital

Almost all the participants reported that they could not embark on income generating activities because they did not have money to buy materials needed.

“I am not employed and the bad part of the training is that you have to buy equipment and materials. I do not have a stove and kettle to use.”

“The major problem is money as you can see... [She showed the researcher the price list of materials.] ...we were going to buy this stuff, when I went to check there, too expensive. What about my child? I can't use my children's money to buy stuff. For example, the cost of materials to make a big candle is R100.00 or R140.00 that is the problem.”

“I tried to make the bath salt for my own use, it is easy to make. But I did not complete the process because I did not have money to buy the fragrance.”

The above comments reveal the financial constraints of the project participants. They were clearly not in a position to fund their own businesses. Lack of access to finances prevents women from becoming entrepreneurs. The situation of poor women is compounded further as they do not have collateral to access loans from banks (Fielden & Dawe, 2004; McGrath, 2005; Garikipati, 2009; Bushell, 2008). One participant added:

“One thing I need is to help me with money to start business. At the moment I am looking for money to buy a container. You will find me selling chips. There is a lady selling a container at a cheap price, R800.00. I would like to buy it and put it behind my house. Then apply the skills I have learnt about decoupage. I will decorate my own cups, and decorate plates and sell. I have already told my neighbours that they can give their pictures and then decorate on the plate. I have done it for my baby's picture. [The picture is on the wall with a decorated frame.] I can decorate cups and sell during Valentine's Day. The people will buy cups a lot during this time.”

The above response provides an understanding that there is potential in this participant to improve her well-being but she lacks support to materialise her ideas. Sen (1999) sees income as one resource that can enable an individual to achieve certain capabilities or the freedom to live the life the person has reason to value. He further recommends that governments and other development agencies provide people with “adequate social and economic

opportunities” so that “individuals can effectively shape their own destiny and help each other” (Sen, 1999:11).

From the same perspective, Garikipati (2009) supports micro-credit programmes as an intervention strategy against poverty. The reason for the support of women particularly is that they are more likely to share the benefits with other members of their households, especially their children.

One finding that was striking in this study was that thirteen participants’ main source of income is the child support grant.

“Child support grant is my main source of income [LR]. Out of this I buy 20 litres of paraffin costing R150.00 which I sell so that I can buy bread every day.”

It appears that without the child support grant these women and their children would be in abject poverty.

“I am living on my children’s money so they support me. My budget every month is R300 for food and clothes R100” [TK].

“I send part of the child support grant I get for my sister I am keeping to our parents in the Eastern Cape”[TM].

“Out of the child support grant I make and sell fritters which supplement my income.”
[Participant TM pointed at a counter of fritters on the table.]

In order to prevent the poor from being reduced to abject poverty, the South African government, through the Social Assistance Act, 2004 (Act 13 of 2004) provides social grants in the form of child support grants of R270 per month to families with children below the age of eighteen. As a result of pro-poor strategies to promote economic growth and income transfers by expanding the social assistance programme, absolute poverty has been halved (UNDP, 2010). The South Africa government has achieved the MDG1, to eradicate extreme poverty and hunger by 2015 (UNDP, 2010). The number of people receiving grants has “grown from 2.6 million persons to 14.1 million persons in 2010 with a high bias progressively targeted to children.” (UNDP, 2010:38). Yves Duclos and Verdier-Chouchane (2009) argue that economic growth is pro-poor if it reduces absolute poverty.

The findings point to Sen's (1999) capability approach to development. Development should aim at removing the unfreedoms, such as poverty, that hinder people to live a life they would choose to enjoy. One of the instrumental freedoms that promote people's capabilities is providing them with economic facilities (Sen, 1999). This is the reason CTCW developed the job skills training project as a strategy for poverty alleviation in Phumlani Village. Since economic facilities are long term planning goals, protective security is being provided to the project participants as a social safety net so that they do not suffer deprivation.

Findings have further confirmed that the participants lack start-up capital because they actually migrated from the Eastern Cape Province in search of economic opportunities in Cape Town. Internal provincial migration increased after apartheid ended in 1994 (McDonald, 2000). The demographic profile shows that ten project participants came from the Eastern Cape and have settled in Phumlani Village. A review conducted by the Department of Trade and Industry (2004:5) of ten years of small business support in South Africa revealed that "apartheid confined the majority of African people to homeland areas which were not only the poorest in terms of living standards and business opportunities but also lacked a dynamic business environment."

"There is no money in the Eastern Cape. This is the reason I came here. I came to work. There are no factories there. No jobs, haha! aah! [She laughs.] There are only farms for potatoes and onions. I send money to my sister but she will come here as well to continue with school."

"I am the eldest in the family. I came here to work, I am a domestic worker. At the end of the month I send money home in the Eastern Cape so that my parents can support my brothers and sisters." [This participant disclosed that she came to Cape Town when she was twenty two years of age.]

Table 1 on page 5 also shows that nine project participants were without a job before the training and even though five participants were involved in some economic activities, these activities did not provide them with adequate income to sustain their lives.

The researcher asked whether the participants had requested financial assistance from CTCW. Some of the participants responded that they had requested financial assistance and were told to wait for feedback as the facilitator of the project promised to inquire from the organisation. *"The community development worker said that she was going to find out."*

Other participants said they did not request for capital because they did not pay any money for the training. *“The training was free and we were given lunch every day.”*

Findings reveal that lack of start-up capital was one of the reasons, which contributed to the job skills training project not achieving the intended objectives. The participants did not have money to fund businesses. CTCW also did not provide financial assistance to participants so that they could embark on business initiatives. Neither were the participants interested in using the skills even if they had been provided with starter packs. Apart from lack of finances, management of CTCW also experienced high staff turnover.

4.6.9 High staff turnover

One of the reasons the job skills training project did not achieve the intended objectives was high staff turnover. The skills project was implemented when Phumlani Village had no supervisor to monitor the project.

“The LOP area had a challenge of who to man the unit. The line manager who was there at the time the project was introduced had left and you well know there was somebody else that took over, so there was also a break in continuity in terms of providing leadership. The manager was overwhelmed in terms of her priorities. Her focus was on child protection issues to manage the unit because she didn't have full staff.

There was need for an ongoing monitoring by the manager of the project. I know that there was suppose to have been corroboration with an organisation called Red Door. Business skills training was suppose to be provided as an after program to women once those skills were imparted in order to assist them to take those skills further but that did not happen due to staff resignations, not enough social workers and the manager at the time had to focus on statutory obligation which is the primary responsibility of Cape Town Child Welfare as a child protection organisation. I will acknowledge and concede that the follow up programme of that particular project did not happen as it should have happened.”

The direct service manger acknowledged that one of the reasons the project did not yield the intended objectives was because monitoring was not carried out after the participants completed the training programme. The CTCW LOP unit management team evidently pointed out that the skills training programme did not end up as a sustaining livelihood project for the participants in Phumlani Village. The first line manager also commented about

high staff turnover affecting the job skills training project from achieving its intended objectives. She said:

“The organisation seriously needs to look at ways of retaining staff so that turnover is not so high. We have a constant turnover. It is hampering the process. When somebody resigns, another one comes in, we have to start all over again, we have to do orientation and at the end of the day that worker leaves and another one comes in so we don’t really get the program off the ground the way we would like to do it. The way we were trained in development work so that theory and practice can meet. That is where we are sitting as an organisation.”

High staff turnover was found to be the result of CTCW not offering salaries and conditions of service that are market related. The process of globalisation has not only opened up national economies but has contributed to employees seeking employment opportunities elsewhere (Mishra, 1999). What has come out evidently is that government, being the major role player in poverty alleviation, is not providing NGOs such as CTCW with adequate financial support to improve the salaries and conditions of service of community development workers. Because of this, there is constant turnover of workers. Effective delivery of service by non-profit organisations is majorly dependant on adequate funding from government and other donors.

“We need our government to come on board to support us, which is not happening. Our government has a responsibility towards poverty alleviation and it has put the burden of poverty alleviation on NGOs who do not have the capacity and if government wants us to succeed in that area then they must prioritise support, giving social workers and community development workers proper salaries so that they will be motivated, also provide support in terms of additional training.”

The direct service manager also pointed out the lack of highly skilled development workers in the organisation and in the non profit sector.

4.6.10 Shortage of highly skilled human resources

A shortage of skilled human resources was reported as one of reason affecting the job skills training project at CTCW. The manager explained:

“There are some of our community development workers who actually had no training in community development work and the reason for that goes back to the government where salaries development workers are receiving is so poor that we cannot hire the right people to those positions. The salaries are so low, whom do we get? We get people who are drivers or messengers and somehow are raised by building the capacity of staff. But they have not fully captured what community development work is about.”

During interviews, the first line manager was of the view that the job skill-training project should be evaluated again. She said:

“I would obviously recommend a review for us to revisit the project and do an evaluation and an assessment of whether this is working or not. Quite honestly, we have done that but we haven't done in a proper format you know the structured tertiary way of doing things. It is really going back to that and then also going back to looking at the needs of the community and addressing those needs so we can identify what they would want us to do or what they would want our assistance in because it is not us doing it for them but it is themselves. Obviously, we need to hold their hands initially. So.... definitely, a revisit is necessary and then taking it from there.”

A shortage of skilled personal is a concern for CTCW with regard to achieving the objectives of the job skills training project. Findings show that business and life skills training were not included in the programme and comments from the direct service manager confirm a weakness in the project. This challenge is part of a broader picture of the skills shortage in South Africa that prevents the country from achieving the social economic growth desired. McGrath (2005:123) in his article, points out the shortage of highly skilled human resources: “The impact of the South African state in promoting skills development for all productive citizens has not been as successful as hoped for. In particular, attempts to balance skills needs at all levels have not been reflected in coherent cross-sectoral policymaking or in effective implementation strategies, including the development of new institutions.” The direct service manager further explained that CTCW requires to train its staff to adopt the development approach to improving the well-being of children.

“We have to provide in service training to our managers in terms of our community development approach and also to our community development workers. The manager's expertise lies on statutory work and not in community development work. Her orientation is clinical work but we know that the clinical module is not the solution to poverty that we have

in our community. We need a community development approach as much as all our managers are social workers and have been exposed to community development training. The skills have not been integrated to the point that they are experts in that approach.

CTCW started as a purely specialised child welfare organisation in 1908 but in 2004 the organisation changed its services to a social development approach in order to fulfil the government requirement to implement programmes that are directed towards sustainable livelihood for the communities (Cape Town Child Welfare, 2010). This directive has caused a clash in service delivery because the two methods of social work are not applied on an equal footing.

4.6.11 Perceived bias in service delivery

The findings of this study have revealed that, in addition to the implementation challenges facing the facilitator of the project, the management problems and other factors affecting the job skills training; CTCW puts more emphasis on statutory work in child protection than on development work. The comments from the LOP management team clearly show that there is a bias in the way services are provided. Child protection is prioritised and social development projects lag behind. The expectation of government for CTCW and other child protection agencies is that they offer services that cover two broad fields of social work casework and community development work. However, community development work is not receiving much attention.

