

**THE ROLE OF NON-FORMAL EDUCATION IN  
DEVELOPMENT - A PERCEPTUAL ANALYSIS  
OF THE KTT'S INTERVENTIONS**

**by**

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## PREFACE

- \* The research for the dissertation was initiated and completed during 1989. The people studied had, however, all attended courses at the KwaZulu Training Trust's facilities during 1987. It was argued that a reasonable time should be allowed **after** skills acquisition, before a meaningful assessment could be made of the effects of the training. The research was done under the supervision of Ms Francie Lund of the Centre for Social and Development Studies of Natal University.
- \* This study represents original work done by the author and has not been submitted in any form to another University. Where use has been made of the work of others, this has been duly acknowledged in the text.



**BRIAN STEWART**

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## ABSTRACT

The total Gross Domestic Product (GDP) of sub-Saharan Africa<sup>1</sup> in 1987 totalled about \$135 billion, roughly the equivalent of Belgium with its population of 10 million (World Bank, 1989).

*"Africa's deepening crisis is characterized by weak agricultural growth, a decline in industrial output, poor export performance, climbing debt, and deteriorating social indicators, institutions, and environment" (World Bank, 1989; 2).*

The World Bank's report (ibid) concludes that *"post independence development efforts failed because the strategy was misconceived. Governments made a dash for "modernization", copying, but not adapting Western Models"*. These strategies, although often differing on ideological issues, resulted in poorly designed government investments in industrial development; a lack of interest or attention to peasant/"grassroots" agriculture and interference by governments in areas where they lacked the managerial, technical and entrepreneurial skills.

When the political dimension of the South African government's repressive policies over the decades are superimposed upon the dismal scenario sketched above by the World Bank report, large scale poverty, instability, exploitation, ethnic strife, corruption and inequality, can be expected to exact a high toll on the people of South Africa.

This dissertation examines the parameters within which development interventions should be undertaken, given their poor track record in Africa. It also studies the role of non-formal education (NFE) as a development activity, which impacts upon and interacts with, many other development interventions.

The importance of this study can be found in the fact that given the extremely hostile environment for sustainable development in South Africa, strategies need to be evaluated against very stringent and exacting criteria.

Para-statal organisations (not to mention government agencies) are inclined to reflect the wishes of their masters, thereby often obfuscating the real issues of development i.e. the elimination of political imbalances.

Not only does the dissertation therefore come at an opportune time for the KTT but also for the development of the people of the region, in the sense that given the urgent demands for reparation for the sins of the past, new energies and resources are being focused upon the needs of the disenfranchised.

The dissertation departs somewhat from a two-dimensional conceptualisation of development which normally sees it as a continuum between underdevelopment on the one hand and modernity on the other (Coetzee, 1989B). The three-dimensional approach applied in both the theoretical and empirical phases of the research, and which also touches upon time as a fourth dimension, enables the researcher to analyse the inter-

1

The World Bank report systematically excludes the Republic of South Africa and Namibia in its definition of "sub-Saharan Africa".

dependencies of the various dimensions, thereby creating a different (if not new) mind-set in the evaluation of the KTT's activities. This should consequently raise new issues for development agencies to consider as development is primarily related to the creation of meaning (Coetzee, 1989B). Interventions designed to develop others can thus only be assessed in terms of the totality of people's needs which must include issues such as respect, esteem, freedom and justice.

The findings of the dissertation are characterised by a very strong acceptance by the respondents of KTT's interventions. Despite some strong criticisms relating to the KTT's follow-through after training, it is clear that change was brought about in especially the economic dimension. The findings do, however, also indicate that KTT's approach to its development task does not sufficiently take into account the socio-political needs of the people and that its outcomes were focused primarily on the income generating capacity of the target population.

Given the theoretical multi-dimensional basis of the study, it is trusted that consideration can now be given by the planners of the KTT to issues relating to a holistic need to create meaning in all dimensions.

The dissertation finds that NFE plays an important role in development - it also finds that NFE is neglected in the region when assessed against the extent of poverty and inequality.

New priorities need to be set in the compilation of a strategic agenda for the 1990's. The World Bank (1989) indicates that :

- more account should be taken of social reforms;
- increased funding of human resource development is required;
- development strategies should be people-centred;
- institutional reforms at every governmental level must be pursued;
- the nexus of weak agricultural production, rapid population growth, environmental degradation and urbanisation must be overcome by innovative and thoroughly co-ordinated strategies; and
- westernisation should be rejected as being synonymous with development.

This dissertation adds to the pool of evidence that unless rapid and massive investments in the human resources of the region are made, the capital injected into infrastructure, industrial development, housing etc., will be suboptimised and not lead to sustainable self-reliance.

# TABLE OF CONTENTS

|  | Page   |
|--|--|
| Preface  | ii   |
| Acknowledgements                                   | iii  |
| Abstract   | iv   |
| Table of contents                                  | vi   |
| List of tables and figures                         | viii   |
| <br>   |  |
| <b>CHAPTER 1</b>                                   | <b>OUTLINE AND SCOPE OF DISSERTATION</b>   |
|  | 1  |
| INTRODUCTION                                       | 2  |
| THE NEED FOR RESEARCH                              | 3  |
| PARAMETERS OF DISSERTATION                         | 6  |
| SCOPE OF THE DISSERTATION                          | 6  |
| EVALUATION OF THE KTT                              | 7  |
| CONCLUSION   |  |
| <br>   |  |
| <b>CHAPTER 2</b>                                   | <b>TOWARDS AN UNDERSTANDING OF DEVELOPMENT -<br/>A MULTI-DIMENSION APPROACH</b>                  |
|  | 8  |
| INTRODUCTION                                       | 8  |
| THE DIMENSIONS OF DEVELOPMENT                      | 10   |
| THE HUMANISTIC DIMENSION                           | 15   |
| THE ECONOMIC DIMENSION                             | 22   |
| THE DIMENSION OF POWER                             | 26   |
| THE SOUTH AFRICAN EXPERIENCE                       | 29   |
| TIME - THE FOURTH DIMENSION?                       | 33   |
| A CONCEPTUALISED MODEL FOR DEVELOPMENT             | 36   |
| DEFINITION OF DEVELOPMENT                          | 37   |
| CONCLUSION   |  |
| <br>   |  |
| <b>CHAPTER 3</b>                                   | <b>THE ROLE OF EDUCATION IN DEVELOPMENT</b>  |
|  | 38   |
| INTRODUCTION                                       | 38   |
| EDUCATION AND DEVELOPMENT THEORY                   | 43   |
| THE RELEVANCE OF EDUCATION IN A DEVELOPING SOCIETY | 44   |
| FORMAL OR NON-FORMAL EDUCATION : WHICH WAY TO GO?  | 47   |
| CONCLUSION   |  |
| <br>   |  |
| <b>CHAPTER 4</b>                                   | <b>NON-FORMAL EDUCATION IN KWAZULU, WITH<br/>SPECIAL REFERENCE TO THE KWAZULU TRAINING TRUST</b> |
|  | 48   |
| INTRODUCTION                                       | 48   |
| NON-FORMAL EDUCATION IN KWAZULU                    | 52   |
| THE KWAZULU TRAINING TRUST                         | 59   |
| THE PROCESSES OF NFE AS PRACTISED BY THE KTT       | 60   |
| CONCLUSION   |  |
| <br>   |  |
| <b>CHAPTER 5</b>                                   | <b>METHODOLOGY</b>   |
|  | 62   |
| INTRODUCTION                                       | 62   |
| OBJECTIVES OF RESEARCH                             | 62   |
| GENERAL RESEARCH DESIGN                            | 63   |
| DESIGN OF QUESTIONNAIRE                            | 63   |
| SECTION 1 : EVALUATION                             | 64   |
| SECTION 2 : EFFECTS                                | 65   |
| SECTION 3 : ENVIRONMENTAL                          | 65   |
| SECTION 4 : BIOGRAPHICAL                           | 65   |
| FURTHER DESIGN CONSIDERATIONS                      | 65   |

|   | <b>Page</b> |
|---|-------------|
| SAMPLE SELECTION  | 66          |
| GEOGRAPHIC DISTRIBUTION OF SAMPLE   | 69          |
| PROBLEMS ENCOUNTERED WITH SAMPLE  | 70          |
| THE INTERVIEWS  | 71          |
| POSTAL RESPONSES  | 72          |
| TEST FOR BIAS   | 72          |
| METHODOLOGICAL TREATMENT OF POSTAL RESPONSES  | 73          |
| CONCLUSION  | 74          |
| <br><b>CHAPTER 6</b>  |             |
| <b>A CRITICAL ANALYSIS OF KTT'S CONTRIBUTION<br/>TO DEVELOPMENT IN THE REGION</b>                           |             |
| INTRODUCTION  | 75          |
| PROFILES OF KTT'S TRAINEES  | 75          |
| HEMCRAFTS   | 76          |
| COMMERCE  | 76          |
| AGRICULTURE   | 76          |
| TECHNICAL   | 76          |
| FINDINGS  | 76          |
| MOTIVATIONAL PROFILE OF RESPONDENTS   | 77          |
| THE SATISFACTION OF NEEDS AND ASPIRATIONS   | 78          |
| HUMANISATION  | 84          |
| ECONOMIC ENABLEMENT   | 87          |
| EFFECTS OF TRAINING ON INTERVIEWEES   | 91          |
| EFFECTS OF TRAINING ON OVERALL SAMPLE   | 92          |
| A DIFFERENT PERSPECTIVE ON THE EFFECTS OF THE TRAINING  | 93          |
| FINDINGS  | 95          |
| CONCLUSIONS   | 97          |
| EMPOWERMENT   | 97          |
| THE DIMENSION OF TIME   | 99          |
| PERCEPTIONS AND ACCEPTANCE  | 101         |
| ASSESSING THE CLASSICAL NPE PROCESSES EMPLOYED BY THE KTT   | 102         |
| RESEARCH OF TRAINING NEEDS  | 102         |
| COURSE DEVELOPMENT  | 103         |
| COURSE PRESENTATION   | 104         |
| FOLLOW-UP   | 104         |
| SOME CONCLUDING REMARKS ON THE DEVELOPMENT CONTRIBUTION<br>BY KTT AS MEASURED AGAINST THE DEVELOPMENT MODEL | 104         |
| <br><b>CHAPTER 7</b>  |             |
| <b>ISSUES AND RECOMMENDATIONS</b>   |             |
| WHAT AFRICA CAN TEACH US  | 106         |
| GENERAL CONCLUSIONS EMANATING FROM THE STUDY  | 107         |
| THE EDUCATION DILEMMA   | 108         |
| ISSUES AND RECOMMENDATIONS  | 110         |
| CONCLUSION  | 112         |
| <br><b>REFERENCES</b>   | 113         |
| <br><b>APPENDIX A</b>   |             |
| STATISTICAL RESULTS   | 124         |
| <br><b>APPENDIX B</b>   |             |
| QUESTIONNAIRE   | 164         |
| <br><b>APPENDIX C</b>   |             |
| FUNCTIONAL ORGANIGRAM   | 196         |

# LIST OF TABLES AND FIGURES

Page

|                   |  |     |
|-------------------|--|-----|
| <b>CHAPTER 2</b>  | <b>TOWARDS AN UNDERSTANDING OF DEVELOPMENT -<br/>A MULTI-DIMENSION APPROACH</b>  |     |
| FIGURE 2.1        | THE DEVELOPMENT LIFECYCLE  | 30  |
| FIGURE 2.2        | THE RELATIVITY OF TIME AND DEVELOPMENT   | 31  |
| FIGURE 2.3        | A CONCEPTUAL MODEL OF DEVELOPMENT  | 34  |
| FIGURE 2.4        | DEVELOPMENT OUT OF BALANCE   | 35  |
| <b>CHAPTER 4</b>  | <b>NON-FORMAL EDUCATION IN KWAZULU, WITH<br/>SPECIAL REFERENCE TO THE KWAZULU TRAINING TRUST</b>   |     |
| TABLE 4.1         | KTT's GROWTH : 1984 - 1987   | 53  |
| <b>CHAPTER 5</b>  | <b>METHODOLOGY</b>   |     |
| TABLE 5.1         | SELECTION OF SAMPLE  | 68  |
| FIGURE 5.1        | GEOGRAPHIC DISTRIBUTION OF SAMPLE  | 70  |
| <b>CHAPTER 6</b>  | <b>A CRITICAL ANALYSIS OF KTT'S CONTRIBUTION<br/>TO DEVELOPMENT IN THE REGION</b>  |     |
| TABLE 6.1         | PREFERENCES FOR ATTENDING COURSES  | 78  |
| TABLE 6.2         | OCCUPATIONAL TRENDS  | 80  |
| TABLE 6.3         | COMPARATIVE RESPONSES TO PRIMARY QUESTIONS<br>OF INTERVIEWEES AND POSTAL RETURNS -<br>EXPRESSED AS A RAW SCORE   | 91  |
| TABLE 6.4         | OCCUPATIONAL TRENDS OF HYPOTHETICAL GROUPS<br>BEFORE AND AFTER TRAINING - EXPRESSED<br>AS RAW SCORES   | 95  |
| TABLE 6.5         | TIME TAKEN TO FIND A JOB AFTER TRAINING  | 100 |
| TABLE 6.6         | PATTERN OF EMPLOYMENT I.T.O. TIME  | 100 |
| <b>APPENDIX A</b> | <b>STATISTICAL RESULTS</b>   |     |
| TABLE 1           | ACTUAL SAMPLE  | 125 |
| TABLE 2           | POSTAL QUESTIONNAIRE ANALYSIS  | 126 |
| TABLE 3           | COMPARATIVE ANALYSIS OF SAMPLES INTERVIEWED BY KTT,<br>NATAL UNIVERSITY AND POSTAL QUESTIONNAIRES  | 127 |
| TABLE 4           | RESPONSES RECEIVED THROUGH KTT INTERVIEWER,<br>UNIVERSITY INTERVIEWERS AND POSTAL QUESTIONNAIRES<br>TO QUESTIONS 2 (EMPLOYMENT), 57 (EDUCATIONAL STANDARD)<br>AND 60 (MONTHLY EARNINGS)                  | 127 |
| TABLE 5           | RESPONSES RECEIVED THROUGH KTT INTERVIEWER,<br>UNIVERSITY INTERVIEWERS AND POSTAL QUESTIONNAIRES<br>TO QUESTIONS 11 (JUDGEMENTS ABOUT THE COURSE) AND<br>15 (JUDGEMENTS ABOUT THE EFFECTS OF THE COURSE) | 129 |
| TABLE 6           | HOW WERE YOU EMPLOYED BEFORE ATTENDING THE COURSE?   | 133 |
| TABLE 7           | WHERE DID YOU GET MONEY FROM TO PAY FOR THE COURSE?  | 133 |
| TABLE 8           | WHERE DID YOU HEAR ABOUT THIS COURSE?  | 133 |
| TABLE 9           | WHAT DID YOU EXPECT TO GAIN FROM THE COURSE BEFORE<br>ATTENDING IT?  | 134 |
| TABLE 10          | WHAT DID THE COURSE HELP YOU TO ACHIEVE?   | 134 |
| TABLE 11          | WHAT WERE THE MOST IMPORTANT THINGS YOU LEARNT<br>DURING THE COURSE?   | 135 |
| TABLE 12          | WHAT FURTHER TRAINING DO YOU REQUIRE FROM THE KTT?   | 135 |
| TABLE 13          | WOULD YOU LIKE TO BE TRAINED IN ANY OF THE FOLLOWING<br>FIELDS?  | 136 |
| TABLE 13          | SEMANTIC SCALES  | 137 |
| TABLE 14          | WOULD YOU ADVISE YOUR FRIENDS/FAMILY TO ATTEND THE<br>SAME COURSE?   | 139 |
| TABLE 15          | HOW DOES THE KTT's COURSE COMPARE WITH SIMILAR COURSES<br>PRESENTED BY OTHER ORGANISATIONS YOU MAY BE AWARE OF?  | 139 |
| TABLE 16          | WHERE WOULD YOU PREFER THE COURSE TO BE PRESENTED?   | 139 |