“CTCW provides a holistic approach to promote the wellbeing of children but definitely, there is this tension because of its statutory obligation which takes a priority. Therefore the manager focus tends to be more on those cases where children have been abused, so that those children get the necessary services.”

The above comment confirms that CTCW puts more emphasis on child protection services than on development work.

This study has also revealed that challenges experienced by the facilitator of the project are other factors affecting the job skills training project in Phumlani Village. The next section provides an explanation of these factors.

4.7 Implementation Challenges Experienced by the Training Facilitator

Findings have revealed that language barriers, racial divisions, lack of access to the training venue, work overload and lack of support from the supervisor are challenges experienced by the facilitator of the skills training project in Phumlani Village.

4.7.1 Language barriers

The facilitator of the project experienced communication barriers while working in the community.

“It is difficult to get through to the people because of language barrier. There are mostly Xhosa speaking in Phumlani. (The mother tongue of the facilitator is Afrikaans.) I speak English to them but it seems they are so caught up in racial issues. I had to simplify the notes according to their level so that they could understand.”

Communication was a barrier in working with the people of Phumlani because the majority of the residents are Xhosa speaking and only a few speak Afrikaans. The facilitator is able to communicate well in English and Afrikaans. The advantage of communicating to people in their own language is that it creates a social bond, understanding and promotes good interpersonal relationship.

4.7.2 Racial divisions

Phumlani village is composed of two racial groupings, black and coloured. The facilitator explained:

“Black people and coloureds do not do things together. There are always divisions among them. The coloureds are not willing to mix because they do not want conflict with the others. It is easier to work with the children because you can mould their thinking.”

The study revealed that there is no social bond between the racial groups in Phumlani, which makes community work difficult. The observation of the researcher, who worked in the area as a social worker, confirms the report of the facilitator. The racial division in Phumlani Village is seen at the community crèche, which has black children only. The teachers mainly communicate to the children in isiXhosa. As a result, the coloured people feel segregated; instead, they take their children to other crèches in the predominantly coloured communities.

The other observation made by the researcher was that the majority of the participants were black. Of the fourteen participants interviewed, eleven were black and three coloured. It was also interesting to note that the volunteers who assisted the development worker during the 2010 holiday programme were coloured and two volunteers who are involved with the soup kitchen are coloured. The implication is that development in Phumlani Village will lag behind because the residents are not united to work together. There is a need for the development worker to work with the community leaders and come up with ways which can make the residents see themselves as one.

The racial division in Phumlani Village traces its roots to the race-based policies of the former regime in South Africa. During the interviews, some of the participants complained that not everyone in the community has access to the hall because it is being used as a crèche by a Xhosa speaking (black) woman.

4.7.3 Difficulty in accessing the training venue

The study has shown that the project facilitator had difficulty in accessing the community hall that was intended to be the venue for training. The hall is supposed to be used by every member of the community whenever there is need. She reported:

“The one who is running the crèche does not want any other group to use the hall and the grounds. She is always making up stories that the hall is booked and yet it is not true. When I want to use the hall for projects, she is always making up stories that the hall is booked and yet it is not true. The only person who can resolve the matter about the use of the hall is the councillor but he is reluctant to go to Phumlani because he was threatened.”

The above comments explain difficulties the facilitator had in building the capacity of people in the community. The hall has good facilities such as a kitchen and toilets suitable for catering for gatherings. Development projects will be hindered in Phumlani Village if racial politics continue. The first group, five participants of the job skills training, did their training in a house of one of the participants because they were denied access to the community hall.

“Unfortunately the councillor who is the right person to intervene in this matter is not ready to solve the racial differences going on in the community because his life was threatened by local people.”

The development worker's observation points to lack of unity among the people of Phumlani Village. Unless the residents of Phumlani see themselves as one they will not be able to resolve problems that affect their community.

4.7.4 Work overload

The facilitator's sentiments were that she is overwhelmed with the huge workload and this impacted negatively on the job skills training programme.

"It is quite a lot of work to do. I would like to spend more time on job skills training but I cannot because there other things. There is too much work for one development worker per area especially where there is an informal settlement. I have to focus on safe homes, you have got awareness programs, job skills training, soup kitchen, you prepare yourself for kids club which must be educational and in between you have to assist the team with whatever you can. That is extra work, so sometimes you feel you are all over the place."

The facilitator of the skills training project claims that she is overwhelmed with the workload. This could be the reason that some of the participants complained that they have not yet been awarded their certificates. On the other hand, her job description can be best assessed by CTCW LOP unit management. Other participants are waiting for the feedback to start training in home-based care for HIV/AIDS patients and tailoring. After the researcher inquired from the facilitator of the project about the issues raised, she responded that other skills training projects would be implemented soon. She further explained, *"the participants think that the certificates of attendance will assist them get jobs which is not the case. The training was only meant to provide participants with basic knowledge."* This is an indication that the participants did not have a proper orientation about the skills training project.

The project participants commented:

"After we finished the training the community development worker promised that there will be more training if people are interested. She mentioned HIV training. I put my name on the list and we are still waiting."

"I do not have a certificate. I can use the certificate for a job. That is why I told the facilitator that she is wasting our time we are purpose to use our certificates. We finished the training a long time and she has not given us the certificates."

The facilitator raised an issue of not being supported by the supervisor in her work as a community development worker in the area.

4.7.5 Lack of support from the supervisor

Findings show that the facilitator of the job skills training project lacks support from her immediate supervisor. She said:

“If the participant is showing an interest, it rests on a development worker to assist that person further than that, funds are limited. That was why I was willing to give my own stuff for the people to start making the products. I bought a bag of bath salt and I can't do more than that.”

Her responses indicate that there is not sufficient coordination and team work in the unit pertaining to objectives that will alleviate poverty in the community. The facilitator of the project will function optimally when she is provided with the necessary support to implement the projects effectively.

4.8 Summary

This chapter has presented and discussed the findings of the research study on the factors affecting a job skills training project in Phumlani Village. The data were analysed using Tesch's (1990) data analysis framework. Discussion centred around four themes, which are: effect of the project on participants, acquired skills perceived not economically viable, factors affecting the job skills training project and implementation challenges experienced by the training facilitator. These themes were linked to the research objectives of the study. The main finding in this study is that several factors negatively affected the job skills training project in Phumlani Village. As a result, the job skills training project did not achieve its main objectives as none of the participants are using the skills for income generating activities. These factors include management problems, which came about because the participants were not involved in planning for the skills they acquired. The project participants were not supported with start-up capital or starter packs after they completed the training. Management also acknowledged that the project lacked supervision due to high staff turnover and that human resources, highly skilled in community development, was also lacking. Another factor affecting the job skills training project is that the facilitator faced challenges working in the community. These included: work overload, language barriers, racial divisions; lack of access to the training venue; and lack of support from the supervisor.

Another problem affecting the job skills training project is bias in delivery of services in which community development is compromised by the focus on clinical social work. However, the positive effect of the skills training is that participants acquired skills they did not have before. They appreciated the free training they were given. At the end of the interviews, the participants expressed their desire to learn skills in which they are interested. These are: home based care for HIV/AIDS patients, computer skills, tailoring, and adult education.

The next chapter makes conclusions on each research objective and offers recommendations.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study explored factors affecting a job skills training project offered by CTCW to fifteen women in Phumlani Village, an informal settlement in Cape Town. CTCW started this project as a response to the socio-economic problems of poverty, unemployment and HIV/AIDS facing South Africa today. The goal of the project was to alleviate poverty in the previously disadvantaged communities of Cape Town with a view to empowering women in these communities with skills that would sustain their livelihoods. It was intended that at the end of the training the participants would embark on small business enterprises so that the income would enable them to improve their wellbeing as well as that of their children. On the contrary, the outcome of the skills training project was that none of the project participants is using the skills they acquired for income generating initiatives. Fifteen project participants were trained in soap making, candle making, making bath salts and fridge magnets, and decoupage. CTCW had aimed to train more residents and different categories of people but only women responded to the advertisement. Previous studies have indicated that women adopt survival measures against poverty due to childcare responsibilities whenever divorce or separation has occurred.

Conclusions of this study are made from the research interviews and the main findings that relate to the research objectives of the study. Recommendations are directed to CTCW for management consideration and the Department of Social Development. Finally, there is a recommendation for further research.

5.2 Research Methodology

This study used an exploratory qualitative research design. This methodology was applied in order to explore the factors affecting the job skills training project and enabled the participants to provide subjective views about the project. In addition, the use of this methodology generated information about future projects in skills in which participants would like to be trained. The research was conducted in the natural surroundings of the participants in Phumlani Village and the workplace of key informants.

The sample size of the participants was seventeen: fourteen project participants and three key informants, members of staff of CTCW that work in the area where the research was conducted. The total number of project participants was fifteen; one participant was not

interviewed because she had relocated from the area. A semi-structured interview schedule was used to collect data from the participants. The use of a tape recorder helped to preserve the data for analysis. Tesch's (1990) eight stages of analysing qualitative research were used.

This study followed ethical research practices to avoid any harm or infringing the interests of participants. All participants were informed of the purpose of the study and debriefed after each interview. Pseudonyms were given to project participants to ensure anonymity. The findings of this study are based on themes linked to the main research question and objectives. One additional theme emerged from the study.

The main challenge of the study was that finding the project participants was not easy because some of the participants had relocated and others could not be contacted telephonically. Nonetheless, the chosen research design and methodology assisted the researcher to meet the objectives of the study.

5.3 Main Conclusions

The conclusions of the findings of this study relate to the main research objectives.

5.3.1 Factors affecting the job skills training project in Phumlani Village

The findings of this study have shown that none of the participants is using the skills and knowledge they acquired for business initiatives. Therefore, the project failed to achieve its objectives. Ten participants are engaged in other income generating activities not based on the skills in which they were trained. The other four participants are not involved in any economic activities yet. Findings point to various reasons which prevented the job skills training project from achieving its objectives.

The skills training project had curriculum problems: components such as business skills, and life skills were not included in the training manual. The participants also experienced challenges, which were obstacles to starting business initiatives. These were inadequate education, lack of knowledge of policies, lack of affordable childcare facilities, lack of space for production, and lack of start-up capital. Other factors that contributed to the failure of the project were challenges experienced by the facilitator of the project during implementation.

Management problems of the project were caused by the top down approach to implementing the empowerment programme in Phumlani Village. Implementation of the skills training was

based on prescribed skills designed by CTCW. As such, the skills acquired did not match the needs of the participants.

The training programme content omitted business skills and life skills. Comments from the participants made in the interviews confirmed that the participants lacked these skills. Some of the participants had been engaged in businesses before the training but had not succeeded with them. To solve this problem, the South African government has introduced legislation, structures and programmes that can promote SMME activities. These include SEDA, Khula Enterprise Finance and the Ntsika Enterprises Promotions Agency. Some participants tried, but could not get into the labour market because they do not have adequate life skills.

This study has also revealed that the skills training programme did not provide adequate information during orientation as participants thought that they could use the certificate of attendance for employment opportunities, which was not the case. The facilitator of the project reported that the training offered basic knowledge, which was not adequate to enable them to qualify for employment. Another observation in the interviews was that the training duration of two weeks appeared to be too short to enable the participants to be equipped with all the necessary skills to start a business.