|            |  | Page |
|------------|--|------|
| TABLE 17   | DID THE COURSE YOU ATTENDED ENABLE YOU TO :  | 140  |
| TABLE 18.1 | DID ANYONE FROM KTT VISIT YOU AFTER YOU ATTENDED THE COURSE TO FIND OUT HOW YOU WERE GETTING ON? | 140  |
| TABLE 18.2 | IF SO, DID YOU BENEFIT FROM THE VISIT?   | 141  |
| TABLE 18.3 |  | 141  |
| TABLE 19   | WHY DO YOU THINK IT IMPORTANT FOR SOMEONE FROM KTT TO VISIT YOU AFTER TRAINING?                  | 142  |
| TABLE 20   | WHAT PROBLEMS DID YOU ENCOUNTER IN APPLYING YOUR TRAINING AFTER THE COURSE?                      | 143  |
| TABLE 21   | HOW SOON AFTER TRAINING, DO YOU FEEL SOMEONE SHOULD VISIT YOU?                                   | 144  |
| TABLE 22   | WHAT TYPE OF BUSINESS DID YOU WANT TO START?   | 144  |
| TABLE 23   | DO YOU NEED A LICENSE TO OPERATE YOUR BUSINESS?  | 145  |
| TABLE 24   | WHERE DO YOU OPERATE YOUR BUSINESS FROM?   | 145  |
| TABLE 26   | HOW MUCH INCOME IS GENERATED BY YOUR BUSINESS EVERY MONTH?                                       | 146  |
| TABLE 26   | HOW MANY PEOPLE DO YOU EMPLOY IN YOUR BUSINESS?  | 146  |
| TABLE 27   | WHEN DID YOU START YOUR BUSINESS?  | 147  |
| TABLE 28   | WHAT PROBLEMS FACED YOU WHEN YOU STARTED YOUR BUSINESS?  | 147  |
| TABLE 29   | IN WHAT WAY DID THE KTT'S COURSE ASSIST YOU IN OVER-COMING YOUR BUSINESS PROBLEMS?               | 148  |
| TABLE 30   | INDICATE BELOW WHAT FURTHER TRAINING YOU REQUIRE?  | 148  |
| TABLE 31   | WHO DO YOU COMPETE WITH IN YOUR BUSINESS?  | 149  |
| TABLE 32   | WHY DO PEOPLE BUY FROM YOU?  | 149  |
| TABLE 33   | HOW DID THE COURSE ASSIST YOU IN FINDING A JOB?  | 150  |
| TABLE 34   | HOW LONG DID IT TAKE YOU TO FIND YOUR FIRST JOB AFTER ATTENDING THE COURSE?                      | 151  |
| TABLE 35   | HOW MANY MONTHS WERE YOU EMPLOYED OR UNEMPLOYED AFTER TRAINING?                                  | 151  |
| TABLE 36   | HOW DID THE COURSE ASSIST YOU TO MANAGE YOUR BUSINESS MORE CAPABLY?                              | 153  |
| TABLE 37   | HOW DID THE COURSE ASSIST YOU TO HELP YOUR COMMUNITY?  | 154  |
| TABLE 38   | HOW DOES YOUR FAMILY ADD TO ITS INCOME OR SAVE MONEY ON THE COSTS OF LIVING?                     | 156  |
| TABLE 39   | WHICH ORGANISATIONS PROVIDE TRAINING IN SKILLS IN YOUR AREA?                                     | 157  |
| TABLE 40   | WHAT TYPE OF TRAINING IS MOST REQUIRED IN YOUR AREA?   | 158  |
| TABLE 41   | FOR HOW LONG ARE YOU ABLE TO LEAVE YOUR HOME/FAMILY/BUSINESS TO ATTEND A COURSE?                 | 158  |
| TABLE 42   | DEMOGRAPHIC PROFILES OF GROUPS   | 160  |
| TABLE 43   | OCCUPATIONAL ANALYSIS AT TIME OF INTERVIEW   | 161  |
| TABLE 44   | NAME ALL TRAINING COURSES YOU HAVE ATTENDED IN THE PAST  | 162  |
| TABLE 45   | WHY DID YOU ATTEND THESE COURSES?  | 162  |
| TABLE 46   | WHICH OF THESE COURSES HELPED YOU TO INCREASE YOUR INCOME OR SAVE MONEY ON THE COST OF LIVING?   | 163  |
| TABLE 47   | HOW WOULD YOU PREFER TO EARN AN INCOME?  | 163  |

## CHAPTER 1

### OUTLINE AND SCOPE OF DISSERTATION

#### INTRODUCTION

Dr Chris Barnard, the world famous heart surgeon said on August 3, 1986:

*"Once you see a starving child, you know the real meaning of obscenity - a condition which is an affront to all humanity."*

Poverty and ignorance are arguably the most pervasive of all human diseases today; diseases, if not of the body, of the mind; diseases because they lead to suffering, misery and ultimately death.

This dissertation will evaluate and explore activities designed to uproot the causes and effects of poverty and ignorance through a process which is known generically as non-formal education (NFE).

An attempt will also be made to conceptualise a model for a more practical and pragmatic approach to development in the wider context. This conceptual model will form the basis of the evaluation of development interventions in the KwaZulu/Natal region.

Although the theme of the dissertation is the role of non-formal education in the development of an underdeveloped region, development as a basis for theoretical analysis poses several problems. These include a large measure of confusion, much conjecture and a seemingly endless search as to what "*development*" actually is, what it is trying to achieve, and how it should be applied, by whom, for whom and at what cost.

During the phase of literature research, the extent of writings on development, the conflicting issues and ideologies, all contributed to a sense of bewilderment and confusion. It was therefore important to synthesize from the voluminous writings, a more comprehensible whole which could assist, if not anyone else, the author then to evaluate the interventions of the KwaZulu Training Trust.

This dissertation does not purport to be a comprehensive or exhaustive analysis of development theory or its application. The prime focus of the study was on NFE and then only as it is practised by one specific institution, namely the KwaZulu Training Trust (KTT), in one region of South Africa, called KwaZulu/Natal.<sup>1</sup>

<sup>1</sup> KwaZulu, the traditional homeland of the Zulu nation, would not have raised any eyebrows had it existed in any other country except South Africa. However, KwaZulu was given notoriety by the political demagogues through the apartheid policies of the Nationalist Government of South Africa. As such, it was demarcated as an area of "development". The cruel truth of the matter is that it became a region of "undevelopment", which fact is discussed in Chapters 2 and 3 from different perspectives.

## THE NEED FOR RESEARCH

In order to fully appreciate the need for research, some statistics on the demography of KwaZulu/Natal are relevant:

- \* the black labour force in KwaZulu/Natal for the period 1985 - 2020 AD will increase 2,6 times from  $\pm 1,7$  million to  $\pm 4,5$  million - a growth rate of 2,8% per annum (Nattrass, 1987).
- \* only 0,85% of the total number of industries in the Republic of South Africa exist in KwaZulu (DBSA, 1987).
- \* employment opportunities in the formal economy are concentrated primarily in the Durban/Pinetown/Pietermaritzburg axis, Richards Bay/Empangeni and the Newcastle/Ladysmith regions which together provide work for  $\pm 900\ 000$  black persons (RSA, 1985).
- \* 70% of the black population in 1985 were younger than 35 years (KTT, 1989A).
- \* 91,7% of the black population have an education level of less than Std 8 (10 years schooling) and 70% do not have basic literacy i.e. five years of formal schooling (KTT, 1989A).

According to Schlemmer (1985), research should facilitate the identification of priorities and together with practical suggestions for the phasing of programmes, address the issue of meeting the development needs of a country.

The demographic statistics above indicate enormous challenges for the development of the Natal/KwaZulu region, and although research is available on the development needs of the region, very little authoritative work exists as to the efficacy of NFE as a development intervention. It is furthermore evident that no effort has been made to combat poverty or inequality on a national scale, despite programmes by the central government to alleviate unemployment. Measured in real as well as relative terms, poverty in South Africa has increased (Wilson and Ramphele, 1989), this despite economic development initiatives in the so-called national and independent states. According to Ghai, Lisk et al (1979) the phenomenon of poverty increasing in the face of economic development programmes is common, as the programmes are usually not designed to combat poverty per se and in fact serve to increase inequality among the people (Cornia, 1982).

It would thus seem as if traditional approaches followed by economic planners are outdated and ineffectual in developing a country.

Appropriate and practical research is therefore of great importance if it leads to real reductions in poverty, unemployment and inequality (Seers, 1969).

#### PARAMETERS OF DISSERTATION

The role of NFE as an intervention or tool for the development of less developed countries (LDC's) has been thoroughly researched by a number of eminent scholars and institutions (cf World Bank reports, 1985; Coombs and Ahmed, 1974; Thompson, 1981 et al).

This dissertation is designed to evaluate the relevance, impact and outcomes of the KwaZulu Training Trust's (KTT) activities as one particular agency involved in NFE. The KTT was selected primarily as it is one of the largest NFE institutions involved in development activities in South Africa and which has a track record of over ten years.

NFE would have very little relevance if it did nothing to change peoples' behaviour in such a manner as to make them more self-sufficient or able to cope with the challenges of a changing world. Self-sufficiency, which is defined by the Concise Oxford Dictionary inter alia, as "*requiring nothing from outside - independent*", implies the ability to act independently and sustain a certain level of existence or to improve upon it. It also implies that people are able to exist in a multi-dimensional world in which relationships and interactions are becoming increasingly complex; where value systems are often in conflict with, and contradict each other; where negative and positive influences may enhance or detract from an individual's ability to become or remain self-sufficient (Toffler, 1983).

NFE normally seeks to change an individual's behaviour usually from a less productive to a more productive mode e.g.

- \* encouraging the production of vitamin A - rich foods in community and school gardens;
- \* encouraging communities to save a portion of their earnings to purchase agricultural inputs;
- \* training an individual how to add value to raw materials for resale purposes, etc.

The process of changing a person's behaviour implies that a number of interventions are required to effect lasting and self-sustaining change.

Cognitive - perceptual processes form an important and integral part of the behavioural patterns of individuals and as all people are exposed to different environmental stimuli, individual perceptions differ on the same topic or situation (Porter et al, 1975). People are rarely neutral about things they perceive or experience and it is therefore logical to assume that their perceptions of their own experiences can be measured and further, that these perceptions have a bearing on behaviour. Therefore, if a person's perception of, for example, KTT's training interventions, is positive in that it assisted him/her to improve his/her self-sufficiency it can be deduced with a degree of confidence that actual improvement took place even if observable behaviour (activity) does not corroborate this.

Development cannot be seen as merely a mechanism to improve a person's material circumstances (Coetzee 1989B), and the process of change which is brought about by NFE cannot always be defined or empirically validated by measurement/evaluative techniques, as progress is often a function of abstract concepts, internalised through, inter alia, meaningfulness, perseverance and compassion.

This dissertation will therefore not attempt to establish whether the KTT's activities have resulted in measurable behavioural change, except insofar as obvious changes are concerned e.g. occupation before and after training, but will operate from the assumption that the perceptions of respondents are indicative of behaviour.