The project had no provision for financing business activities after training. CTCW did not plan for a micro-credit scheme or offer the participants starter packs with which to start their activities. None the project participants had capital to purchase the materials required to make products for sale. The facilitator's observation concurs with the findings of the study that the participants' major problem was income poverty. All the project participants depend on the child support grant of R270.00 per month for their and their children's welfare. As a result, this money could not be used as capital for business.

A further reason, which contributed to the failure of the project, was lack of space from which to conduct their businesses. Participants mostly live in one bed-roomed houses and in shacks. Some of the participants' houses have no provision for the use of industrial electrical appliances, which are often necessary tools for production.

Childcare responsibilities is also a hindrance to engaging themselves in business activities. One participant could not complete the training programme because she had no one to care for her baby.

Despite the project not achieving its main objective, four participants used the skills acquired for a short time, immediately after the training, but this did not improve their well-being. The participants gained skills and knowledge, which they can use in future.

Only one participant showed an interest in using one of the skills for a business initiative of candle making. Her effort in this venture did not last because she did not have adequate start-up capital. Had after training monitoring and support taken place, challenges faced by the participants would have been identified and they could have been assisted accordingly. Previous studies have pointed out that most small micro entrepreneurs remain at a survivalist level due to poverty conditions surrounding them. They tend to use all the money earned for home consumption. This study has indicated similar findings.

One participant looked for employment at a detergent factory based on the skills she acquired but worked for only two months because the company did not recognise the certificate of attendance she obtained after the skills training. Two participants used the skills to make products for home use, making candles, bath salts and decoupage items. This study has revealed that CTCW failed the project participants because the skills offered to them did not match their areas of interest. The capacity-building project did not change the living circumstances of the participants. Since the job skills training did not fulfil the participants' aspirations, they expressed a negative opinion of the skills training project.

5.3.2 Participants' perception of the job skills training project in Phumlani Village

Thirteen participants felt that the skills they acquired in making candles, soap, bath salts and fridge magnets, and decoupage were not economically viable to sustain their livelihoods. They concluded that the skills acquired were not feasible to enable them to engage in profitable micro-enterprise activities. The participants explained that they would not stop what they were already involved in because they were getting a better income than if they were to use the skills they acquired on the training programme for business. They further pointed out that they would not recommend anyone in their community to learn the same skills they acquired. Their sentiments were that being employed as a domestic worker is more worthwhile because the income will sustain their lives. Other participants pointed out that the training programmes were a pastime activity to break the monotony of their daily activities in their homes. Even though the thirteen participants did not use the skills they acquired for business initiatives, they commended CTCW for offering them the training at no cost.

One participant was positive about the skills training project. She made candles and sold them at a nightclub in the area where she lives. The micro-enterprise initiative she had planned to venture into did not continue because she used the capital for home consumption. Studies that have been conducted by different scholars on the performance of women in micro-enterprise have shown that entrepreneurs in this category remain at a survivalist level because of poverty conditions. Had the participant been supported and provided with financial and business skills she could have been empowered to change her circumstances. Given that these participants have the desire to improve their economic situation, they desired to be trained in other areas of interest, including HIV/AIDS home based care, tailoring, computer skills and adult education.

Tailoring would enable the project participants to be employed or become self employed. Therefore, this could be a viable business venture to those interested.

Computer skills would benefit the participants in the search for employment opportunities. The project participants whose interests lie in learning computer skills are those who dropped out of high school. Advances in technology demands that people become computer literate for easy and fast communication. The project participants indicated that they lack skills in this area.

Six participants expressed the desire to go back to school so that they proceed to tertiary education and pursue careers in the social work or nursing professions. Their challenge is financial constraints to start evening classes. Education is the key to reducing poverty because the knowledge and skills will open these participants' horizons and enable them to participate in the process development.

Other participants would like to learn about HIV/AIDS and be trained in home-based care. HIV/AIDS is a social and health problem and the effect of the pandemic is that thousands of home-based carers are required. The South African National AIDS Council's report (2007) pointed out that 5.4 million people are living with HIV and AIDS in South Africa. Therefore, many people now require medical treatment in their homes.

5.3.3 Challenges experienced by the facilitator during the implementation of the project

The facilitator reported that she experienced challenges in working with the residents of Phumlani Village. Her concerns included language barriers, racial divisions, work overload, difficulties in accessing the training venue and lack of support from the supervisor.

Language was a barrier in communicating with community members because the majority of the residents are Xhosa speaking and the facilitator is proficient in English and Afrikaans. However, findings indicate that this problem was overcome by simplifying the English language to the level of participants' understanding.

Racial division appears to be a problem in Phumlani Village. The community is comprised of two racial groupings, the black and coloured residents. Findings have indicated that there is no social bond between these groups; coloureds are reluctant to mix with the black people. Only four coloured people participated in the training while the rest of the participants were black African people. Out of four coloured participants, three were acquaintances of the project facilitator who is also coloured.

The facilitator had difficulties in finding a suitable training venue at the beginning of the programme because of racial politics. Access was denied to the community hall during the first training session. Training was then conducted at the home of one of the participants. Racial division dates back to the time of apartheid when people were grouped in different residential areas according to race. Findings have revealed that on this training programme these racial groups did not work together. If the residents of Phumlani Village remain divided then managing the job skills training project will continue to be a challenge for the community development worker.

Another challenge pointed out in the study was work overload. Findings have revealed that other responsibilities of the facilitator of the project include child abuse awareness programmes, soup kitchen, kids club, safe homes and assisting the team with tasks that arise in the course of duty. Work overload leads to an individual not performing at his/her best on a particular task.

Lack of support from the supervisor is one of the challenges affecting the job skills training project. The facilitator's point of view was that community development work is placed secondary to clinical social work at CTCW. Therefore, there is more focus on statutory work than community development. Our conclusion is that these observations are correct because CTCW did not provide the participants with any material, financial help or support after the training. The LOP unit management furthermore acknowledged that the priority of CTCW is child protection rather than community work.

5.3.4 The views and experiences of CTCW LOP unit management about the job skills training as a poverty alleviation strategy in Phumlani Village

The views and experiences of CTCW management about the job skill-training project was that the project is a poverty alleviation strategy in Phumlani Village but the objectives were not achieved. High staff turnover and a lack of personnel highly skilled in community development prevented the job skills training project from achieving its objectives. The job skills training project was implemented at a time when the area in which the project was implemented did not have a manager to coordinate both development and statutory work. Consequently, the participants were not monitored or supported to enable them use the skills they had acquired. Management acknowledged and conceded that the follow up programme of the skills training did not happen as it should have.

High staff turnover was due to staff resignations resulting from poor salaries and conditions of service. Funding from government to NGOs for these kinds of programmes is clearly not adequate. Consequently, salaries and conditions of service are not attractive enough to retain the staff. Development workers are lowly paid compared to social workers. High staff turnover is also contributed to a backlog in statutory case work. As a result, community development work was not prioritised.

The organisation also experienced a critical shortage of personnel highly qualified in community development to implement the job skills training projects effectively. A lack of highly skilled human resources is not only a concern of CTCW, it is also a challenge experienced by the government of South Africa nationwide. However, CTCW tries to overcome this problem by employing unskilled human resources and building their capacity. Despite the skills training project not achieving its objective in Phumlani Village, the job skills training project remains a poverty alleviation strategy of CTCW in the community.

The next section presents recommendations based on the findings.

5.4 Recommendations

The recommendations of this exploratory study of the Cape Town Child Welfare job skills training project are derived from the findings of the study. These recommendations are directed at Cape Town Child Welfare and the Department of Social Development.

5.4.1 Cape Town Child Welfare Management

It is recommended that CTCW:

- Create a position of social and economic development manager to coordinate all development projects of the organisation. A unit can have community development workers managing projects. At the moment all senior and first line managers' are orientated towards clinical social work and service delivery is focused towards child protection.
- Conduct a community assessment needs survey before any project is implemented to ensure sustainability.
- Identify socio- economic poverty alleviation programmes to focus on.
- Include the beneficiaries of the project in the planning and implementation stages.
- Charge participants a minimal fee towards the skills training project.
This will ensure recruiting participants that are interested in using the skills after they complete the training.
- Develop the organisation infrastructure from which to plan and implement the projects.
- Involve the Red Door programme in the job skills training project so that participants acquire business skills.
- Provide the necessary life skills training to all project participants so that they are assisted in seeking employment.
- Provide project participants with a starter pack so that they are assisted in starting business initiatives.
- Link project participants with government structures and programmes that promote the development of SMMES. These include the Small Enterprise Development Agency (SEDA), Khula Enterprise Finance, Ntsika Enterprises Promotions Agency, and Technology for Women in Business.
- Development workers should work with community leaders in Phumlani Village in order to reduce racial division between black and coloured people.
- Consider providing skills training projects in the skills that participants have pointed out. These include: tailoring, computer skills and home-based care.

- Link participants interested in completing Matric to adult education and vocational training.

5.4.2 The Department of Social Development.

It is recommended that the Department of Social Development should:

- Increase funding for community development work so that development workers are paid salaries and have conditions of service that attract skilled individuals into the sector.
- Monitor and evaluate poverty alleviation projects in communities in order to assist NGOs improve service delivery.

5.4.3 Further Research

It is recommended that an evaluative study of the entire CTCW job skills training project be conducted in order to assess the impact of the project on poverty alleviation. The findings will assist Cape Town Child Welfare to restructure the project so that the organisation focuses on training people in skills that have value and will improve their well-being.

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APPENDICES

APPENDIX A: RESEARCH PERMISSION

Department of Social Development
University of Cape Town
Upper Campus, P/Bag X3
Rondebosch, 7700, Cape Town

11th August 2010

The Chief Executive Offer
Cape Town Child Welfare
Lower Klipfontein Road
Gatesville
Athlone 7764

Dear Sir

Permission to Conduct Research at Cape Town Child Welfare

I am requesting for your permission to undertake research in Phumlani Village, one of the areas serviced by Cape Town Child Welfare Phillip Office. I am a second year master's student enrolled in the Department of Social Development at the University of Cape Town. As a student, this research is primarily undertaken for academic purposes as well as to inform Cape Town Child Welfare of the main findings. The research topic is as follows:

An Exploratory Study of the Factors Affecting a Job Skills Training Project for Women in Phumlani Village, Cape Town: A Case Study of the Cape Town Child Welfare Society Job Skills Training Project.

In 2009, fifteen women were trained in soap making, candle making, decoupage, making fridge magnets and bath making salts through the Job Skills Training Project. The outcome of the training was that none of the participants are using the skills they acquired. For this reason, the study will explore factors affecting the skills training project that prevented the participants from using the skills they acquired to start income generating activities. The interviews are scheduled to take approximately two weeks (thus, 13 – 30 September 2010).

I look forward to a mutual beneficial partnership with the organisation.

Yours faithfully

Agnes Mumba

APPENDIX B: INTERVIEW SCHEDULE

Information to be given to the project participants

- Introduce myself to the participant
- This schedule serves as a guide to collect information on the research topic:
“An Exploratory Study of the Factors affecting a Job Skills Training Project for Women in Phumlani Village, Cape Town: A Case Study of the Cape Town Child Welfare Society Job Skills Training Project.”
- This research is carried out under the support of the Department of Social Development with the permission of the chief executive of Cape Town Child Welfare (CTCW).
- The purpose of this research is primarily for academic purposes, as well as to inform CTCW of the main findings.
- You were contacted telephonically or contacted by the community volunteer worker through whom you indicated your consent to this interview. Do we processed or not.
- This interview will be tape recorded in order to accurately record what has been said.

SECTION A: Profile of the Respondent

1. How long have you lived in Phumlani Village?
2. Do you have children? If yes, how many?
3. Gender
4. Marital status
5. Age
6. Qualifications
7. What kind of work are you doing?
8. Are you self employed? If not what do you do for a living?

SECTION B: Perception of the Job Skills Training Project

1. First, I would be interested in knowing how you became involved in the skills training programme.
 - a) How did you find out about it?

- b) How were you recruited?
2. What motivated your decision to take this training?
 3. What was your expectation before the training?
 4. What was your expectation after the training?
 5. What did you do before the training?
 6. What business are you involved in as a result of the skills you acquired? If not what has prevented you from starting a business?
 7. Have you been gainfully employed after the training? (If not, give reasons.)
 8. Looking backwards on your skills training project, I would like to ask you to describe what you see as the main components of the training programme.
 - a) What do you remember as the best part of the training for you?
 - b) What did you like about the training?
 - c) What did you not like about the training?
 9. How did the training affect your personality?
 - a) What kinds of changes in yourself do you see as a result of your participation in the training?
 - b) What would you say you got out of the training?
 - c) What knowledge that you gained during those two weeks have you carried over to your life since the training?
 - d) What plans have you made, if any to change anything differently as a result of the training?
 10. For two weeks you were with the same people, how has your experience during the training programme affected your involvement with groups since then?
 - a) What did you learn from the group that you did not know before?
 - b) Would you consider doing a group business?
 11. Suppose you were being asked by a government agency whether or not they should support a similar training programme like this, what would you say?

- a) Would you recommend the same training to other people?
12. To what extent was the course what you expected it to be?
- a) How was it different from what you expected?
 - b) To what extent did the things you were concerned about before the training come true?
 - b-1. What things came true?
 - b-2. Which didn't come true?
13. Are there any other skills you would like to learn in future?
- a) What recommendations would like to make to CTCW about the job skills training projects?
14. Anything at all you would like to add?

KEY INFORMANTS

SECTION C. Challenges Experienced by the Facilitator of the Project

1. What is the goal of the skills training project in Phumlani Village?
2. What was the response from the community after you advertised the training programme?
3. How did you recruit the participants of the project?
4. Which categories of people did you target for the project?
5. How many project participants are involved in income activities because of the training?
6. How many project participants are employed after the training?
7. None of the participants are using the skills they acquired, what could be the problem?
8. What challenges do you face when implementing training programmes?
9. What do you recommend to management of Cape Town Welfare about the job skills training?

SECTION D. Views and Experiences of CTCW Lop Unit Management about the Project

- 1 What necessitated Cape Town Child Welfare to start the project, being a child protection agency?
2. What expectations do you have from the job skills training project?
3. What type of assistance does Cape Town Child Welfare provide to project participants after the training?
4. What is the way forward since none of the participants are using the skills they acquired?
5. What are your experiences about the job skills training project as a poverty alleviation strategy to overcome poverty in Phumlani village?
6. What challenges do you face in implementing the skills training project?
7. What do you recommend to management of Cape Town Child Welfare about the job skills training project?

THANK YOU FOR PARTICIPATING IN THIS RESEARCH STUDY.

Having experienced many challenges to start income generating activities, the participants expressed their opinion of the job skills training project.

4.5 Skills Acquired Perceived to Be Not Economically Viable

The project participants had mixed opinions about the job skills training project. The categories that emerged under this objective are: skills not economically viable, training considered a part time activity and they would not recommend the project to others.

4.5.1 Skills not economically viable

Thirteen of the participants were of the view that the skills they learnt in candle making, soap making, bath salts and decoupage would not sustain their livelihood. On the other hand, they appreciated the free training offered to them by CTCW. Even though these participants were trained, they reported:

“I did not use the skills to start a business. I would make little money. The profit cannot make you pay rent or live on it.”

“To be honest, the skills I learnt cannot make much profit but it can be something to keep you going. Many of us can afford to buy candles. We buy candles at R2.20. I do not think I can make money out of the skills.”

“Maybe I can use the skills on weekend because the money I would make is not much, we buy candles at R2.20 and the cheapest soap is R2.50. Most people afford these products easily.”

“Given money I would not start business based on these skills. I would like to work.”

“[a sigh]...After training I did not plan to do business but what I have learnt is very good. Business can be slow. Maybe at a later stage things can be alright.”

“Hmm! [a pause] I am not sure whether I will use the skills. Yes I think so. Not sure... I prefer to work because selling candles and bath salts cannot give me enough money to rent and live on.”

The researcher asked the participants whether, if provided with capital, they would utilise the skills for income generating activities. Project participants already involved with other economic activities responded that they would not stop what they are already doing because the activities were bringing them more income than if they were to use the skills they had

acquired. At the time of the interviews, six participants were employed. The responses point to the fact that adequate planning was not done before the project was implemented.

"I receive a stipend from the Social Development for running the soup kitchen. Apart from this, the child support grant is my source of income. Out of this I buy 20 litres of paraffin costing R150.00 which sell so that I can have bread every day."

"I work as a volunteer with a stipend at a crèche. My friend and I sell chickens to the people on Saturdays and what we get more than we would make candles easily. We started this business last year. We buy chickens from the farm and sell the chickens at R70.00."

"Hmmm! [a pause] Maybe I will use the money to buy and sell clothes or chickens. Anything. I will start from small and see how things will go."

"I can make candles when I am off from work."

"I am working as a domestic worker and I cannot stop. Maybe I do candle making during weekends."

"I sell Avon cosmetics products. I started this year, 2010 in January and the business is going well."

The above comments show that the skills the participants acquired were considered to be not economically viable. The trainer's observation at the beginning of the training was that many women responded to the advert about the training but, after orientation, the number of those who continued with the programme decreased. The facilitator reported:

"The response was very good. I actually had a long list, about 25 women registered for training, only 14 completed the training. The attendance reduced after I gave them more information about project."

One participant commented on low turnout. *"The problem was that there was low attendance. They attended the training programme for one day or two days then they stopped."*

Another participant said: *"I went to look at what was happening. I got interested to do the stuff but stopped because I want to work and make money."*

The low attendance of fifteen women (60%) who completed the programme out of twenty-five at the start is an indication that the participants evaluated the skills as not economically viable. As Bernstein & Gray (1997) explain, the process of empowerment depends on self-determination, allowing people to make decisions about their destiny.

4.5.2 Participants would not recommend the project to others

Participants' evaluation of the skills offered during training was that they would not recommend them to other residents in their community because of the reasons stated earlier.

"I did inform others but they do not want. They would like to do something that makes money."

"I recommended training to my friends... [pause, nodded her head].... not interested in these skills. People want a job because they want money."

"[Ahhh!].... People here want money now. They think that when someone has come to conduct the training programme then they will be given money. That was why there was low turnout. People will come but after a short time, a day or two, will disappear."

Although the participants were perceived to be poor and not having adequate education, the study has shown that these women know what can and cannot improve their economic situation. Midgely (1995) and Davids et al. (2005) postulate that the process of development involves the beneficiaries of the project in planning, implementation and monitoring for projects to become sustainable. Some of the comments from the participants were that the motivation to participate in the training was because they had nothing to do at home.

4.5.3 Skills training considered as a part-time activity.

Findings reveal that some of the participants attended the training sessions in order to break the monotony of their daily activities.

"The training was ok for us that time most of us were not working. It was all right, we used to spend the whole day there. It was nice because I also took my baby with me."

"I did the training because I had nothing to do and we were given food after each session."

"I know the community development worker personally; I did not want to disappoint her when she asked me to do the course."

“Because I was told that the course is free so I decided to do it. I was not working by then.”

“It was nice going there every day for six days since I had nothing to do and we were given food at lunch time. I just wanted to go and see what is happening and because I am looking for a job.”

The participants who did not complete the training had this to say:

“I wanted to go and see what was happening at the hall and I stopped on the middle of the training. I am not interested in business. I never used the skills after the training because I would like to work first. I have sent my CVs to many big supermarkets.”

These comments indicate that the project did not offer the participants the skills they wanted. The lesson that can be drawn from the reaction of the participants is that development planning should not be top down. Projects should emanate from the needs of the people; only then are projects going to be sustainable and improve the lives of people. As in this project, the attendance dwindled after a day or two of the training. Others went ahead because they wanted to break their normal routine. On the other hand, the point, which is clear, is that the motivation to participate in the training was based on a desire to improve their economic situation because majority of them were not engaged in any form of economic activity.

Osunde & Omoruyi (2003) assessment of women’s attitude towards special skills training programmes in Nigeria was that women were eager to improve their wellbeing by acquiring skills and knowledge. Similarly, the fourteen interviewed women who participated in the skills training, in the initial stage of the project, registered their names to be included in the project because they wanted to improve their economic situation. Although the project participants perceived the skills they acquired as not economically viable they appreciated the free training CTCW offered them. Since these women desire to improve their economic situations they suggested other areas of interest into which they feel CTWC would assist them to venture.

4.5.4 Proposed future projects

During interviews, the participants mentioned areas of interest for future projects. These are tailoring, computer skills, adult education, HIV/AIDS and home based care. The goal of the job skills training project is to alleviate poverty in Phumalni Village, therefore these areas of interest could be explored as future empowerment programmes.

Tailoring

Three project participants are interested in being trained in tailoring.

“I asked the community development worker about sewing, she said that she was going to find out for us but she has not come back to us. I would like to learn about tailoring.” [NA]

“Cape Town Child Welfare should introduce sewing. I want to look for a tailoring job. I have seen adverts in the newspaper. I would like to apply but I know little about sewing.” [TK]

“I would like to learn tailoring so that I look for employment and afterwards start my own business.” [TM]

Tailoring is a practical skill that the participants can use to seek employment or become self employed. The skill would be useful as they would be able to mend or make their own clothes and for family members. By doing so, monthly expenditures could be reduced.

Computer skills

Nine participants would like to learn computer skills. This is a group that dropped out of school in their senior grades.

“The other skill I want to learn is about computer. When you are looking for a job they always ask whether you know how to use a computer.”

“I want to type my own Curriculum Vitae and check mail own my own because I pay people to type for me each time I write an application letter.”

Comments also highlighted the need for computers skills which would assist the participants in their search for employment opportunities and in networking with others through computer social networks. We live in a society where the use of technology has advanced to enhance communication and assist in the efficient and effective processing of information. Therefore, participants would benefit greatly if computer classes are introduced so that they become computer literate. Since most participants depend on the Child Support Grant as their only source of income, they would not manage to enrol themselves with the training schools that charge market rates.