The evaluation process of this dissertation is consequently focused upon the attitudes and perceptions respondents have about the KTT. Coetzee states :

*"Our knowledge of this world can be gained through a hermeneutical interpretative procedure, based upon the possibility of imaginatively recreating the experiences of others."*

(Coetzee, 1989B; 160) and further on :

*"The process of coming to understand the complex situation of development (especially as being experienced by the people within the situation) is not a matter of unprejudiced appropriation of an objective reality. It is rather a fusion of one's own horizon of meanings and expectations (prejudices) with that of the other people as well as the alien culture" (Outhwaite, 1987: 64) (Coetzee, 1989B; 161).*

It can be safely assumed that a dialogical relationship was initiated when respondents presented themselves for training by the KTT. The interactive processes of teaching and learning should ideally create sufficient consciousness in the recipient's mind to enable him or her to apply the newly gained knowledge or skills in appropriate circumstances. The questions posed to respondents in this dissertation will in all likelihood strengthen this dialogic relationship and, as will be pointed out in Chapter 6, respondents were quite insistent that the KTT not terminate its relationship with them after training but rather assist them in the skills transference phase through follow-up visits and advice.

The training stage should therefore be seen as merely the first stage in the creation of a long term responsibility to nurture and encourage the development in the long term, of a dialectic relationship between trainer and trainee.

The study, especially the interview in itself, is therefore an intervention in a continuous process of development - a snapshot of the effects of a developing relationship at a given moment in time. It does not attempt to provide conclusive proof of KTT's efficacy but merely establishes a basis for further evaluation and research in order to understand the complex process of development.

The author's values and concerns will undoubtedly have an effect on his vision and understanding of the responses - this cannot be eliminated, but as Coetzee, referring to Thompson (1983; 133) says:

*"This discourse can never be merely an analysis - it is a sympathetic construction, a creative projection, of a possible meaning"*  
(Coetzee, 1989B; 162).

Self-sufficiency also implies that a person possesses certain skills and knowledge which when coupled with an appropriate attitude, enable him/her to operate relatively independently.

For this dissertation, it is important therefore that the KTT's interventions are analysed within the context of creating higher levels of self-sufficiency among the target population.

In Chapter 2, the dimensions of development are analysed in terms of the social, economic and political lives of people. It will be made clear that self-sufficiency cannot be maintained if all the dimensions are not improved simultaneously.

The dissertation is of an investigative nature and it would be inconsistent if it did not provide any benefit to the KTT in terms of its long term

strategies and action plans. Chapter 7 therefore contains a synopsis of the findings with appropriate recommendations which address a variety of issues which should serve as guidelines, not only for the KTT but also for other institutions with similar objectives.

#### SCOPE OF THE DISSERTATION

The KTT trains about 4 000 people every year (KTT, 1989A). Its courses range over a wide spectrum of activities from basic skills (eg knitting) to advanced engineering; from a basic understanding of how a business operates to the compilation of financial statements. Courses are offered in agricultural, commercial, industrial and cottage industry type undertakings and they vary considerably in duration, structure, use of technology and complexity. In addition to this, the KTT assists its trainees to establish their own business undertakings in an informal or a formal sense. To this end, it assists trainees to gain access to capital and to a limited extent even guarantees loans to selected trainees.

The dissertation is not designed to evaluate all the interventions of the KTT such as, for example, its community development activities (refer Appendix C). Training as a sub-component of NFE is the general focus of the study and the sample selection covers the total spectrum of courses offered (refer to Chapter 5, in this regard).

#### EVALUATION OF THE KTT

According to Bekker (1990), the evaluation of development programmes could be addressed by launching "*a systematic effort to document what has occurred, and why, in a given programme*" (Bekker, S 1990; 54). He emphasises the necessity to focus on broader, multi-disciplinary development dimensions rather than on specific or functional areas of concern and warns against, inter alia, the danger that evaluations sometimes attempt to "*make an organisation look good*" (op. cit.).

The evaluation of the KTT by its own Managing Director (and founder) obviously runs the very real risk of reflecting the value systems of the author, and could possibly even be underpinned by his own hidden agenda. To neutralise these risks totally is probably impossible in a study of this nature but as it is proposed to use the perceptions of the beneficiaries of the KTT's programmes as the basis of evaluation, the construction of the questionnaire, as well as the data gathering procedures (which include the use of 3 different sources of data), were designed to minimise these risks. Lund (1990) feels that development agencies are showing

signs of developing what she calls "*concrete criteria for assessing project performance*" (Lund, 1990; 58), in the sense that the wording of evaluative questions probe the actual impact or effects of development interventions. Ample provision has been made to satisfy this requirement in this dissertation's questionnaire viz. Q7, Q8, Q11, Q12, Q15 and many more. A criticism may be levelled at the use of perceptions to evaluate the KTT's activities in the sense that no empirical validation of these perceptions was undertaken. As was stated above however, the process of change cannot always be measured in finite terms.

Lund (op. cit.) states :

*"Evaluations need to structure in increased (and rigorous, not phoney) attempts to ascertain the effects of the projects in intended or unintended ways, on users and others in the project environment."*

There can be no debate about the validity of Lund's statement and it was for precisely this reason that Section 2 of the questionnaire was designed. Argument could be offered on the actual measurement criteria used to assess "*effect*" and whereas it is conceded that empirical validation of the respondents perceptions of the KTT's interventions would have been ideal, this was not possible given the spatial, financial and time constraints of the study.

## CONCLUSION

The dissertation attempts to assess the development impact of one NFE agency in the KwaZulu/Natal region. It will argue that NFE is a vital component of a balanced development approach - it will also raise a number of issues critical, not only to the future operations of the KTT, but also to the upliftment of the people in the region.

It is clear from the findings in Chapter 6 that NFE still has a long way to go to deliver significant returns on the investment in people - they have also shown that the KTT has commenced with some important work and that the full support of both the public and private sectors is required to accelerate the momentum started in 1980 by the KTT.



## CHAPTER 2

### TOWARDS AN UNDERSTANDING OF DEVELOPMENT - A MULTI-DIMENSION APPROACH

#### INTRODUCTION

Virtually every treatise, paper or book on development theory commences with definitions or descriptions of the concept "*development*." Clearly development theory as a discipline (if it can be called that), provides a major field for study, argument, counter argument, theories, hypotheses and grandiosely perhaps, a search for truth.

This chapter will attempt to crystalise certain thoughts on development, without claiming to be authoritative or comprehensive - it will approach development theory from different dimensions and hopefully cast some light onto the vexed problems and challenges facing practitioners in the development field.

The generally accepted definition of development as a process of directed change leading to the improvement of the quality of life of a community can no longer be taken as a sufficient description (Coetzee 1989A; 15).

Quality of life or human well-being does not normally coincide with development models designed by experts, neither does it necessarily coincide with economic growth or the creation of wealth.

The dimensions of development discussed in this chapter will have very little value if they are unable to contribute to a pragmatic and practical understanding of development. Where possible, abstract concepts such as "*meaning*", "*consciousness*" and "*empowerment*" must be condensed into programmes of action or at least give the practitioner guidelines as to the direction he could take.

#### THE DIMENSIONS OF DEVELOPMENT

Poverty, the root of an inhuman society, has many dimensions. According to Wilson and Ramphela (1989) no single strategy or even multiple strategies are ever likely to be totally successful in eradicating poverty. Although this is a very cynical assessment of the situation, development practitioners find themselves at the coal face, and need practical solutions to the challenges posed by the increased incidence of poverty (World Bank, 1989).

To highlight some of these dimensions, it may be of value to quote some of the more prominent perceptions about development :

*"A plan which conveys no targets for reducing poverty, unemployment and inequality can hardly be considered a "development plan" (Seers, 1969; 21).*

*"Development is the process in which people increase their abilities and desires to satisfy own needs and legitimate desires and those of others" (Garajedachi, 1986; 18).*

*"... (it should) not be to develop things, but to develop man. Human beings have basic needs; food, shelter, clothing, health, education. Any process of growth that does not lead to their fulfilment - or even worse, disrupts them - is a travesty of the idea of development" (Ghai, 1988; 6).*

*"... the embodiment of a process of directed change that brings about economic growth and political development, resulting in autonomy and social reconstruction" (Coetzee, 1987; 104).*

*"Development must be re-defined as an attack on the chief evils of the world today; malnutrition, disease, illiteracy, slums, unemployment and inequality" (Streeten, cited in Todaro, 1981 ; 50).*

*"development, -- is defined as a liberating process" (Romm, 1989 cf. Coetzee ed, 1989B; 167).*

*"... we may claim that economic development is a necessary condition for the improvement in the "quality of life" which is "development." Without sustained and continuous economic progress at the individual as well as the societal level, the realisation of the human potential would not be possible" (Todaro, 1981; 62).*

The views expressed above are in agreement about the following aspects :

- development is a **process** - irrespective of whether it is described as "*movement*", "*evolution*" or "*progress*" it is clear that it is seen as the culmination of various causal factors, some internal to the society and some external, impacting upon and leading to the movement of a society towards a perceived **improvement** of the status quo.

- the **focus of development** (especially in more modern views) is on the people it affects. Whereas people are affected by a variety of variables such as education, the legal world, economics etc., in the final analysis people are the single most important element, if not the only one, which can materially hinder or encourage development.
- **development is multi-faceted** and requires a fundamental understanding not only of the variables involved (eg: education levels) but also of the nature of the impact of the variables on each other as well as the dynamic shift in impact these variables may have over a period of time (eg: politicisation of education in an apartheid society).
- **development implies change of the status quo.**

Whereas development is multi-faceted and directed towards changing the quality of life of people, it is posited that people exist on three interacting, interdependent and interlinked dimensions ie: the social, economic and political planes.

The processes of change in these dimensions aim at moving forward or upward (Myrdal, 1974), the entire social system which contains both economic and non-economic value systems (Coetzee and Ligthelm, 1987; 178).

The processes of humanisation on the social plane, economic enablement on the economic plane and empowerment on the political plane are discussed below from the premise that development is equated with change of the status quo and consequently that the status quo is not considered desirable by society.

## **THE HUMANISTIC DIMENSION**

Central to the whole concept of development lies the human being.

The conception of man as "*homo dialogicus*" (Hölscher & Romm, cf Coetzee ed, 1987; 110) is used to explain man's capacity to reason and question anything in terms of its opposite. This approach (used by Hegel, Marx, Kant and more recently Berger, 1969) captures the essence of the social realities of man.

It implies that a person can question certain issues of importance to him - that he can evaluate alternatives and make choices in the light of his own existence and world view.

A lack of dialogue or opposition to differences of opinion indicates a rigidity of human existence and leads to a dehumanisation of society (Hölscher & Romm, cf Coetzee ed, 1987; 111).

Hölscher & Romm (1987) point out that :

*"A society which constantly eliminates or denies opposition reflects a basic undialogical consciousness on the part of its members and can thus be seen as a dehumanised society."*

Webster's Third New International Dictionary describes a humane society as one *"concerned with the promotion of humane conduct or ideals ..."* and humane as *"marked by compassion, sympathy or consideration for other human beings or animals ..."*

As a dimension of development it can be hypothesised that humanisation takes place as a sub-process of the overall development of society leading ideally to an utopian model of humanness ie: a society in which man not only recognises the values of his fellow beings, respects their rights and understands their responsibilities but also questions issues which may be fundamental to him or to that society's existence. An utopian humane society would be free of poverty, meaninglessness, inequality and disease. A consciousness, referred to as a dialogical consciousness by Hölscher & Romm, would exist, thereby creating meaning through the liberalisation of the mind (Mannheim, 1960; 137).

Mannheim argues that utopian thinking ignores the inevitable perspectival nature of knowledge, which can only be acquired through an openness of mind to alternative perspectives relating to realities (Hölscher & Romm, 1987; 113). However, he supports the notion that elements of utopian thinking contribute to the forward motion of social reality (op.cit. 114).

A people or society which fails to come to terms with the realities, nature and impact of its environments on its existence, as a basis from which movement must be initiated, will also fail to understand or grasp meaningful ways of changing the status quo (Mannheim 1960; Hölscher & Romm, 1987) - and probably perceive any attempts to change it as a threat.

Berger (1976) suggests that visions of utopia are inhuman in that they create expectations which are never met and often lead to a lack of realism or consciousness about the uncertainties of life.

He contends that development requires the transcendence by humans of both ideological and utopian thinking (cf Coetzee, 1987; 116) thereby

suggesting that people must face (be dialectically conscious of) reality and confront alternatives.

In contrast Hoogvelt (1978) argues that planning for a realisable utopia is possible whereas ideological development models have failed to take into account the limitations of resources which often render modernisation or industrialisation strategies impractical. She contends that an utopian model should utilise functional specialists who could perform the specialised planning function "*which is a prerequisite for the survival of the world social system*" (cf Hölscher and Romm, 1987; 117).

Hölscher & Romm feel that Hoogvelt reduces "*consciousness*" to a "*technocratic consciousness*" which amounts to a rigidification of consciousness and in turn implies a dehumanisation of society (ibid).

The level of consciousness of a society appears to be fundamental to the overall process of development. It is suggested that mere economic development is not sufficient to ensure long-term success of the development of a community, and in fact may inhibit development if the nature of economic development increases inequality or if, for example, industrialisation is imposed upon people.

With regards to particular development theories or ideologies, Hölscher and Romm (1987) argue that both modernisation and dependency theories operate as forms of "*false consciousness*." Modernisation would, when it is institutionalised as a strategy by the authorities, become an ideology which does not usually allow for the generation of new ideas or even tolerate criticism. These new ideas or critiques may transcend existing value systems, presupposed by the assumptions and attributes of the modernisation approach. Similarly, dependency theorists regard their own plans for social and economic restructuring as the ultimate goal, thereby implying an end-point in terms of the dimension of time. According to them, it is consequently not a subject for debate or open to proposals.

It is clear that, according to Hölscher and Romm, both approaches rigidify thinking, often inculcating foreign value systems such as productivity and the exploitation of natural resources. (An example of this can be found in the British domination of its colonies i.e. India, where a royal decree prohibited the manufacture of homespun cloth - a centuries old tradition - by Indians when only British cloth could be imported.)