Adult education

Six participants expressed a desire to go back to school and pursue a career in social work or nursing. One of the factors affecting the job skills training is inadequate education. So if CTCW links participants to government programmes to continue their education then they would be assisted greatly.

“My dream is to go back to school and study business management. At school I was doing accounting, business economics. I would like to be the biggest woman in South Africa. For example, when I am watching a television program, ‘Generations’ I admire business women like Ntombi and Dinewo. My problem is that there is no one to assist me with money.”

“I want to continue with school. I want to start night school at Grassy Park. The time I was at school, I wanted to be a nurse because I like helping.”

“I want to go back to school so that I study social work. I like to help children. But my problem is that if I go back to school then there will be any one to help my family. Although I want to go school I do not have money to pay fees.”

Findings have shown that thirteen participants out of fourteen interviewed dropped out of school for various reasons. They pointed out financial constraints, early marriage, no parental guidance, lost interest in school and teenage pregnancy. Some of the causes for early pregnancy are poor sex education, coercion, peer influence, ignorance, arranged early marriages and lack of access to health services (Richter & Mlambo, 2005). The reasons for dropping out of school are inter-related. Jones (1993) and Fielden & Dawe (2004) have explained that the socialisation process plays a bigger role in moulding people into who they will become in future. Some women are socialised in families where there are no positive role models, which makes breaking through their social boundaries difficult and results in decreased confidence to overcome the challenges of life.

The participants have reached a stage where they have realised the importance of education and are ready to continue with school. Education is a key to reducing poverty in a nation because the knowledge and skills will be used to promote development. Osunde & Omoruyi (2003) argue that education is one of the means which can enable women to participate in economic activities in society. They further explain that since 1975, the United Nations has made efforts to raise women’s economic status by advocating for appropriate training and education as a means to liberate them from poverty and discrimination. A review of ten years,

1999-2004, of small business support in South Africa carried out by the Department of Trade and Industry (2004) revealed that a major obstacle facing small entrepreneurs and those wishing to venture into business is lack of adequate education.

HIV/AIDS and home based care

Findings have revealed that five project participants would like to learn about HIV/AIDS and home based care so that they can look for employment in the health care sector. Although HIV/AIDS is a social problem, it has a latent effect in providing employment opportunities to people. It was observed that the participants have seen opportunities of finding jobs which would uplift their standard of living.

"I want to learn about HIV/AIDS and work with children."

"I asked the community development worker before she mentioned about the HIV training. I would like to start the HIV training because I might go home in the Eastern Cape next year. I have a big place and I live in a location. If I have a certificate, I can apply at the clinic to start helping people because others cannot manage to go to the clinic."

"We are interested in training about HIV. There are many people that are sick in Phumlani. Many people do not have anyone to help them. There are also old people who are sick."

"I am planning to start an HIV support group. I am going about asking how to go about it. Reaching out to people for help..."

"I would like to learn more about home care because I like helping old people."

The above comments show that some of the participants would like a training programme in home-based care. Statistics indicate that about 5.4 million people are living with HIV in South Africa (South African National Aids Council, 2007) which means the number of people needing care will be on the increase. Therefore, those with knowledge about HIV/AIDS and home based care skills will have opportunities for employment.

4.6 Factors Affecting the Job Skills Training Project in Phumlani Village

Findings indicate that none of the project participants are involved an income generating activity based on the skills they acquired. The goal of CTCW was to train the participants in skills that would enable them to embark on income generating initiatives so that they could sustain their livelihoods. Thus, in relating to the objective of the job skills training project in

Phumlani Village, the training outcome did not achieved this objective. It is for this reason that this study explored the factors that prevented the participants from using the skills they acquired for income generating activities.

The main factors affecting the job skills training project in Phumalni Village are: management problems of the project, the project lacked business skills and life skills training; participants were unaware of SMME policies; inadequate education of participants; lack of affordable childcare facilities; lack of space for production; lack of start-up capital; high staff turnover; shortage of highly skilled human resources and perceived bias in service delivery. Other factors affecting the job skills training included implementation challenges faced by the facilitator and problems encountered by LOP unit management.

4.6.1 Management problems of the project

Findings show that the facilitator of the project acknowledged that one of the factors affecting the job skills training project in Phumlani Village was that the skills offered were not based on the aspirations of participants. Her motivation in training the participants in the skills mentioned earlier was that CTCW designed the skills to be offered in communities.

“I trained the women because job skills’ training is one of Cape Town Welfare’s projects. [a pause] You see the training is also done in Athlone and people really use the skills.”

The facilitator further explained that the project neither includes the provision of starter packs nor offers credit facilities; only the training materials are provided.

“...really the people don’t have money and maybe they are not motivated. If I were a participant I would have loved to be given a starter pack. The organisation just provides the equipment for training but they do not give starter packs.”

The above comments signify that the job skills training project was not adequately planned before implementation. This is clearly seen in that the project was conceived without taking into consideration either the needs of the project participants or their social and economic background. The facilitator mentioned that the project is doing well in Athlone and has failed in Phumlani Village. The researcher’s observation is that Athlone is a suburb of Cape Town while Phumlani Village is a semi-informal settlement. Projects that would thrive in a suburb may not produce the same results in an area with a different economic set up. Midgley (1995) and Davids, et al. (2005) argue that the development process should involve the participation

of local people to ensure sustainability. In this case, identification of skills for the skills training project did not involve the participants. The project did not cover all the stages required for it to be successful, such as planning, implementation, monitoring and evaluation. The study has also shown that the project did not include business skills training to equip the participants fully.

4.6.2 Lack of business skills training

Comments made in interviews have shown that the project participants lacked business skills to enable them start income generating activities.

“The training was right for me but we don’t know how we can do business.”

Explanations from some of the participants indicate that they had been involved in economic activities before the job skills training project but their businesses did not mature.

“I want to do business. I really do not know. I am trying to push I am alone mum.”[SM]

“I used to sell sweets and chips along the road. The capital finished.”[NM]

Urquieta-Salomón et al. (2009), in their study on promoting productive and capacity-building activities among deprived rural women, concluded that project beneficiaries require business skills knowledge to enable them to manage their businesses successfully. Furthermore, they pointed out that micro entrepreneurs require monitoring until their projects become sustainable. In the same way, if participants in this project were supported after they had completed the training, they would have put the skills they had acquired into use. Osunde & Omoruyi (2003) also advocate skills training to enable entrepreneurs to become successful in their businesses. This explains why the South African government has established structures such as Khula Enterprise Finance and Ntsika Enterprise Promotions Agency to provide access to finance for the SMMEs sector (Department of Trade and Industry, 1995; Nieman, 2001; Ladzani & Netswera, 2009; Booyens, 2011). Another factor affecting the job skills training project is that life skills training was not included in the programme.

4.6.3 Lack of life skills training

CTCW is offering job skills training projects not only to empower participants with skills that would enable them start businesses but also to enable them to look for employment

opportunities. Findings show that all the project participants reported a lack life skills. Their reaction during the interviews was that:

“I have gone to three interviews and I was not offered a job. I want to work at an old people’s home.”

“I sent my CV to seven companies but they did not answer me.”

“I would like to work first..... (Pause, her baby was crying, needed attention). I put my CV to work in a supermarket like Game, Pick and Pay or Shoprite but there is no response.”

The researcher probed one participant to explain why she was not successful in the interviews. Her response was:

I know that I did not answer the questions very well. I even knew it that they would not offer me a job. I made a lot of mistakes.” [NN]

The study has clearly shown that participants are experiencing challenges in getting into the labour market because they do not have adequate life skills. Because of advances in technology, most employers require job seekers to submit their CVs and cover letters electronically. The participants of this study do not possess these skills and are at a disadvantage in securing meaningful employment.

A further factor affecting the job skills training project is that participants are unaware of government policies and structures promoting SMMEs.

4.6.4 Lack of knowledge about government SMME policies

None of the participants was aware of government SMME policies or programmes from which they can benefit to change their circumstances.

“At one time I was buying and selling ladies’ jeans but I did not have a selling place. Then I was told that I must register at the Department of Ahhhh! [She was not sure what the department is called]. I cannot remember what the name is now. I did not go because I did not have transport money and I did not feel confident of myself to go to offices alone.”

“I did not to go and ask for assistance from the development worker because we did the training as a group... How can I go alone?”

The above comments show that another challenge experienced by the participants is lack of knowledge of government SMME policies and programmes. Sen (1999) advocates the provision of social opportunities, such as education, in order to develop capabilities of individuals. The participants were not aware of the Department of Trade and Industry where they can obtain information about how to run SMMEs. The other government structure that promote the development and promotion of small businesses, apart from the ones mentioned earlier, is SEDA (2007). Fielden & Dawe (2004), in a study that explores the socially created barriers to business start-up, revealed similar findings to this study. They found that fear of banks and lack of knowledge of policies of the United Kingdom to assist women in micro enterprise initiatives were a barrier to women's income-generating activities. Lack of knowledge of government policies, business skills and life skills is mainly because participants do not have adequate education.

4.6.5 Inadequate education of participants

Thirteen participants have low levels of education, not having completed their secondary education. Only one participant completed grade 12 but reported that she did not obtain satisfactory results to proceed to a higher institution of learning.

“When I went to look for employment, they did not recognise the job skills training certificate and I do not have a Grade 12 certificate as well.” [TM]

“I stopped school in grade 11 because I became pregnant.” [ET]

“I ended up in grade 9 because I lost interest in school.” [CM]

These comments concur with the findings of the Department of Trade and Industry (2004) and Bushell (2008). The major obstacle facing those engaged in small enterprises and wishing to venture into business is lack of adequate education. The most affected are black people as a result of apartheid which restricted them from acquiring technical and professional skills (Department of Trade and Industry, 2004).

Other studies by Jones (1993) and Fielden & Dawe (2004) observed that the socialisation process in the family plays a role in promoting one's education. The project participants were raised in families with no role model, which made breaking through their own social boundaries difficult, resulting in decreased confidence to overcome this challenge. Low-level education is attributed to the social and economic background of the project participants. The

majority of the respondents reported that they come from families where no family member had completed grade 12 or proceeded to tertiary level education.

“No one is educated in my family, even my parents never went to school... Given an opportunity I can go back to school.”

Osunde & Omoruyi (2003) made similar observations that women’s economic status will be raised through education and training as a means to liberate them from depending on men and being socially excluded from participating in development. As one participant [NM] said:

“I am suffering. I want to take care of my child and myself. Now my boyfriend is supporting me.” [she is expecting a baby of the current boyfriend].

The other consequence of lack of adequate education is limited access to meaningful employment opportunities.

“It is difficult to get a job without a Grade 12 certificate and now I am doing domestic work.”[TM]

Inadequate education has limited participant’s potential to engage themselves in business activities because they are not aware of business activities available to them. A further factor affecting the job skills training in Phumlani Village is that the participants have no access to affordable childcare facilities.

4.6.6 Lack of affordable childcare facilities

All of the participants in this project were women with child care responsibilities. Consequently, the responsibility of child care was too overwhelming for some of the project participants to be involved in income generating activities.

Participant [SM] said: *“I need someone who would help me with the baby when I go and buy the stuff or go and sell. If I go to Wynberg to sell then I can open a small place or have a table to sell candles. I need someone who is going to come with me to help me. You see if I am alone I cannot make it.”*

The findings have shown that the responsibility of childcare can be an obstacle to women who want to start their own business. One participant, MP, did not complete the training because she had no one to look after her baby. She could not afford to employ or pay someone to care for her child.

Below is a table that summarises the outcome of the skills training project.

Table 4: A Summary of the Outcome of the Job Skills Training Project

Participant	Economic activity before the training	Did the participant use the skills?	Economic activity at present
AS	Part-time employment as a cook	No	Still doing the same part-time work
ET	Volunteer at community crèche.	No	Still doing the same volunteering work
LR	Part-time employment as a cook	Yes, made candles and bath salts 3 times for home use	Part-time work as a cook
NM	Micro-entrepreneur: selling sweets and chips	Yes, made products (decoupage) for home use (just once)	Employed as a cleaner
NN	Not employed	No	Employed as a domestic worker
TM	Employed as a domestic worker	Yes, employed for 2 months	Employment as a domestic worker
CS	Not employed	No	Part-time employment as a cook
NP	Not employed	No	Not employed
MP	Not employed	No	Not employed
NA	Not employed	No	Employed as a domestic worker
PA	Not employed	No	Not employed
SM	Not employed	Yes, made candles once and sold	Not employed
TK	Not employed	No	Not employed
YA	Not employed	No	Not employed

Table 4 shows that before the job skills training was offered to fourteen participants, nine were unemployed. The outcome of the training was that only four participants used the skills for a short time but this did not improve their well-being. At the time of the interviews, none of the participants were using the skills they acquired, seven participants were still without jobs and seven participants were involved in some economic activities not related to the skills they acquired. As stated earlier, the skills training project did not achieve its objectives.

4.4 Effect of the project on participants

Although the job skills training project did not achieve its primary objective, the effect of the training was that participants acquired skills and knowledge they did not have before. During interviews, the participants were probed to explain how they used the skills they acquired after the training. Four out of fourteen participants made use of the skills just after they completed the training. However, this did not improve their well-being. One participant had started a small enterprise of candle making. Two other participants used the skills to make products for home use and the fourth participant utilised the skill to seek employment. Below is an explanation of the various short-lived activities in which they were involved.

4.4.1 Small-scale enterprise in making candles

One participant made candles and sold them after the training but did not continue with the business as she had initially planned.

SM said: "After I finished the training I made ten candles alone. But I also showed someone else how to make the candles, not one of the group members I trained with. I put my own colours like red. After I made ten candles I went to sell at the "Chillie" bar I was working. I must be making a lot of money now because there are many places looking for candles. For example, the places that opens at night. I planned to do my own business not to be employed. I think the candles have a market. That training was alright for me I can make money."

The above comment indicates that this participant's aim was to engage herself in business from the start of the training programme. She made candles and sold them but did not continue because she had no capital and lacked business skills. Her enthusiasm to continue with the business she had started was short lived because she did not have adequate money and CTWC did not provide start-up capital for the beneficiaries of the project. She utilised the skills learnt because of her own self-determination and aspiration. The process of empowerment at an individual level or community level is possible when the evaluative human agency to aspire to have or achieve something is there as a starting point (Sen, 1999). Bernstein & Gray (1997) add that for an individual to control her or his own destiny she or he applies the principle of self-determination.

The government has initiated pieces of legislation towards the development of SMMEs such as a White paper called *A National Strategy for the Development and promotion of Small Business in South Africa* (Department of Trade and Industry, 1995) and the Small Business Act of 1996. The SMME sector is important in promoting and achieving economic growth and development and the widespread creation of wealth and employment (Nieman, 2001). With the support of government structures to promote SMME development, participant SM would have been assisted to start a micro-enterprise business in her community. Findings have further shown that this participant was not engaged in any economic activity before the training and because she was financially constrained, she used the business money for food.

“But the problem is that after I sold the candles I used the money for food. I did not have money again to continue the business.”

Since beneficiaries of the project experienced income poverty, it was expected of CTCW to adequately support the participants until they were established in their business ventures. Different studies by Urquieta-Salomón et al. (2009), SEDA (2006) and the Department of Trade and Industry (1999) found similar expectations. Extreme poverty conditions lead many income-generating projects to become welfare actions. Many business entrepreneurs are trapped in survivalist activities with incomes below the poverty line because income realised from the business is used for home consumption. As a result, they have few prospects to higher levels of production. Therefore, lack of access to economic facilities impacted negatively on the aspirations of this participant of realising her potential (Sen, 1999).

Linking the findings of this study with the capability approach to development, the project participant was able to start a business initiative because of her aspiration and human agency (Sen, 1999). People’s aspirations can be best achieved when the government and other players of development, such as CTCW, provide individuals with economic resources in order to enhance their capabilities.

The UNDP (2010) report pointed out that, when women are supported to embark on business enterprises, they will use the resources to support the welfare of their families and reduce poverty and hunger. As the findings have shown, the money the project participant made from the sale of candles was used to buy food for herself and her child. The findings agree with the broader picture of the economic status of most female entrepreneurs in South Africa in that they are on the periphery of the economy. Their concentration of activities in business

is located in the areas of crafts, hawking, personal services and the retail sector (South African Women Entrepreneurs Network, 2005).

4.4.2 Employment

Project participant TM got a job at a detergent factory in Retreat, Cape Town because of the skills learnt.

“I took my certificate at Pascap in Retreat. It’s a factory that makes Stasoft, Jik, Handy Andy and soap. I only worked for two months and I left because they paid me little money, R500.00 per month. First, they said that they will pay me R1000.00 but at the end of the month, they paid me less because they said that they do not have money. They didn’t recognise the job skills training certificate of attendance and I do not have a Grade Twelve certificate as well.”

Although the participant worked for a short time, the certificate of attendance she received after the training gave her courage and motivation to practice the skills she learnt at a detergent factory. The findings of this study concur with the findings of Nieman (2001) and Booyens (2011) in their studies that skills development will solve the high unemployment rate in South Africa (RSA, 1995; McGrath, 2005). However, the skills the participants acquired were too basic to qualify them for employment. Findings revealed that the duration for training was only two weeks. The period does not seem long enough to have equipped the women with skills and knowledge that would have helped them to be productive and compete in the market.

The initiative of CTCW to alleviate poverty in Phumlani Village is good, but the project falls short in planning what would benefit the beneficiaries of the project. The South African government, through its political and economic policy of AsigSA, supports expanding and accelerating women’s access to economic activities including skills development and access to finance (Republic of South Africa, 2006). With adequate training, skills development will also empower women to participate in the process of development to generate economic growth for South Africa (Department of Trade and Industry, 1999). The other two participants made use of the skills acquired by making products for home use.

4.4.3 Home consumption

Two project participants [LR and NM] made candles, bath salts and decoupage for home use just after they completed the training.

“When I went to the Eastern Cape I decorated my own cups and plates. I made candles for home use. My plans were to start business in the Eastern Cape because I come from the rural area, the place is small, and people do not know these skills. I did not continue because I had no money then I came back here.”

The above comments show a great probability that this participant would have become a successful entrepreneur given the necessary skills and financial assistance.

One of the two participants [NM] had this to say:

“The community development worker has assisted me at a personal level. I had asked the community worker to help me with candle wax. I made candles for lighting and I also made bath salts. I gave bath salts to my friends. But I have not continued.”

The job skills training project raised the consciousness of participants that they can change their circumstances by solving their immediate problems (Davids et al., 2005). Some of the participants live in homes without power and experience financial difficulties. They can use the learnt skill to make their own candles for lighting. As indicated earlier, Sen (1999) supports the provision of economic facilities to people in order to develop their capabilities. In so doing, they will be able to solve their own challenges as they meet them.

The effect of the project shows that four participants made use of the skills acquired after they completed the training. Findings indicate that there was no follow-up or support to the participants in order to assist them in the activities in which they engaged themselves. Consequently, the activities they had started were short lived, leading to the failure of the project.

Table 3: Framework of Analysis

Theme	Category	Sub-category
Effect of the project on participants	Small-scale enterprise in making candles; Employment; Home consumption.	
Acquired skills perceived to be not economically viable	Skills not economically viable; Participants would not recommend the training to others; Skills training considered part time activity.	Candle making, bath salts, decoupage, fridge magnets and soap making.
Factors affecting the job skills training project	Management problems of the project; Lack of business skills training; Lack of life skills training; Inadequate education of participants; Lack of knowledge of government SMME policies; Lack of affordable childcare facilities; Lack of space for production; Lack of start-up capital; High staff turnover; Shortage of highly skilled human resources ; Perceived bias in service delivery.	Planning, implementation, monitoring and evaluation. Marketing, cover letter and Curriculum Vitae. Did not complete grade 12. Not aware of SMME policies. High costs of crèche fees. Resignations. Community development work compromised by statutory work.
Implementation challenges experienced by the Training Facilitator.	Language barriers; racial division; Difficulty in accessing training venue; Work overload; Lack of support from the supervisor.	Facilitator fluent in Afrikaans than IsiXhosa. Difficulty in accessing community hall. Facilitator overwhelmed with work and lacked support.

Table 2 shows that ten project participants' original home province is the Eastern Cape and four have lived in Cape Town all their lives. The ten from the Eastern Cape Province migrated to Cape Town to look for employment opportunities.

Key informants are employees of CTCW working in the area where the project was implemented.

Thirteen project participants have the responsibility of taking care of children except YA, who is expecting a baby. One participant commented on the marital status of women in Phumlani Village:

"Most of the young girls are single mothers around here. If they can have something to do for themselves then they cannot look for men to help them look after their children."

The demographic profile shows that the project participants fall into two categories, eight youths and six adult females. The South African National Youth Policy defines youth as those people who fall "within the age group of 14 to 35 years" (Republic of South Africa, 2009:11). Thirteen project participants did not complete their secondary education. Only one participant completed grade 12, but she mentioned that she did not pass well enough to proceed to tertiary education.

4.3 Discussion of Findings

The analysis of the findings was done according to Tesch's (1990) framework for qualitative data analysis. Table 3 (see page 38) presents the themes and categories, which form the framework of the analysis.