The institutionalisation of policies, and a lack of openness to negotiate, leads to the ultimate dehumanisation of societies and, according to Hölscher and Romm, does not contribute to human development "*unless*

*coupled with a recognition of the need to revise the strategies in confrontation with alternatives"* (Hölscher & Romm, cf Coetzee 1987; 121).

While it seems clear that the institutionalisation of ideologies leads to less humanness in a society, it is also true that too great a degree of inequality leads to a breakdown of humanness (Aron and Myers; 1987).

A people stricken by poverty perceive anything beyond mere survival as being meaningless. A meaningless existence implies a fatalistic and apathetic approach by the community to life in general, but more importantly to those small steps that could be taken to effect change.

The extent to which poverty exists in a community is therefore at the very root of the level of humanness in a society and should be recognised not only in terms of economic criteria, but also in terms of the creation of meaning and a critical consciousness. Humanisation must consequently address poverty in such a manner as to create an understanding among people of the internal and external factors which lead to their poverty.

Coetzee states that a creative interpretation of growth, progress and development should include humanistic elements such as :

- *"a desire (in individuals and groups) to work towards a specific way of life, a specific conception of reality, the establishment of a political will, general human well-being etc.*
- *an emphasis on the spreading of the advantages of development by means of the diffusion of the benefits of innovation, knowledge, material investments and general creativity"* (Coetzee, 1989B; 12).

The interdependence between the humanistic, the political and economic dimensions are clearly stressed by Coetzee who points out that the United Nations' Universal Declaration of Human Rights' emphasis on the universal right of a person to the full development of his personality, corresponds to various declarations regarding socio-economic development, in which concepts such as social justice, equality, human solidarity etc. are used in conjunction with and parallel to formal economic concepts.

A development practitioner may be concerned by the apparent lack of concrete measurement criteria when humanisation as a process is considered as a possible strategy. However, the challenges are very clear - the eradication of poverty, hunger, disease and ignorance must be fundamental prerequisites for the ultimate humanisation of a community.

These social malaises can be measured and there is no doubt that, for example, progress along the poverty continuum can be measured in not only economic terms but also in terms of levels of protein-intake, infant mortality rates, the incidence of kwashiorkor, marasmus, tuberculosis etc. The extent to which a community is exposed to malnutrition is eminently suited to measurement. Development strategies should therefore establish objectives in terms of eradicating hunger and related diseases over a given period of time.

Similarly, humanisation is a function of the extent in which a society is living in overcrowded and filthy shacks, shanty towns and wrecked vehicles. Development strategies which ignore the extent to which slums exist (and burgeon) can not be considered to be balanced or even concerned about the plight of their target population (Wilson and Ramphele, 1989; 129).

Learning is a fundamental prerequisite in the process of creating meaning in a society (Coetzee, 1989A; 155). Thus an uneducated society must be considered to be dehumanised and therefore undeveloped. A further measurement of humanisation is therefore the level of education of a community. Development strategies should consequently set specific goals to raise the level of education of a community. *"Illiteracy is a major dimension of poverty all over South Africa, ..."* (Wilson and Ramphele, 1989; 141).

Development is essentially a process of change, and change in itself is often viewed as a threat to the status quo of members of a society, regardless of their deprivation and suffering. It is only when sufficient numbers of individuals within the society who actively desire change, build up to a critical mass, that enduring change takes place. The process of change is often accompanied by conflict, fear of the unknown and a breakdown of existing structures, but when a society agrees to work towards a specific way of life involving political, social and economic dimensions, development takes place. Very recent examples of this can be seen in the socio-political changes which took place in the latter part of 1989 in Eastern Europe, as well as in South Africa after the State President's historic speech on February 2, 1990.

It is therefore evident that development of a society, or of all mankind for that matter, is characterised by the degree of humanness that exists. A highly industrialised country which utilises modern technology to increase its competitive advantage over less competitive countries and thereby institutionalises strategies to further its cause in *"the national interest"* may in fact be regressing in terms of the humanistic dimension if it does not assess the impact its policies may have on the quality of life of

the people, or even worse, if it presumes to know what is "good" for the people. When viewed as a developmental process, humanisation seeks to initiate movement along a continuum from a dehumanised state of existence towards a humanised situation. Increased humanness implies :

- *"a striving for an ever increasing social justice;*
- *comprehensive decision-making when it comes to deciding on the requirements for a life of dignity;*
- *working towards the alleviation of suffering;*
- *reconciliation of the need to respect the local ecosystem as well as the local social and cultural patterns;*
- *ensuring the advancement of people through their own endeavours"* (Coetzee, 1989B; 154).

Humanism as a dimension of development must therefore be viewed as being of fundamental importance. Development interventions must satisfy the basic criterion that people be progressively freed from poverty, meaninglessness, ignorance, deprivation, as well as from the institutionalisation of ideologies which rigidify thinking and discourage the democratic involvement in decision-making by the people.

#### **THE ECONOMIC DIMENSION**

Economics as a "science" (in the narrow sense) is concerned with the observation, description, analysis and prediction of events relating primarily to the laws of supply and demand, of utility, of production and consumption and of the economic value systems of societies (Streeten, 1981; 4).

Streeten (1981) argues that development studies are often regarded as the "*soft underbelly of economic science*" - a description he questions on the grounds that preoccupation with the measurement of development with indices such as Gross Domestic Product (GDP) or income per capita are inadequate and misleading in attempting to quantify the fight against poverty or inequality.

Development studies should not, according to Streeten, attempt to emulate the "*hard*" sciences by focusing on the measurable and neglect important issues concerning poverty and inequality.

*"The important question is : What are the springs of development?"* (Streeten, 1981; 90).



The traditional approach that economic growth equates development was not only a gross oversimplification of the issues at hand but misleading and often counter-productive.

Streeten's frustration at not being able to sufficiently answer his own question is succinctly summarised by his own conclusion :

*"At the end of this day (and of this paper) we must confess that we do not know what causes development and therefore lack a clear agenda for research. But we must try to resist the temptation to behave like the drunk who has lost his key and looks for it not where he dropped it but under the street lamp - because this is where the light is"* (Streeten, 1981; 91).

The economic dimension of development theory must therefore clearly be only one theoretical framework within which research can be conducted.

There is no doubt that people need to generate income in some form or other so as to enable them to purchase goods required for consumption. In the most primitive of communities, *"income"* may represent a persons' ability to provide food, shelter and clothes for his family, by hunting, agrarian practice, bartering etc. - but, although the nature of the income may differ from that of a modern, money based society, the end to which it is utilised differs little.

There is no doubt either that the economic domain plays a central role in shaping the modern world, and often economic considerations ie: what is *"economic"* or *"uneconomic"*,<sup>1</sup> determine the value systems and decisions of individuals, communities and governments.

However, economic judgements (based on a society's value systems) are a function of society and *"economic systems differ qualitatively for the very reason that they are different social systems"* (Kahn cf Clammer ed, 1979; 131). As a result economic judgements are of an extremely fragmentary nature, as they apply only to one aspect of life ie: whether an activity, product or thing yields a return in an economic context (Schumacher, 1979; 35).

Apthorpe (1976) contends that economics dominated development studies primarily because it explicitly concerned itself with scarcity in various forms. As development implies the removal of conditions of scarcity, it follows logically therefore that policy-makers turned to economics for answers, rather than for example to psychology or anthropology.

However, in pointing out the fallacies of this approach, he stresses that other social sciences do in fact address scarcity ie: in the redistribution of

<sup>1</sup> Something is judged *"uneconomic"* if it fails to earn an adequate return in monetary terms, according to Schumacher (1979 ; 35).

power, status and authority (political science) and structural inequalities (social anthropology) (Apthorpe, 1976; 5).

According to Streeten (1981; 324), the emphasis on economic growth was based on the erroneous assumptions that :

- economic growth would spread its benefits widely and equitably;
- governments were concerned with the fate of the poor, and that through progressive taxation, benefits such as education, health services etc. would spread downwards, and market forces would be controlled to the benefit of the poor; and that
- the first priority was to develop the capital, infrastructure and productive capacity of an economy - the lot of the poor would improve later.

These assumptions were proved false according to Streeten in that high rates of growth did not necessarily create employment and when they did, the nature of the employment was such that it did not necessarily enhance the quality of life of the people as a whole.

Cornia observed that:

*"Even in those countries where growth has been rapid, poverty, squalor and malnutrition have increased in absolute and often in relative terms"* (Cornia, 1982; 2).

Sir Arthur Lewis (quoted in Streeten, 1981; 325) predicted that subsistence farmers and landless labourers would move from rural to urban environments where income generating opportunities were better and where they (the poor) would be assimilated into modern industry. This did not happen, however, primarily because:

- rural - urban income differentials were much higher than Lewis had assumed - this inhibited the rapid absorption of the rural labour force;
- the rate of growth of the population and thus the labour force was far higher than expected; and
- technology transfers were capital intensive, labour saving, and created new forms of labour, impeding the further absorption of the rural poor (Streeten, 1981; 325).

In the search for solutions and new approaches, scholars from various disciplines and schools of thought attempted to analyse *"what went*

wrong?" in order to formulate new solutions for existing problems. During these processes of analysis, much energy was wasted on apportioning blame to capitalists, marxists, dependistas, modernists, the apathy of people, the lack of will of politicians and a host of other factors. The very process of apportioning blame however indicates a non-liberal mind set (rigidity of consciousness) often hidden behind a smokescreen of academic excellence or liberalism.

Particular mind-sets therefore throw up barriers to the search for new paradigms which may lead ultimately to the discovery of Streeten's "*springs of development*."

Furtado (in James and Wilber, 1979; 154) states:

*"Early ideas on economic development, defined as an increase in the flow of goods and services which was more rapid than population growth, have been gradually replaced by others which are linked to a complex of social changes that acquire meaning with reference to an implicit or explicit system of values."*

Seers (in Lehman, 1979; 10-11) warns that the necessity of choosing between various strategies of development as well as the short-term nature of these choices, will inevitably lead to the emergence of moral questions concerning the policies.

Development must therefore be related to meaning and be assessed (or measured in Seers' context) in terms of the total human needs, values and standards of the society and in their understanding of what is meant by "*the good life*" (Coetzee, 1987; 8).

The economic dimension of development implies progress along a continuum starting with a state of poverty, requiring adequate food, shelter, health care, education and employment, and eventually progressing to a state where a sufficient supply of these fundamental needs is available. The process implied in the movement away from deprivation is defined by the World Bank (1989) as economic "*enablement*" or the creation of an "*enabling environment*" which includes the provision of infrastructure and enhancing the capacities of people and institutions alike to foster efficient production.

*"The long-term strategy proposed here envisages a move away from earlier practices. It aims to release the energies of ordinary people by enabling them to take charge of their lives"* (World Bank, 1989; 4).

This sentiment is strongly supported in the Carnegie study into poverty in South Africa.

*"Genuine development work is that which empowers people, which enables them to build organisations that like a hydro-electric dam, pool their resources and generate power where previously there was none" (Wilson and Ramphela, 1989; 262).*

Earlier views on the theories of development centred inter alia on modernisation in terms of western norms and value systems. These were more often than not, alien to the value systems of the less developed countries and, more seriously, were often viewed as a *"catching up"* exercise purely to promote the ultimate goal of economic growth (Coetzee and Ligthelm cf Coetzee ed, 1987; 179).

It thus becomes clear that the economic dimension of development must be analysed, measured and formulated not only in terms of its own objectives ie: economic enablement, but also in terms of the impact it has on the humanistic and political dimensions. The **nature** of the processes of economic development, as well as the **nature** of the interventions by development agencies are therefore fundamental to the long-term success of development.

The traditional economic growth model for example paid scant attention to the interplay between economic and non-economic forces (Coetzee and Ligthelm, 1987; 179). Economists and policy-makers supported the notion of creating a modern sector through market mechanisms, trade, industrialisation and job creation in the formal economy. Account was, however, not taken of the socio-economic impact of these policies (Gerrie, 1979; 229) or of the relatively unfavourable position of less developed countries (LDC's) with regard especially to technology, research and competence (Coetzee and Ligthelm, 1987; 181). The LDC's were not only lagging in relative terms but were actually regressing in real socio-economic terms, entering into a crisis of poverty in many instances (Todaro, 1983; 29; ILO 1976; Mahbub Ul Haq, 1972; 371).

Development is a multi-dimensional process (Coetzee and Ligthelm, 1987; 183) and Todaro's (1981) formulation of three vital objectives of development accentuates the complexity of it :

*"To increase the availability and widen the distribution of basic life-sustaining goods such as food, shelter, health and protection.*

*To raise levels of living including, in addition to higher incomes, the provision of more jobs, better education and greater attention to cultural and humanistic values, all of which serve not only to enhance material well-being but also to generate greater individual and national self-esteem.*

*To expand the range of economic and social choice to individuals and nations by freeing them from servitude and dependence, mostly in relation to other people and national states, but also to the forces of ignorance and human misery" (cf Coetzee and Ligthelm, 1987; 183).*

The process of economic enablement needs to take account of the scarcity of resources, both financial and non-financial, as opposed to the diversity and multiplicity of needs that typically exist in LDC's. Thus reality prescribes the determination of priorities and in this very process of "*putting first things first*" (Streeten 1984), that governments and development agencies are loathe to consult the people affected by their decisions - and herein lies the rub! For instance, in deciding upon first providing for the basic needs of the people, questions that arise may include :

- Which basic needs are to be satisfied first eg: education or housing? Invariably resources are not sufficient to fully satisfy both. Thus a less satisfactory piecemeal strategy is called for, leading to the next question:
- Which communities will be served first - and by implication which will have to await their turn? The allocation of scarce resources is ultimately a decision of priorities which are set by those who wield the power to do so. Communities without such power have little hope of ever receiving their equitable portion of the resources.
- Who is to determine the basic needs of the people - the poor and powerless who can often not grasp the import of these decisions leading to wasteful practices and a beggar - mentality? (Streeten 1984).
- If the people (the poor and powerless) are to decide, what form should their participation take? (Streeten 1984).
- Does the satisfaction of basic needs automatically lead to self reliance or is it merely an attempt to create Rostow's (1960) "*preconditions for take off*"

Ligthelm and Coetzee (1984) state that a direct correlation exists between the provision of basic needs and economic growth, but Keeton (1987) suggests that it is not a sufficient condition for sustained economic development as internal and external factors could inhibit it.