4.2 Profile of Participants

The demographic details of the fourteen project participants are presented below:

Table 2: Demographic Details

Project Participants					
Names	Home province	Age	Marital status	Number of dependants	Education Completed
AS	W/Cape	59	Separated	3 Grandchildren	Grade 8
LR	W/Cape	42	Separated	4 children	Grade 8
MP	W/Cape	18	Never married	1 child	Grade 11
CS	W/Cape	30	Never married	3 children	Grade 7
ET	East/Cape	35	Never married	3 children	Grade 11
NM	East/Cape	35	Never married	2 children and pregnant	Grade 8
NA	East/Cape	30	Never married	1 child	Grade 10
NP	East/Cape	36	Never married	2 children	Grade 10
NN	East/Cape	36	Never married	2 children	Grade 10
PA	East/Cape	18	Never married	1 child	Grade 10
SM	East/ Cape	25	Never married	1 child	Grade 11
TK	East/Cape	21	Never married	1 child	Grade 10
TM	East/Cape	23	Never married	1 sister	Grade 12
YA	East/Cape	26	Never married	Pregnant	Grade 11
Key informants					
Position			Level of Education		
Direct service manager			Master's degree in Clinical Social Work		
First-line manager			Bachelor of Social Work (Clinical)		
Community development worker/Facilitator of the project			Diploma in Community Development.		

production activities due to poverty, illiteracy, financial constraints. These could be regarded as unfreedoms that excluded the participants from using their capabilities to overcome poverty.

Although the capability approach to development theory is a poverty alleviation approach, it has been criticised by other scholars such as Nussbaum (2003) and Agarwal, Humphries & Robeyns (2009) for not listing the capabilities required in overcoming poverty. Nussbaum (2003) has compiled a list of capabilities, which an individual is expected to have: life, bodily health, bodily integrity, senses, imagination and thought, emotions, practical reason, affiliation, other species, play and control over one's environment. But Sen (1999) has defended his approach to development by pointing out that "there is a positive value in an incomplete theory which is 'consistent and combinable with several different substantive theories' and which may be filled in by reasonable public debate, itself a valuable process" (Sen cited in Alkire, 2005:29). The advantage of the capability approach to development is that it can be used as a framework of thought, not only applicable to poverty and deprivation analysis or development studies but can also be used as a framework for project or policy evaluation (Robeyns, 2000). It is for this reason that the capability approach to development has been used as a theoretical framework of this study.

Many theories of development have been formulated by different social scientists with the view to promoting social and economic growth, however, efforts of government and non-governmental organisations to address the challenge of poverty and unemployment are constrained by the process of globalization. "Globalization is a process through which national economies are becoming more open and thus subject to supranational economic influences and less amenable to national control" (Mishra, 1999:4). As national economies are liberalized, first-time start-ups struggle to establish themselves in business due to high competition in the market. Similarly, developing and middle-income countries face challenges in expanding their economies resulting in growth that will create employment opportunities for their people (Mishra, 1999). Booyens (2011) continues to say that SMMEs experience difficulty entering the markets controlled by large companies because of rigid market structures situated in unfavourable regulatory environments.

2.5 Summary

This chapter has discussed the literature that informs this study. The majority of the population in Phumlani Village came from the Eastern Cape Province to look for economic opportunities. The main social problems in the community are poverty, unemployment, teenage pregnancy, illiteracy, and drug and alcohol abuse. As a result of this, CTCW, with the support of the Department of Social Development, is running a job skills training project in order to alleviate poverty.

Research studies similar to this study have shown that women's participation in economic production improves household income, which benefits the family and results in the reduction of poverty. However, these studies have also pointed out barriers that face business start-ups, of which lack of capital and illiteracy are the most critical. Two theoretical perspectives, which inform this study, are the capability approach to development and pro-poor growth to development.

The capability approach to development is the theoretical framework of this study. Sen's (1999) approach to poverty reduction is seen in terms of expanding capabilities of people in order to improve their wellbeing. While pro-poor growth focuses on lifting the standards of the poor by increasing their incomes and adopting policies that will increase accessibility to social services. Thus, pro-poor growth aims at reducing absolute poverty.

The next chapter discusses the research design and methodology of the study.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the research design and methodology, which includes sampling, data collection, ethical considerations and limitations of the study. This study adopted a qualitative design that uses an inductive approach to generate knowledge (Marlow, 2011). “Inductive reasoning uses observation to examine the particulars of a phenomenon and then develops generalisation to explain or describe a relationship among the particulars.” (Marlow, 2011:11). This study used a qualitative design in order to explore the factors which contributed to the project not achieving the intended objective. A qualitative study was considered more appropriate in exploring the outcomes of the job skills training project. The methodology of this study aimed to bring out the subjective experiences of participants concerning the project. The use of a qualitative design enabled the researcher to explore the job skills training project with women in Phumlani Village, Cape Town and to make recommendations to the organisation, which provided the programme.

3.2 The Research Design

A research design is “a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research process.” (Terre Blanche, Durrheim & Painter, 2006:34). It is a plan that guides a researcher with the order in which to collect and analyse the data. As pointed out earlier, this study used a qualitative approach. De Vos., Strydom, Fouche & Delpont (2005:74) explain that qualitative research “elicits participant accounts of meanings, experiences or perceptions of a particular phenomenon.” Hence, descriptive data from the participants’ words were gathered and analysed. Tutty, Rothery & Grinnell (1996: 4) further write that qualitative research, is a “study of people in their natural environment as they go about their daily lives ... understand how people live, how they talk and behave, and what captivates and distresses them.” Therefore, qualitative research endeavours to understand the meaning people attach to their words and behaviours (Tutty, et al., 1969; De Vos, et al., 2005 & Terre Blanche, et al., 2006). Since the study was conducted in the natural environment of participants in Phumlani Village, the qualitative design was appropriate. One other characteristic of qualitative research is that it involves non-statistical methods of examining the phenomenon, uses words

instead of numbers, and the population sample is usually small compared to quantitative research (Marlow, 2011).

This research is exploratory. An exploratory study “is conducted in order to explore a topic or to provide a basic familiarity with the topic” (Babbie & Mouton, 2001:79). In this context, the researcher studied the job skills training project of women in Phumlani Village in order to find out whether the training had benefited the participants. The inductive approach to this study enabled the researcher to move away from theory in the process of generating new knowledge (Engel & Schutt, 2009). “Theory is built from observation, rather than developed through generating questions that are then answered through observations” (Marlow, 2011:11). The researcher develops an explanation for what has been found by observing social interaction or interviewing social actors under study (Engel & Schutt, 2009). Therefore, the focus of the inductive approach is to develop new interpretations and theories of first-order descriptions of events. Thus, qualitative research is mainly concerned with understanding rather than explaining human behaviour (Babbie & Mouton, 2001). This research design was selected because it helped the researcher to develop a deeper understanding of the job skills training project and its outcomes.

3.3 Research Methodology

Terre Blanche et al. (2006) point out that research methodology refers to specific stages in the research process, which include sampling methods, data collection and data analysis. This study followed a phenomenological methodology. Qualitative research has its roots in phenomenology: “this approach aims to understand and interpret the meaning subjects give to their everyday lives” (De Vos, et al., 2005:270). The researcher endeavours to understand the world from the participants’ points of view, to unveil the meaning of people’s experiences and learn their lived world (De Vos, et al., 2005). Phenomenological methodology aims to understand and interpret the meaning that participants give to their everyday experiences. Phenomenology explores the “theoretical world” and an “everyday world.” Consequently, a researcher makes use of an interpretive approach to explain the social observable facts about a phenomenon (Babbie & Mouton, 2001; De Vos, et al., 2005).

The interpretive approach to research enables the researcher to obtain the subjective understanding of the perspective of participants’ experiences (Babbie & Mouton, 2001). Data is collected systematically and examined against the chosen theoretical models and literature.

Themes and a general description of the experiences are analysed to explain the social phenomena being studied (De Vos, et al., 2005).

The phenomenological method was chosen for this study because it allowed the researcher to explore the subjective views and experiences of participants after they were trained in various skills. The method enabled the researcher to construct themes and categories during data analysis. It also allowed the researcher to compare her findings with those of previous studies and related literature. Below are the steps that were followed during the process of data collection.

3.3.1 Population and Sampling

Sampling is a process of choosing “participants from an entire population and involves decisions about which people, settings, events, behaviours and/or social process to observe” Terre Blanche et al. (2006:49). According to Babbie and Mouton and (2001), a population is a collection of objects, events or people having some characteristics that the researcher is interested in studying. The sample size in a particular study is influenced by the unit of analysis (Terre Blanche et al., 2006). For this study, the population was fifteen women of Phumlani Village who participated in the job skills training project and three key informants of CTCW members of staff working in the area where the research was conducted. These were the direct service manager, the first-line manager and the community development worker. As one participant could not be traced, the total population was seventeen.

This study adopted a non-probability sampling technique. Purposive sampling was selected for a particular purpose of the study based on a researcher’s judgement (Babbie & Mouton, 2001; De Vos et al., 2005). The aim of purposive sampling is to select participants who possess characteristics, roles, opinions, knowledge, ideas or experiences that may be relevant to the research (Gibson & Brown, 2009). After sampling was done the next step in the study was to collect data.

3.3.2 Data Collection

Data are the basic material that researchers draw conclusions from pertaining to the problem being studied (Terre Blanche, et al., 2006). Data collection started by writing to the Chief Executive Officer of CTCW to seek permission to carry out research in Phumlani Village (See Appendix A). Thereafter, the development worker provided the researcher with a list of project participants’ names and their contact details so as to arrange dates for interviews. The

researcher then requested that two of the community members make appointments for the researcher.

In-depth face-to-face interviews were conducted in order to collect data from the participants. These were individual interviews carried out in the homes of the project participants, which allowed them speak freely about the training, their challenges and recommendations to CTCW. Key informants were interviewed at their work place in their offices, which were familiar surroundings so that they could be free to provide the necessary information. The interviews were semi-structured in order to generate the required data. One of the advantages of using face-to-face interviews was that the researcher was able to simplify questions to the level of participants' understanding of the topic under study and to be able to note non-verbal communication cues (Babbie & Mouton, 2001; De Vos et al., 2005).

According to De Vos et al. (2005), semi-structured interviews are used to gain a detailed picture of the respondent's beliefs, perceptions or account for a particular topic and are particularly suitable for studying contentious issues. This enabled the researcher to find out whether the job skills training project achieved its intended goal. The interviews allowed the researcher to provide clarification, to probe and to prompt the research participants. In this way, the researcher established rapport and gained the co-operation of the participants as none of them withdrew during the interview session. Probing was necessary on the part of the researcher so as to elicit responses that would be useful when analysing data (Babbie & Mouton, 2001). The researcher was also flexible during the interview process by not necessarily following the order of the research questions on the interview schedule but still focused on areas that required probing.

At the beginning of each interview, the researcher explained the purpose of the study, and how findings were to be reported and disseminated. The researcher also explained that the interviews were held in confidence and that their names would not be disclosed in the report. Since interviews were tape-recorded, each participant was asked to give permission to have interviews recorded. All the participants agreed to this. Pseudonyms were used when recording and transcribing interviews in order to retain anonymity.

Entry into the community was gained by meeting two prominent women in the community before interviews were conducted. One manages a community crèche and the other is a volunteer community worker for the Department of Social Development (DSD). The

community worker acted as a guide in finding the homes of some of the project participants. Data collection took one month because some of the participants had relocated, others were working and others could not keep appointment dates and times. As a result, times for interviews varied according to the availability of the project participants.