The economic enablement of society necessitates addressing social, political and economic issues such as the issue of the unequal distribution of

land and traditional agricultural practices (Keeton 1987 cf Coetzee, 1987; 153). Values, often held sacred by a community, may need to be changed to diminish their obstruction to development interventions such as the introduction of health, hygiene, nutrition and housing programmes.

A strategy designed to enhance the integration of the powerless into an economy must by implication naturally consider the alternative of self-employment (or entrepreneurial development) as opposed to wage employment (as in industrial development). Ideological considerations often dominate the formulation of these strategies and if Hölscher & Romm's concept of false consciousness, which they contend is inherent in the capitalist (modernisation) and socialist (dependency) ideologies, is correctly interpreted, it seems as if the institutionalisation of strategies in itself creates a less humane situation. It is therefore critical that policy-makers in their attempts to develop societies, synchronise economic development strategies with humanising strategies ie: create more freedom in the decision-making processes by allowing individuals and communities to find their own methods to replace traditional values (eg: land tenure, cattle economy) with values which will enhance economic self-reliance (eg: cash cropping, co-operative movements).

According to Ghai, Godfrey and Lisk (1981; 84) programmes which have successfully changed the patterns of demand, consumption and production among the poorer segments of a population, revealed a number of common characteristics :

- Most programmes were of a small scale production nature;
- Production techniques revealed a low capital : labour ratio, creating more job opportunities for a given amount of capital invested;
- Skills and training levels required were of a less sophisticated nature and were relatively easily acquired in terms of duration of learning as well as complexity;
- In most cases local raw materials were used; and
- Production processes usually required simple technology.

The dimension of economic enablement has in all likelihood progressed further conceptually than the humanistic or political dimensions in the sense that more effort has gone into economic development and more learning has been effected as a result of the vast number of failures. The increasing gap between the rich and the poor however accentuates the

urgency to do something which will decrease inequality and eradicate poverty.

#### THE DIMENSION OF POWER

*"Power in the context of development relates to the ability latent, exerted, physical, mental or spiritual, to act, be acted upon, effect or be effected"* (Webster's Third New International Dictionary).

Power has also been defined as the ability to influence or change another person's thoughts and behaviour (French and Raven, 1959).

According to Huntington (1979), changes in the political system with regards to both the amount of power as well as its distribution are prerequisites for the process of modernization. He states that political modernization processes would occur in stages with the weakly organised and dispersed feudal system of traditional societies requiring a concentration of power to introduce and direct change from the top down into society. This is typically followed by an expansion of power to the newly mobilised and politically participative groups which would in turn lead to a further dispersion of power and the establishment of checks and balances among groups and vested interests.

The process of development implies the allocation of scarce resources and consequently the determination of priorities. A development strategy which ignores, or does not cater for, the needs of the masses, inevitably creates opposition, while the process of economic development in itself creates further conditions for the intensification of the struggle for power (Heatley, 1979; 12).

The demands for power and the re-distribution thereof by the powerless are becoming more strident and in recent times the authoritarian regimes of Eastern-bloc countries have come under great pressure to democratise. These demands imply that the perceived needs of the masses are not being met and ultimately, that a restructuring of the power relationships is being called for (Streeten, 1981; 261).

Empowerment as a sub-process of development can be achieved in a variety of manners, ranging from the revolutionary to the democratic. A fundamental paradox seems to exist however in the re-distribution of power, in that those who hold sway over others will not willingly relinquish such power unless they are convinced that by doing so they will in fact enhance their own power base. Power as a dimension of development therefore seems to be the antithesis of humanisation.

This is logical if it is recalled that humanisation includes the development of a critical consciousness which by definition implies the questioning of environmental influences, policies and the institutionalisation of ideology. Power, in contrast, if limited to an elite, implies a relative lack of power among the masses.

In a society where power is wielded by a particular group or individual to oppress others, the powerless will seek power as the ultimate prize regardless, in many instances, of whether it is through the ballot or the bullet. Communities which have been deprived of power, will normally attempt to explore other avenues and mechanisms to achieve power, even if it means that short term sacrifices have to be made to achieve their long term ends. This is evident in South Africa where black labour unions have been very effective in bringing about change in socio-political fields. Lech Walenka's Solidarity movement in Poland is another excellent example of short term sacrifices which were made to achieve power in the long term.

Heatley (1979) believes that power is exerted in two ways i.e. physical force, or control of the mental processes of people.

Physical force as a tool to deny democratic rights to its people is evident not only in South Africa, but also in countries such as Brazil, China, Chile, many African dictatorships and Warsaw Pact countries.

According to Heatley, control of the minds of people is more subtle and therefore more pervasive and important over the long-term than physical force.

This is achieved through education, politics, religion, advertising, state controlled media and other methods such as the manipulation of school textbooks dealing with, for example, history.

Development therefore includes the right and ability of people to take decisions which have a bearing upon their well-being or quality of life. Self-reliance implies that this ability is applied in such a manner as to ensure the continued growth of a person's capacity to fend for him/herself.

Leadership, as an expression of power, implies that people follow. According to Hersey and Blanchard (1977), the style of leadership which is most effective depends upon a variety of factors derived from the situation. This situational leadership theory states that an essential determinant of leadership (and therefore power) is the level of "maturity" of the follower.<sup>1</sup> They believe that power is exercised in a more authoritative manner when the followers are unsophisticated, uncertain and unde-

<sup>1</sup> "Maturity" relates to the ability as well as willingness of the follower(s) to perform certain tasks or functions.



veloped, whereas democratic styles would be more appropriate when the followers are fully competent and also willing to perform certain tasks and assume certain responsibilities. In terms of situational leadership theory, followers may regress on the maturity scale, or particular circumstances such as emergency situations may call for a change in the manner in which power is exerted (Hersey and Blanchard, 1977; various pages).

There is thus seemingly no single "*correct*" way in which power should be exerted to effect change. This could explain why certain forms of government are successful in some countries but total failures in others.

The need to restructure African economies is critical to the survival of the communities in most of these countries (World Bank, 1989; 185). The role of the state in the restructuring process is obviously significant but, more importantly, the manner in which policies are reformulated and implemented may reflect a power paradigm which in itself creates a more dehumanised situation.

The apparent paradox between the utilisation of power by governments to design and implement structural adjustment programmes (top-down) and the democratisation of decision-making where the people take the responsibility to decide their own priorities (bottom-up) has yet to be resolved, in a practical and pragmatic context. The example of Nordic countries who have consistently sought consensus among organised labour, capital and government in resolving issues such as the need to combine fiscal and monetary measures, and the re-orientation of public spending in favour of basic education, health and nutrition, may be a manner in which this paradox could be addressed. They simultaneously encouraged the private sector to produce goods and services and to create wealth (World Bank, 1989; 187).

Obtaining power is a relatively simple process - the delivery or fulfilment of the expectations created in the process is unmeasurably more complicated, if not impossible. *"The Nkrumah precept of attaining first the political kingdom carries the presumption that all things economic are achievable by the state through appropriate social engineering: only the right will is required. The disillusionment of three decades of sub-Saharan African independence is evidence to the contrary"* (Osborne, E 1990, 1).

Etzioni's (1961) typology on the use of authority (power) in organisations may further assist in illuminating the use of authority in a development context. According to him, three types of power are evident i.e. :

- **coercive power** - this implies the use of physical force, sanctions etc. and is found in the form of concentration

camps, corrective institutions, coercive unions, group intimidation etc.

- **utilitarian power** - implies an attempt to elicit involvement through the exchange of economic rewards based on rational - legal authority viz business and industry, business unions (e.g. Building Industry Federation of South Africa), farmer organisations, "*buddy-systems*" etc.
- **normative power** - where membership is valued in itself. This is often combined with either coercive power (combat units), or with utilitarian power (labour unions) to elicit involvement.

Etzioni also differentiates between the nature of involvement of organisational members as follows :

- **alienative** - meaning that the member is not psychologically involved, but is coerced to remain a member.
- **calculative** - involvement on the basis of "*a fair day's work for a fair day's pay.*"
- **moral** - the person intrinsically values his (or her) involvement.

It is pointed out by Etzioni that the utilisation of certain forms of power e.g. coercive, leads to certain types of involvement e.g. alienative.

Development, given the humanistic dimension especially, ideally implies the "*moral*" or at least the "*calculative*" involvement of the target population to achieve sustainable self-sufficiency. History, however would seem to indicate that African governments in particular have utilised coercive forms of power, thereby creating alienative forms of involvement among especially the powerless (e.g. the single party governments of Zaire, Zambia etc. or the ethnically based power structures of Nigeria/Biafra, Ethiopia or South Africa).

Development, seen from the dimension of power, needs to redefine the basic contract between the target population and development agencies, which implies at a psychological level (Schein, 1972; 55), a change in the assumptions which have been made about the nature of man. The degree of fit between these assumptions, and research about the fundamental needs of the population, are critical in the search for strategies utilising power, to reconstruct economies.

The process of empowerment overlaps the dimensions of humanism as well as the economic dimension. However, the Nkrumah precept of first

attaining the political kingdom that carries with it the presumption that all things economic are achievable through social engineering (Osborne, 1990) is patently illusory, as is evidenced by the disastrous effects of political experimentation in many sub-Saharan countries over the last three decades.

Measurement of the levels of empowerment of society could be addressed from a variety of perspectives. Analysis of the decision-making processes would seem to lend itself more to qualitative measurement in the sense that the nature and locus of decision-making is more relevant than, for example, measuring the extent of power in quantitative terms. The levels of coerciveness, force and repression can be established by indices such as the freedom of speech and of association, gross expenditure on security, the ratio of political detainees per capita etc. The other dimensions of power such as economic power can be measured by the existence of monopolistic practices, state control, interference in the economy and the financial power of the elite. Indices such as the GINI coefficient can be used to measure inequality.

The dimension of power as an element of development may not be discounted by development agencies. The dilemma which often confronts these agencies however, is that they are usually funded by institutions or governments with vested interests, who do not necessarily have the interests of the powerless at heart. True development includes the creation of power among the powerless through a process of empowerment. This should nevertheless not occur at the expense of humanisation, or a deterioration of the quality of life of the target population.

#### **THE SOUTH AFRICAN EXPERIENCE**

To fully grasp the relevance of development theory and practice in the South African context, a brief analysis of the South African experience as it relates to development is necessary.

The short scenarios sketched below do not attempt to measure development against the three dimensions of development discussed above, but merely paint the background required for policy-makers to formulate decisions on strategies aimed at the development of the South African society.

Racial domination in South Africa is the bequest of a colonial era of conquest and the exploitation of labour and mineral wealth - in itself nothing unique in a world which has been dominated by imperialism and expansionist strategies for centuries. However, unlike other colonial

territories in Africa, South Africa has enjoyed relative political freedom from its colonial parent since the beginning of the twentieth century (Stadler, 1987; 10). Economic power became increasingly controlled by domestic forces consisting of a powerful liaison between capital and the state.

The "*winds of change*" of the early 1960's which swept the colonial powers out of Africa left South Africa largely unchanged, and to a marked degree South Africa continued on its chosen path as an exporter of raw materials to its former colonial parents, while at the same time entrenching its repressive political and social policies on the majority of its inhabitants.

The history of domination of blacks by whites in South Africa can be traced back to the very first "*free burghers*" who clamoured for protection by Jan van Riebeeck in the 17th century, and to a variety of other acts of discrimination, paternalism and repression, often leading to limited wars, punitive campaigns and in the case of especially the Zulu nation, total destruction by British forces. The pass book system can be traced back to 1760, when it was introduced to regulate the movement of slaves (Stadler, 1987; 14).

However, the discovery of vast deposits of diamonds, gold and later platinum, uranium, coal and a variety of other minerals, provided a major impetus to the process of control over the utilisation of especially labour and land.

*"... the state was intimately involved in coercing and regulating the supply of labour, in allocating labour between different sectors of the economy, and in determining the access of labour to housing and services"* (Stadler, 1987; 23).

Afrikaner nationalism emerged during the first quarter of the 20th century as a significant force, and despite the immense tragedy of the Anglo-Boer War, the struggle of the Afrikaans nationalist to rid himself of the oppressive yoke of his British conqueror could be likened to the struggles of African nationalists in other colonies on the continent four decades later.

After gaining power in 1948, the Nationalist government lost no time in "*institutionalising*" policies of apartheid in the statutes, (elements of which had been introduced by previous non-nationalist governments), in homeland creation, and in entrenching the white man in a virtually unassailable position of power and domination over the other race groups.

During this process the common political rights of African, Indian and Coloured groups were finally denied them; residential, educational, civil

and a number of other services (eg: health care) and facilities (eg: post offices, courts of law, public toilets, etc) were segregated; inter-racial marriage and sexual intercourse was prohibited; population registration (and therefore the right to vote) was coded in racial terms; geographic areas were demarcated as "*homelands*" where the disenfranchised would express their "*political will*" (except for the Indian and Coloured communities for which the grand plan of apartheid had no "*solution*"); certain categories of jobs were reserved for the white group; blacks were prohibited from striking legally and multi-racial unions were declared illegal (Stadler, 1987; 11). The unequal allocation of resources enjoyed by different race groups was justified by politicians on economic grounds ie: the relative contribution of each race group to revenue, while at the same time it functioned to entrench the domination of whites over other race groups, in the economy.