During the interview sessions, the researcher encouraged participants to communicate freely by engaging with the participants and took note of their non-verbal communication (Babbie & Mouton, 2001; De Vos et al., 2005). At the end of each interview, the participants were debriefed and thanked for participating in the study.

3.3.2.1 Data Collection Instrument/Tool

The data collection instrument used in this study was a semi-structured interview schedule (see Appendix B). The interview schedule had a set of pre-determined questions, which guided the interview in order to achieve the main objective of the study.

The introductory part of the interview schedule pointed out the motivation and the ethics of the study. The interview schedule had 4 sections. These 4 sections were as follows: Section A consisted of demographic details of participants. Section B explored the perceptions of the project participants about the job skills training project. Section C explored the challenges experienced by the facilitator during the implementation of the project and Section D explored the views and experiences of the CTCW LOP team unit management about the job skills training project as a way to overcome poverty in Phumlani Village. Different questions in the interview schedule assisted the researcher to probe the participants to provide information needed for the study (Creswell, 2008).

3.3.2.2 Data Collection Apparatus

A tape recorder was used to record the interviews. Using a tape recorder allowed the researcher to have a full record of the interviews and gave the researcher the opportunity to observe non-verbal cues. At the start of each interview, each participant was asked if she would allow the use of a tape recorder. All the participants' agreed. After the interviews, recorded interviews were transcribed for analysis by the researcher (De Vos et al., 2005).

3.3.3 Data Analysis

According to De Vos et al. (2005:333), "data analysis is concerned with the process of bringing order, structure and meaning to the data collected." For the purpose of this study, analysis followed the version of Tesch's (1990) eight stages of analysing qualitative data.

The first step involved reading each transcript carefully to get a sense of all responses. The second step was selecting one interview response, an interesting one, and asking questions such as “What themes are emerging? When the themes were identified, the researcher made notes in the margins as they came up. The third step involved identifying and listing themes and concepts and then grouping them into major themes and categories. The fourth step involved coding the listed themes. The categories were also coded and alphabetically arranged. The fifth step was to reduce topics using descriptive words in order to reduce the number of categories. The sixth stage required coding categories and arranging them alphabetically. The seventh step was carrying out a preliminary analysis of the processed data. The eighth stage involved an in-depth analysis of data per theme by assembling all the data belonging to one-category and forming subcategories. The process was repeated for all categories and re-coding existing data was done when necessary. A preliminary table was used to write down the main themes and categories and this was used as a framework for discussing the findings. Finally, data is presented in ways that compare and contrast the findings to the literature review in Chapter 2. The researcher was cautious to observe sound research ethics during the research process.

3.4 Ethical Consideration

According to De Vos et al. (2005:57) “ethics is a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, other researches and students.” Ethical issues come up as the researcher interacts with people, animals and with the environment, where there could be harm or a difference of interests (Babbie & Mouton, 2001). Therefore, ethical guidelines provide the standard, which the researcher uses to evaluate his or her conduct during the research process (De Vos et al., 2005). For the purpose of this study six ethical issues were considered (De Vos et al., 2005; Babbie & Mouton, 2001).

3.4.1 Informed consent

Informed consent implies obtaining permission from the participants to carry out a study. It concerns informing the participants about the process of the research, the advantages, and possible disadvantages of the research (De Vos et al., 2005). The Chief Executive Officer of CTCW was approached to obtain consent to carry out this research. This was done through a

letter, which stated the purpose and process of the study and the advantages of the research. After consent was granted, the individual consent from the participants was also sought. The participants were permitted to withdraw from the interview process at any stage.

3.4.2 Avoidance of harm

Avoidance of harm implies not doing harm to participants and/or experimental subjects during the process of the study. According to De Vos et al. (2005), the researcher has the responsibility to avoid all harm to participants; this could be physical or emotional. The researcher took measures not to harm participants by interviewing project participants in their homes and key informants in their offices during work hours. The purpose and the process of the study were disclosed to the participants before each interview. At the end of each interview, debriefing was done on any matters arising from the interview and were dealt with there and then (De Vos et al., 2005). No harm was done to any of the participants; consequently, this ethical consideration was met. None of the seventeen participants were exposed to any physical or emotional harm.

3.4.3 Deception of subjects

According to Loewenberg & Dolgoff (1988 as cited in De Vos et al., 2005), deception is deliberately misrepresenting and misleading participants. This ethical consideration was adhered to by carrying out the study in an honest manner. Each participant was informed of the purpose of the study before each interview session. They were informed that the study was for academic purposes and for the benefit of the Phumlani Village community for future projects.

3.4.4 Violation of privacy/anonymity

According to Singleton et al. (1988 in De Vos et al., 2005) the right of privacy is an individual's right to decide where, when, to whom, and to what extent his or her beliefs, attitudes and behaviour can be made known. Anonymity means that no one should be able to identify the participants after the study is completed. Participants' details were kept anonymous so that their identity would not be known.

3.4.5 Confidentiality

Confidentiality is a principle whereby a professional worker “may not disclose information about a client without the client’s consent” (Barker, 1995:74). In this study, only the researcher and the facilitator of the project were aware of the identity of the project participants and they adhered to the ethic of confidentiality. The participants are identified through pseudonyms in the research report. At the beginning of the interview, the respondents were assured that every piece of information would be treated in confidence (De Vo, et al., 2005).

3.4.6 Publication of Findings

The researcher has ensured that the report of this study is the reflection of the findings on the CTCW job skills training project in Phumlani Village, Cape Town. The findings of this research are presented in a way that does not mislead the stakeholders of the project. Four copies of the report will be made and a CD Rom. One will be made available to CTCW, the University of Cape Town and two to the Faculty of Humanities.

3.5 Limitations and Challenges

Every research design and methodology has limitations and challenges that can occur during the research process. In this section, limitations of this study are highlighted.

3.5.1 Research Design

This research study adopted a qualitative design. The characteristic of this design is that it is subjective in nature as the researcher is responsible for designing and controlling the process (De Vos et al., 2005). The limitation of qualitative research which is exploratory is that findings are not generalised, only limited to the population of the study (De Vos et al., 2005). For example, since this study focuses on the limited number of stakeholders of the project, generalisation of the findings will not be possible. Concerning the subjective nature of this study, the researcher bracketed her assumptions as she worked in the community and adopted a non-judgmental attitude throughout the study to avoid contaminating the data Bracketing implies that the researcher’s opinion and knowledge about a phenomenon do not influence the research process (Seedat, Duncan & Lazarus, 2001).

3.5.2 Data Analysis

This study followed Tesch's (1990) eight stages of analysing qualitative data. In-depth interviews gathered a great deal of information and the challenge was to ensure that all responses were coded for analysis.

3.5.3 The Researcher

The researcher's previous working relationship with some participants, since she worked as a social worker in the community before the study was conducted, could have caused the researcher to be biased. However, the researcher was able to bracket her familiarity and relationship with some of the community members throughout the research process. Bracketing is when a researcher reflectively does not allow personal views and feelings to affect the research process (Seedat et al., 2001). Bracketing requires the researcher to reflect on, re-examine, and analyse personal views and feelings to determine how these would affect the research process. The researcher played back and listened to the recorded interviews in order to reflect and analyse all the responses accordingly.

3.5.4. Data collection method

The data collection method was semi-structured, face-to-face interviews. The challenges experienced by the researcher were that the method was time consuming because some of the respondents digressed from the topic of study. However, the researcher applied interviewing skills and focused on the research objectives.

3.5.5 The research apparatus: tape recorder

The tape recorder captured all the noise during some of the interview sessions which at times made it difficult to understand what was recorded. This problem was counteracted by replaying some of the tapes several times. There were also many interruptions during the interview sessions with the project participants because of overcrowding in informal settlements. The one bed-roomed houses and shacks do not have adequate space; there was noise and disturbances.

3.5.6 Project participants were not easily available

The researcher faced challenges in finding the project participants because some of the participants had relocated. Others could not be contacted telephonically. However, all participants except one were eventually contacted.

3.5.7 Language barrier

The researcher does not speak the local languages (IsiXhosa and Afrikaans) spoken in the community and as such faced language problems with two project participants. The researcher overcame this challenge by working with one of the local residents to translate during the interview sessions. The researcher prepared the local resident so that she could assist with translations during two of the interviews.

3.6 Reflexivity

This study was a learning experience for the researcher. Furthermore, working in an informal settlement has made me appreciate my field of study, which involves working with people in the area of improving their well-being.

As I come from outside South Africa, the study offered an opportunity to incorporate academic knowledge with the practical experiences that are faced by disadvantaged communities and within non-profit organisations. As I walked into the interior of the informal settlement, I saw that the area undoubtedly lacks adequate sanitation. There are also numerous 'shebeens' and as a result many people abuse alcohol and drugs. Of the most affected groups are single women struggling for opportunities to improve their welfare and that of their children. These women are the victims of the poverty trap. Thirteen participants interviewed did not complete secondary education; some dropped out of school partly due to early pregnancy and lack of financial support to pursue their studies. Some of the participants live in shacks in the informal settlement adjacent to Phumlani Village, a sign that they need decent accommodation to live in and raise their children. This reflects the social and economic hardships many poor communities are experiencing in the country. Without the government providing social security such as the child support grant, there would be greater and increased suffering from abject poverty in Phumlani Village and other informal settlements.

Through this study, I have been made to realise the important contributions non-governmental organisations are providing in uplifting the standard of living of people in disadvantaged communities. The government alone cannot cope with the prevailing challenges of poverty and unemployment. I have been motivated to be involved in poverty alleviation and encourage others to work along the same lines to remove poverty for a better future. For example, the high crime rate, the unprecedented HIV/ AIDS pandemic and other social problems are the direct result of the poor social background of people.

Before entering into the community, I had fears that the participants would not co-operate because I do not speak the Xhosa language. To my surprise, the interviews went well. I did not experience any hostility from the community. I believe the virtues of humility and respect is important as one works with people. This study was a learning experience for me as much as it was in informing the management of CTCW about the outcome of the job skills training project and possible future projects.

3.7 Summary

This chapter has discussed the qualitative research design used in this study. The methodology included, sampling, data collection method and data analysis. This chapter has also discussed ethical considerations and limitations of the study. Lastly, the researcher has made some reflections on her research journey.

In the next chapter, the research findings are presented and discussed.

CHAPTER FOUR: RESEARCH FINDINGS

4.1 Introduction

This chapter presents a discussion on the findings of the exploratory study on the job skills training project that CTCW offered to women in Phumlani Village. A detailed explanation of the factors affecting the skills training project is presented. This chapter starts by describing out the demographic details of the fourteen project participants (see Table 2 on page 36). The plan for analysing the data is then presented (see Table 3 on page 38). The findings of this study are discussed according to themes, categories and sub-categories that emerged from it.

The discussion on the findings is based on the themes derived from the research objectives of the study, except one theme that emerged from the study. The themes for this study are: effect of the project on participants, acquired skills perceived to be not economically viable, factors affecting the job skills training project and implementation challenges experienced by the training facilitator. Based on the findings of this study conclusions and recommendations to CTCW about future training skills projects are presented in Chapter 5 of this report. The actual views of participants are indicated as direct quotations and are italicised.