Changing socio-economic realities (eg: the lack of sufficient qualified skilled people) as well as shifting political relationships, have however caused many changes to occur in the apartheid policies (Stadler, 1987; 11), although the fundamental philosophies under-pinning the ideology have not altered.

To grasp the full import of the socio-political strategies and their impact upon the economy of the country, it is also important to take cognisance of a marxist analysis of the situation.

This school of thought suggests that capital and the state form a powerful partnership in creating an abundant source of cheap labour by forcing people to return to their "*homelands*" where misery, poverty and ignorance generate the labour supply required by the mines and agriculture (Wolpe 1972).

Yudelman (1983) argued that the pressure from the mining industry for labour, combined with the ideological perspectives of the Afrikaner nationalists, led to a symbiosis between state and capital.

In addition the state, due to the power of the white rural farmers' vote, had a strong relationship with the agricultural sector where capital, technical assistance and marketing were applied to uplift and support this sector of the economy, while blacks lost their rights to land.

Despite the relative advantage of the South African political economy against other colonies in Africa at the turn of the century, the apartheid ideology and the zealous striving for independence from British domination, ironically created a situation in which South Africa reverted to colonial economic patterns in the mid 1970's where manufacturing processes were basically weak and raw materials (especially minerals) were

being exported at prices determined by foreign countries (Stadler, 1987; 21).

By the mid-1980's South Africa consisted of a society divided by ethnic considerations, with the highest level of inequality in the world (Wilson and Ramphele, 1989; 18); where the vast majority of its people were effectively disenfranchised; where unemployment had risen from + 9% in 1960 to 20% in 1976 (Simkins, 1982); where in 1975 between 15 000 and 27 000 children died of malnutrition (Fehrsen cf Wilson and Ramphele, 1989; 101); where 70% of the total population of KwaZulu had been exposed to less than six years education and were considered to be illiterate (KTT, 1989A); where the murder rate in Cape Town (530 murders per 1 000 000 people in 1985) was considered to be the highest in the world (three times as high as that in New York) (Wilson and Ramphele, 1989; 152); and where the bottom 40% of the population earned only 8% of the income (Devereux, 1983; 37).<sup>1</sup>

The nature and formation of the political economy and its social effects are clear for all to see. To rectify the problems however will necessitate more than the mere removal of discriminatory legislation. The allocation of resources will have to be effected in such a manner as to accelerate the development of the people who have suffered for many centuries.

#### **TIME - THE FOURTH DIMENSION?**

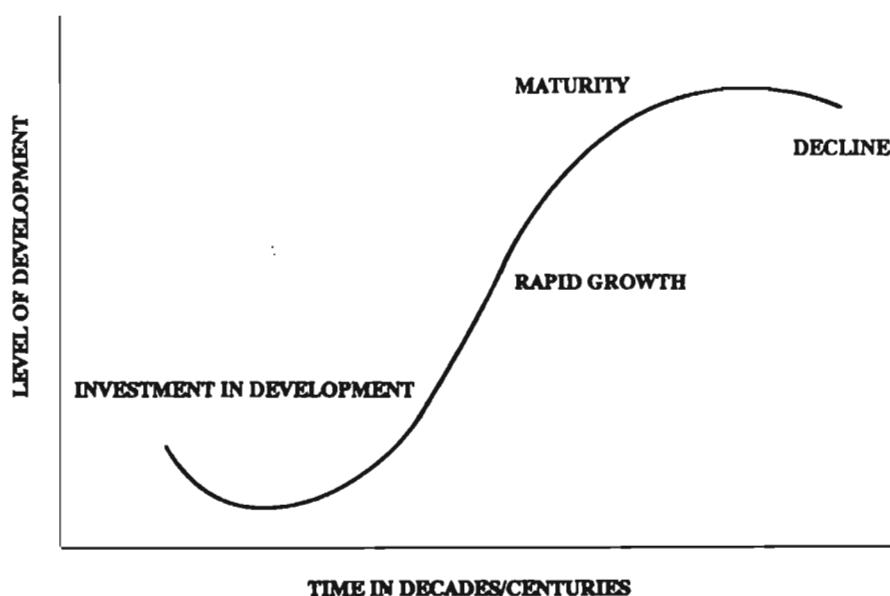
We have seen that development is a process which envisages the upliftment of people from conditions which are generally considered to be inhuman to a situation where self-reliance and relative freedom from the oppression of poverty, disease and ignorance exists.

Development, and the implied allocation of resources however takes place over a period of time. The American and Soviet perceptions of what was needed to develop the Third World in the early post-colonial era, seemed to indicate that the accelerated allocation of resources would shorten the time span of development (Marcum, 1985; 3).

There is evidence to suggest that development does not occur in a rational evenly paced manner - in all likelihood it probably occurs in a typical lifecycle manner as is depicted in Fig. 2.1 below.

<sup>1</sup> The recent political initiatives by the Nationalist Government have done little to change the depressing demographics mentioned above. If anything, many things have become worse e.g. escalation of violence, collapse of the black education system in many regions, rising unemployment etc. It is nevertheless, important to recognize that negotiations for a democratic political dispensation are a short term reality - creating long term equity is another problem altogether!

**FIGURE 2.1**  
**THE DEVELOPMENT LIFECYCLE**



In Fig. 2.1 the initial investment in development implies negative returns and very little measurable improvement in the quality of life of the target population. Examples of this could be the additional emphasis on schooling at pre-primary and primary levels combined with, for example, literacy training of adults who missed the opportunity to become literate at an earlier age (Coombs, 1990 - personal communication). The returns on this type of investment are obviously long term.

The growth phase implies change taking place at an accelerating rate leading to an improvement in the quality of life of the society concerned. The growth envisaged in this phase should be multi-dimensional and not merely focused upon material well-being, military power or cultural growth.

The maturity and ultimate decline phases imply gradual and accelerating regression along the development continuum in the sense that one or any combination of the humanistic, economic and political dimensions regress, leading ultimately to a deterioration of the quality of life of the target population.

History abounds with examples of these development lifecycles e.g. Egyptian, Greek, Chinese, Roman empires - the actual duration of each being unique, given the prevailing circumstances.

Toffler (1978) states *"that if the last 50 000 years of man's existence were divided into lifetimes of approximately 62 years each, there have been about 800 such lifetimes. Of these, fully 650 were spent in caves."* He continues to state that only during the last 4 such lifetimes has man been able to measure time with any precision and *"the overwhelming majority of all material goods we use in daily life today have been developed within the present, the 800th lifetime"* (Toffler, 1978; 22).

It may therefore be more appropriate to depict the dimension of time with regards to development as a spiral advancing to succeeding higher levels through a series of cycles, which become increasingly narrower (refer Fig. 2.2).

**FIGURE 2.2**  
**THE RELATIVITY OF TIME AND DEVELOPMENT**

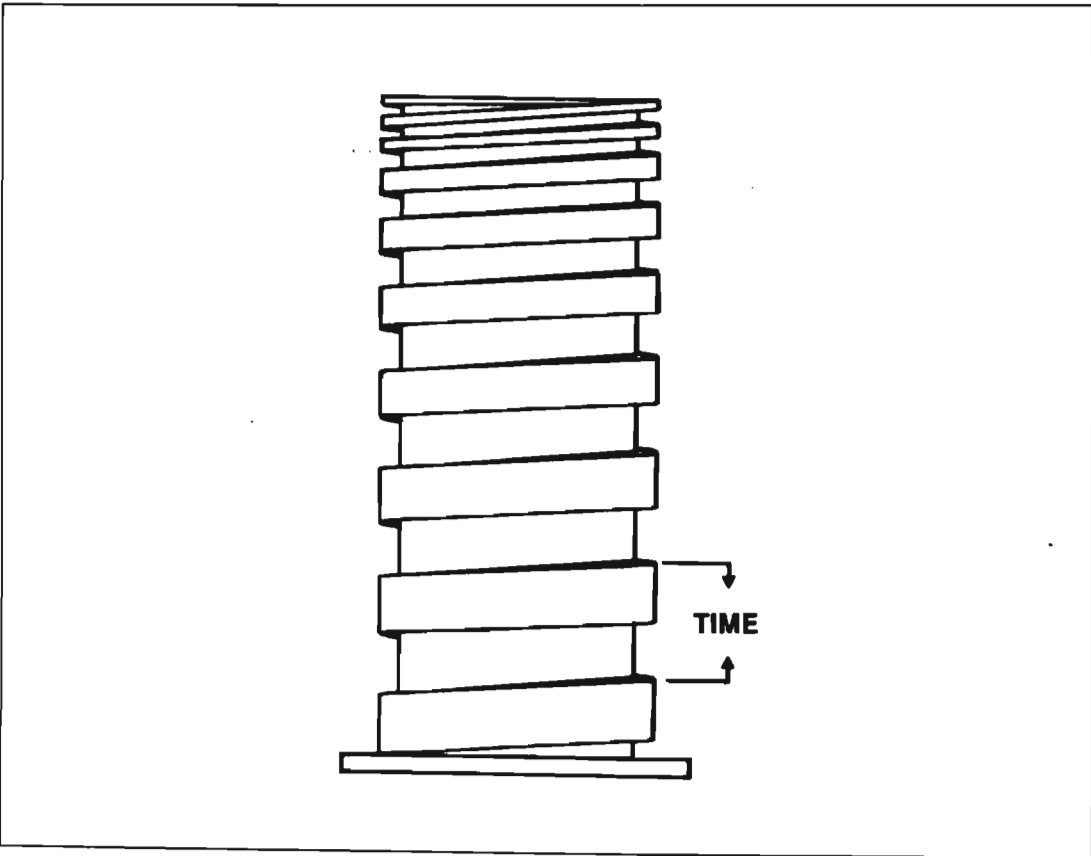


Fig. 2.2 suggests that development in the initial stages will always be slow, requiring enormous amounts of effort to effect change (The *"investment"* - stage of Fig. 2.1). This would also coincide with Jeanierre's contention that development has taken place at an accelerating pace throughout history (cf Schoeman, 1988; 51).



Initial inertia, resistance to change, and external as well as internal factors operating to obstruct development would be important constraints to the creation of momentum in any of the development dimensions discussed earlier.

According to Hall (1983; 5), *"time has everything to do, not only with how a culture develops, but also with how the people of that culture experience the world."* A preoccupation, for example, with the past and present imposes a limited temporal horizon on the individual (Fraisie, 1963) and therefore the community.

Locating a society on the conceptual spiral of time as illustrated in Fig. 2.2 may be problematic in the sense that time would have to relate to some scale or measurement of relative development. It is however not too farfetched to suggest that measuring the level of development in the three dimensions is not impossible as poverty (on the humanistic dimension), the level of unemployment (on the economic dimension), and inequality (on the empowerment dimension) are measurable. Seers (1969B; 2) stated :

*"The questions to ask about a country's development are therefore :*

*What has been happening to poverty?*

*What has been happening to unemployment?*

*What has been happening to inequality?"*

*If one or two of these central problems have been growing worse, especially if all three have, it would be strange to call the result "development" even if per capita income doubled."*

The development practitioner needs to be aware of the dimension of time in development: he or she needs to understand Durkheim's concept of "social time" as well as Voegelin's concept of "economic time" and must be able to interpret a community's perceptions of time, in order to direct development activities within the framework of the community's value systems, relating to time.

Schoeman sums up the implications of this dimension :

*"... a definite relationship exists between the value systems of communities and their perceptions of time; also that this is usually reflected in their language and that such perceptions, together with their linguistic expression, are as fluid and as subject to change as the value systems themselves ..."* (Schoeman, 1988; 52).

This dissertation will not attempt to discuss time in any greater depth as it is considered sufficient to point out that time is in fact a resource which is viewed and utilised from very different value systems by different civilisations, communities and individuals. The essence of time as a variable on the development continuum is that progress in any one of the dimensions of social, economic and political planes must be synchronised in such a manner as to reflect a balanced approach to development interventions.

Streeten's (1981) question about the springs of development may in fact not have an answer! Time, as a resource, has in all probability not been given the priority it justifies, as the **timing** of development interventions would seem to be crucial in the long-term.

### A CONCEPTUALISED MODEL FOR DEVELOPMENT

If development is considered to be a process often described as being one of "*upliftment*", it implies effort<sup>1</sup> or the expenditure of energy to initiate movement in a particular direction. Effort, both in terms of quality and quantity, relates directly to time ie: the more effort that is put into development in a specific timeframe, the more noticeable progress in a developmental context should be. Conversely, if an equal amount of effort is expended over a longer period of time, the more the effort (energy) would dissipate and progress be less noticeable.

Inertia is a reality in physics, and maybe more controversially so in development theory. Jeanierre (cf Schoeman, 1988) and Toffler (1978) postulate that the pace of development picks up momentum after the initial resistance to change (inertia) is overcome. It is thus not unrealistic to state that as development momentum is generated, the energy thus released creates additional momentum, thereby shortening (possibly on an exponential scale) the time span required to complete one further revolution (stage) of development. The pace of development may eventually reach a stage of relative stagnation or even regress into decay, in a typical lifecycle as is illustrated by Fig. 2.1.

Building upon the hypothesis that development is a function of the quality and quantity of effort relative to time, one can construct a simple model to understand the process of development per se.

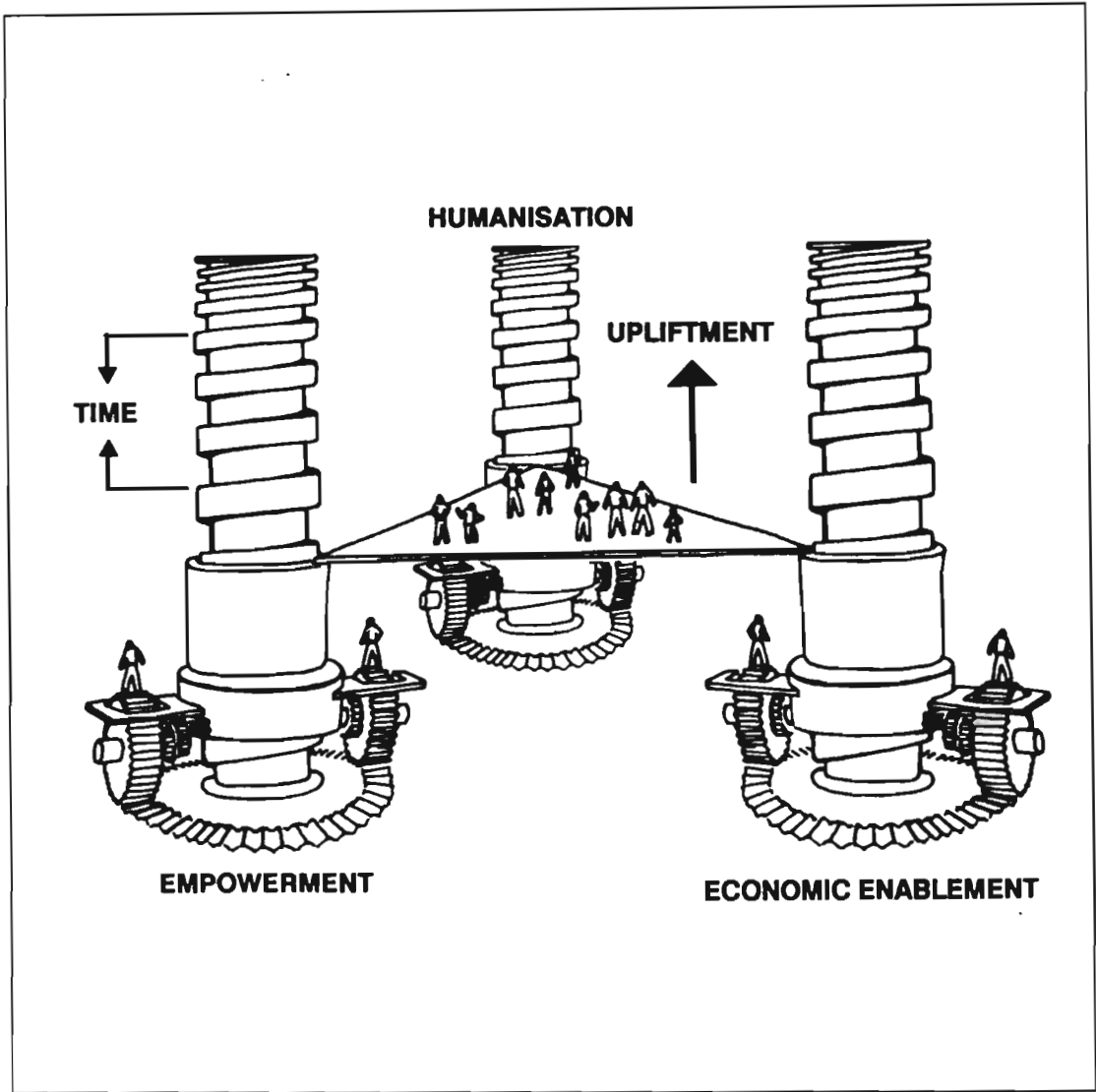
The three dimensions of the process of development discussed above are the fundamental forces (efforts) required for the upliftment of a society. This is based upon the premise that humanisation, economic enablement

<sup>1</sup> Effort is loosely defined as consisting of the total commitment of policy-makers and society at large towards upliftment. This implies also that decisions are taken, projects are implemented and evaluated on the basis of perceived and expressed needs of the community.

and empowerment are directed inter alia at the alleviation of poverty, unemployment and inequality (Seers 1969, B).

If these three dimensions are symbolically illustrated as the pillars of development, upon which the conceptual spiral of time is illustrated as grooves, development can be illustrated graphically as in Fig. 2.3.

**FIGURE 2.3**  
**A CONCEPTUAL MODEL OF DEVELOPMENT**

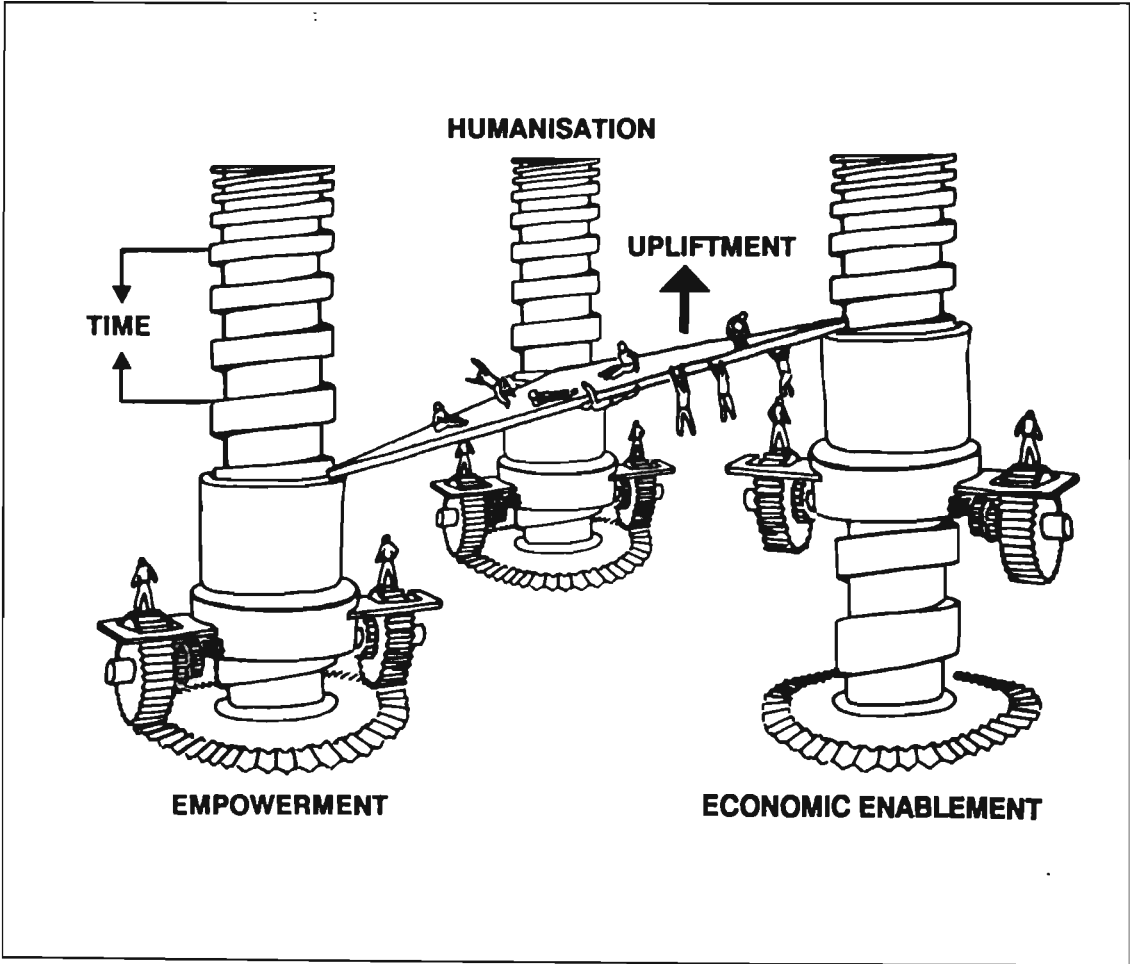


In Fig. 2.3 the processes (or machines) of development are represented by the treadmills which are powered by people from government, the private sector and society in general. Cooperative and coordinated effort is required to generate momentum which in turn will change the relative position of the platform which represents the level of development of society as a whole.<sup>1</sup>

<sup>1</sup> This implies that the different sectors (government and non-government) are obliged to work together to achieve movement in each of the three dimensions - the model also illustrates the necessity that each "machine" and its "operators" can clearly see at what level the other operators are, and take corrective action.

It is further suggested by Fig. 2.3 that if any one of the three dimensions of development is neglected or accelerated, the development process will effectively be out of synchronisation, thereby creating an imbalance (Fig. 2.4). A deduction that can be made is that continued accentuation of, for example economic growth at the cost of say empowerment, will lead to failure of the development mechanism and to wasted effort, energy and resources.

**FIGURE 2.4**  
**DEVELOPMENT OUT OF BALANCE**



Recent developments in Eastern Europe would seem to support the synthesis of development above. Most of these countries created an imbalance by removing power from the people, institutionalising inhumane ideologies and concentrating on industrialisation policies to provide employment and consumption. The waste factor among the people therefore becomes inordinately high, leading ultimately to revolutionary forces being released to improve the lot of the masses on the power and humanisation dimensions.

The model, which is largely based on accepted criteria for development, attempts to illustrate the hidden criterion for **sustainable** growth i.e. **synchronisation of effort**.

The experience over the past 30 years in sub-Saharan Africa indicates a gross over-simplification of the development challenges and many failures can be laid at the doorstep of governments and agencies who did not follow a balanced approach as this model suggests.

The World Bank (1989) points out that the following trends are generally evident in Africa today :

- a weak growth in the productive sectors;
- poor export performance;
- mounting debt and declining abilities to service debt;
- deteriorating social conditions;
- environmental degradation;
- institutional decay and political instability;
- crises of confidence.

From these trends, it becomes clear that a new discipline needs to be created to overcome the development challenges - a discipline which can only be exercised by governments and development agencies on themselves, and who must initiate development in all dimensions in a synchronised manner. Over-emphasis of any one dimension will lead to the ultimate failure of the process itself. Ideologues who operate within modernisation, industrialisation or dependency paradigms should consider the impact of their approaches on especially the social dimension, which has always been considered to be the "*soft underbelly*" of development.

#### **DEFINITION OF DEVELOPMENT**

To define development is in itself problematic and probably does not contribute to the debate. The model above does nevertheless reflect certain principles which can and should be defined. **Development can therefore be described as a finely balanced process of upliftment of the quality of life of society in such a manner as to ensure that life has meaning to the society concerned in economic, social and political contexts.**

## CONCLUSION

Toffler (1983) predicts that new paradigms of thinking about development will be required - that the neat Newtonian mind-sets of action - reaction will be insufficient for and incapable of grasping the issues in a complex society where differentiated and interacting social structures will create new inter- relationships.

Whereas the poorest of the poor perceive anything beyond mere survival as being meaningless (Stewart, 1989), Toffler perceives new social systems and political complexities, new categories and classification systems, and disposable, discordant data, as threatening to drown modern society in meaninglessness (Toffler, 1983; 191).

Development planners and practitioners will have to face the challenges of uplifting society from a variety of dimensions, taking into account value systems and dynamic inter-relationships which exist within communities.

Linear models of development, such as modernisation, which often ignore the characteristics of traditional society, and slavishly follow preconceived ideas of what "*the good life*" is, are clearly not appropriate any longer.

"*Quick-fix*" solutions or "*catching-up*" strategies usually become exercises in futility, when long term development is held out to encompass humanisation and the creation of a consciousness among society.

Development will have to move towards strategies designed to provide (according to Coetzee, 1989B; 18) -

- opportunities for participation  
(in especially decisions affecting their futures);
- recognition for social justice;
- education in the broadest sense of the word;
- abolition of poverty and inequality;
- community development that can lead to social reconstruction (to enable effective **decision-making** processes)<sup>1</sup>; and
- a sphere for a meaningful existence.

1

My emphasis.



## CHAPTER 3

### THE ROLE OF EDUCATION IN DEVELOPMENT

#### INTRODUCTION

Whereas the previous chapter discussed development from a philosophical and abstract basis, Chapter 3 will focus upon a more practical and pragmatic aspect of development ie: the role of education in development.

The contribution made by educationists to the theoretical pool of knowledge of development is also discussed with special reference to the contribution made by non-formal education (NFE).

#### EDUCATION AND DEVELOPMENT THEORY

Education is often considered to be the panacea for the development of developing countries, as is reflected by policy documents of virtually all Third World governments (Cornwell, 1988). Africa is generally considered to be the most under-educated continent in the world (Jolly, 1969). Nevertheless, education has been a "*boom industry*" in the Third World (Harrison, 1979; 306) with rapid growth of facilities and pupils enrolled in primary as well as secondary schools. Education is perceived as one of the greatest contributors to development and national integration (ibid). At the same time education, as it was applied in Third World countries, exacerbated rather than solved the problems facing these communities. According to Harrison (1979) the effort put into education has not helped to alleviate poverty and, if anything, has increased inequality primarily because the poor have had less access to education and are more likely to fail academically than more affluent citizens.

Despite this, Psacharopoulos (1985), Hicks (1980) and Wheeler (1980) reaffirmed the importance of education in promoting economic growth. Psacharopoulos (1985; 19) states :

*"Increased education of the labour force appears to explain a substantial part of the growth of output in both developed and developing countries since about 1950."*

To understand the contribution education may make to development, however, it is necessary to differentiate between education and schooling.

Every individual learns skills and concepts in a variety of situations, from numerous persons and through a multitude of different personal experiences. It is therefore important to establish the distinctions between formal, informal and non-formal education for purposes of future reference in this thesis. The following definitions by Coombs (1973) are considered to be the most well known :

*"FORMAL EDUCATION : the hierarchically structured, chronologically graded "education system", running from primary school through to university and including in addition to general academic studies, a variety of specialised programmes and institutions for full-time and professional training.*

*NON-FORMAL EDUCATION : an organised educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clienteles and learning objectives.*

*INFORMAL EDUCATION : the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment - from family and neighbours, from work and play, from the market place, the library, and the mass media." (Coombs, et al 1973; 19).*

If we consider development as a process whereby social, political and economic changes are facilitated in such a manner as to sufficiently satisfy the demands and needs of a particular people, it becomes evident that education must play a significant role in the development of values, beliefs, skills etc. There can be no argument for instance as to the role of informal education in developing a child's world view, communication and language skills or in transmitting behaviour standards and norms which are acceptable or unacceptable in a particular community.

What is at issue, however, is the role of education in a development context, when such education can be manipulated to serve particular causes or achieve certain objectives.

By virtue of the definition of formal and non-formal education (that it is *"structured, organised"*), these facets of education have always been, and probably will always be, manipulated by the vested interests controlling societies, as is illustrated by the following quotes :

*"The plan I propose to pursue with a view to the general adjustment of these questions (of frontier policy) is, to attempt to gain*



*an influence over all the tribes included between the present north-eastern boundary of this colony and Natal, by employing them upon public works, which will tend to open their country; by establishing institutions for the education of their children .....; and by these and other like means to attempt to aim them to civilisation and Christianity ....."* (Sir George Grey, British Parliamentary Papers, 1854: cf Rose, and Tunmer, 1975; 204).

*"Having regard to the present attitude of the European towards employment of Natives in industry, where skilled or even semi-skilled labour is used, it seems inevitable that the educationists in South Africa must pursue a 'ca' canny' policy in regard to the training of Native boys and to this extent must turn his back upon sound educational principles"* (UG 29 - 1936, Report of the Interdepartmental Committee on Native Education para. 575,576 cf Kallaway, 1988).

*"Now, the speediest way of creating needs among these people is to Christianize them. As they become Christianized they will want more clothing, better houses, furniture, books, education for the children, and a hundred other things which they do not have now and never have had. .... Christianity also teaches the duty of working and denounces idleness as a sin .... to Christianize a Kaffir is the shortest way, and the surest, to make him put his hand steadily and willingly to the work that is waiting to be done"* (Christian Express VIII, 1878 cf Kallaway, 1988; 60).

*"When I have control of native education I will reform it so that natives will be taught from childhood that equality with Europeans is not for them"* (Verwoerd, 1953, cf SACHED, 1988; 12).

*"Education is of fundamental importance. There is no social, political, or economic problem you can solve without adequate education"* (McNamara, 1982 cf SACHED, 1988; 13).

From the statements above, it is clear that formal and non-formal education are viewed from three fundamental perspectives, namely, as instruments to bring about social harmony, to satisfy certain political ideologies, and lastly to facilitate integration into the economy.

It is evident however that educational objectives are heavily biased in terms of the perspectives of the vested interests, which often ignore the need to balance education in such a manner that it will satisfy the fundamental needs as expressed by the people themselves.

The HSRC investigation into Education (De Lange Commission) of 1981 is very specific when it states that science, technology and management skills "*are not yet the cultural assets of significant sectors of our population*" - it even equates "*development*" with modernization when it defines development as :

*"The provision of skilled manpower with the value system, insight and skills necessary to contribute to the development of a country"* (HSRC, 1981; 109). (The tautology of the definition is apparent).

Buckland, in Kallaway (1988; 383), sees the technicist approach of the De Lange report operating as an ideology, buttressing the status quo by "*underlining the dialectic of human potential*" which is a feature of the western mind-set underlying the ethos of modernization.

This mind-set further accepts the view that all humanity progresses on the same evolutionary road (Coetzee, 1987; 2) and that the western Utopian model represents the ultimate goal of development (Rostow, 1960).

That education has a key role to play in development, has been recognised for many years, even centuries, as exemplified by the advice offered by "*prominent Americans*" on the effects of education on a "*backward*" country (Japan in this instance) in 1872. They reported that education:

*"...would awake isolated peasant minds to new possibilities, tie Japan into a world exchange economy, stimulate new appetites requiring new industries and expanded trade to satisfy, improve the quality of peasant as well as technician, instill loyalty so that government can rule benignly rather than harshly; in short, it would lay the basis for prosperity and prestige among the nations of the world"* (Passin, 1965 quoted by Bernstein, 1971 ; 142).

Coetzee states that development must be grounded in consciousness - in the creation of meaning and an awareness of the basic dialectical relationship between man and society (Coetzee, 1987; 14). As a consequence:

*"Education has an important part to play in the process of shaping consciousness, but only within the context of the forces at work. Like culture, it can be used to strengthen the forces of domination, but can also serve the struggle for liberation.... Education should not be a specialised and professionalised sub-system that reserves its benefits to a relative minority. Education in a new conception would become the permanent duty and responsibility of the whole of society"* (Coetzee, 1987; 14).

The concept of development is being increasingly argued as being more than the material advancement of people, as development does not equate with economic growth per se, but must be firmly based on human well-being (Coetzee, 1987; 3). The definition of "*well-being*" or "*quality of life*" is not something that can be determined by policy-makers, academics or politicians. The value systems and knowledge of the common people must be used as the starting point (Coetzee, 1989B; 16).

It becomes evident that education, in its broadest sense, should reflect the value systems of the society it deems to serve, and therefore inculcate these values in the community eg: the need for esteem and self-respect.

To cater for conflicting value systems in a complex society, such as the South African society, communities should be given greater authority to decide about the nature and structure of their education and not only about the content thereof. According to Bernstein (1975) the school system teaches children values and beliefs of the "*wider society*." *The question is however, who decides on these values and beliefs and can enough flexibility be provided to cater for divergent needs among communities?*

Coetzee's expanded perspective of education is a far cry indeed from the perspectives of the early classical economists (e.g. Adam Smith) who emphasised the importance of investing in human skills.

This expanded perception has led the World Bank, however, to question the nature of education (not its value) as an investment in developing countries, as it is not clear which types or levels of education are likely to have the greatest impact on productivity or growth (Psacharopoulos and Woodhall, 1985; 22). Concepts such as poverty, disease, illiteracy, squalor and inequality often defy econometric measurement (Brembeck, 1978; 9) and as resources are limited, countries and policy-makers are obliged to sacrifice investment in some fields when these decisions are made. Psacharopoulos (1985) defines these lost opportunities as part of the cost of the investment and calls this the **opportunity costs**.

These opportunity costs consist of the value of all resources in their next best alternative use, and are wider than the financial cost of the project, measured in money terms (Psacharopoulos and Woodhall, 1985; 22). The issue at stake here then is not whether resources have a financial cost, but whether alternative uses for these resources can be found.

It is evident that education, as a development tool, competes with other investment opportunities eg: industrial or health infrastructures, and policy-makers therefore need to do a cost-benefit analysis of these opportunities in order to optimise resource utilisation.

According to Psacharopoulos and Woodhall (1985; 30) "... *the idea that education is a form of investment in human capital (instead of consumption)*<sup>1</sup> *is one of the most important developments in economics in recent decades ...*"

From a different perspective the opportunity costs of education as perceived and experienced by the poor, mitigates against the investment of scarce resources in education in favour of investment in activities or commodities which can relieve certain basic consumption needs in the short term eg: food, clothing, fuel or shelter. Young children of the poor are often compelled to drop out of school before completing four years, in order to find income generating occupations or to contribute to household productivity - many of these of an illegal nature.

#### THE RELEVANCE OF EDUCATION IN A DEVELOPING SOCIETY

*"Is there any point in having all other forms of knowledge if you don't know what is right and good?" asked Glaucon of Socrates (Plato, "The Republic" as translated by Lee, 1955).*

Education, as was propounded by especially Western colonial powers, was held to be most relevant to the development needs of newly independent countries.

That this assessment was highly misguided and an oversimplification of the actual needs of the LDC's became clear after two decades in which very little progress was discernible in development terms.

Noah (1985) describes the so-called manpower approach (and its outcomes) of education, which implies centrally planned strategies aimed at satisfying the manpower requirements of commerce and industry in the long term as "*not particularly encouraging.*"

Berkhout (1988) casts strong doubt on the ability of a centrally planned formal education system to provide for the manpower needs, as this would mean that schools and tertiary institutions would have to provide "*a great variety of differentiated curriculum tracks as well as the ability of the education system to quickly and continuously adapt to market changes*" (Berkhout, 1988; 7).

Developing countries also face the dilemma of having to decide between what is needed in terms of education for development and what can be afforded.

<sup>1</sup> (Comment is mine)

The debate between the proponents of a liberal education on the one hand and vocational education on the other, continues unabated (Le Roux, 1985), and despite Nunn's (1963; 204) plea.....

*"for education, it is of the highest importance to realize that cognition and action always occur in an organic unity from which neither can be separated without destruction of the other,....."*

very little movement has occurred to bring together the two schools of thought. Hirst (1980; 87) states that education should focus on the nature of knowledge itself, thereby creating cognition and meaning. He defines the "good life" as one in which man is in harmony with reality and education should function to prepare man to cope with reality in a harmonious fashion.

Peters refers to an educated man as one with a "cognitive perspective" (Peters, 1963; 27) and not merely in terms of specialization or expertise, whereas Phenix (1964) contends that the ultimate motive for human learning is the "research of meaning" (Phenix, 1964; 344).

Vocational education on the other hand is often called for by poverty-stricken communities as they can see no benefit from an education which does not enable them to find wage-earning employment or which does not teach them how to produce food (Coombs, 1973; Nyerere, 1975; Thompson, 1979; HSRC, 1981).

Studies in Tanzania and Columbia by the World Bank, nevertheless indicate that vocational education (as it is offered in these countries) does not provide school leavers with any advantage over academic graduates in the search for employment (Psacharopoulos and Woodhall, 1985).

The HSRC report of the Work Committee, Recruitment and Training of Teachers (1981) states that:

*"... the present educational system does not always succeed in preparing pupils for the labour market and that this fact necessitates the initiation of training courses by virtually all employer bodies to ensure that their employees can be employed effectively"* (HSRC, 1981; 36).

#### FORMAL OR NON-FORMAL EDUCATION : WHICH WAY TO GO?

Non-formal education (as opposed to formal education) has also been held as a solution for the many ills of LDC's (HSRC, 1981; Nyerere, 1975;

Coombs, 1973) but is also viewed as a capitalist ploy to perpetuate the second-class nature of the working class student (Ghai, 1981; 543).

Non-formal education has a long history in Africa, with churches playing an important role. In Central and East Africa, adult education programmes often run by government agencies, included instruction in.....

*"better ways of living, improved techniques of farming, food storage, nutrition, child care, hygiene and health, as well as more developed skills training designed to improve the vocational competence of workers in commerce, industry and government employment as well as those privately engaged in agriculture"* (Thompson, 1979; 212).

Techniques applied in non-formal education include extension work, training, or formal educational techniques.

The premise on which the contribution of non-formal education to development rested was that the inculcation of skills and knowledge in themselves would facilitate the process of development; that is, a movement away from traditional lifestyles to more modern, economic value systems. This has however proved to be an oversimplification and represents a technicist view of the role of NFE in development, as will be shown later.

Another major weakness of non-formal educational practice has been a lack of coordination which led to poor resource utilisation, competition between different agencies, overlapping of effort, and confusion among target populations.

However, growing awareness, during especially the early 1970's, that the formal education system was unable to serve the masses, and that the curriculum (usually a slavish adherence to Western educational models) were unsuitable, has led to more emphasis being placed on non-formal educational approaches, often funded by international aid agencies or the private sector.

Nyerere declared that 1970 would be devoted to adult education in Tanzania to.....

*"shake ourselves out of a resignation to the kind of life Tanzanian people have lived for centuries past; to learn how to improve our lives; to understand our national policies of socialism and self-reliance"* (Nyerere, 1969 cf Hall, 1974; 1).

What has made non-formal education particularly attractive to developing nations is its flexibility in approach and the application of methods

<sup>1</sup> According to Riggs (1964) administrative structures tend to reinforce or even generate community divisions - institutionalisation of administrative functions enables the selective manipulation of particular interests.

designed to cater for specific and clearly identified needs of particular communities. Formal education has failed dismally in this respect, primarily due to its institutionalised nature<sup>1</sup>.

In the instance of education, control by the central authorities was seen to be essential in most Third World countries, in order that certain political interests could be satisfied. The resultant institutionalisation of formal education has consequently failed to retain any resemblance of flexibility or sensitivity to changing needs.

According to Coombs and Ahmed, non-formal education needs to address itself to four main kinds of learning ie:

- **BASIC EDUCATION** ie: literacy, numeracy and an understanding of society and one's environment;
- **FAMILY IMPROVEMENT EDUCATION** ie: health, nutrition, homemaking, mother and child care, home building etc.;
- **COMMUNITY IMPROVEMENT EDUCATION** ie: participation in civic affairs, cooperative management, savings clubs, credit unions and community improvement projects; and
- **OCCUPATIONAL EDUCATION** ie: enabling people to become economically self-reliant and to contribute to the local and national economies (Coombs and Ahmed, 1974; 24).

It should be stressed that non-formal education would be insufficient in itself if it merely attempted to satisfy the immediate, short term needs of a community, and did not take into account concepts such as a work ethic, the motivation to learn as well as apply learned skills, or the development of cognitive abilities of the people.

It should similarly be stressed that basic education alone ie: literacy and numeracy, would not be sufficient to guarantee development (Blaug, 1966; 393).

The bulk of non-formal education activities in Africa can be found in skills training. The prime focus of such learning is usually the encouragement of the growth of small business undertakings in both the formal economy as well as the informal or unrecorded sector of the economy. In addition, in-service training, often of an on-the-job nature, plays a significant role in creating a skills base. However, many employers are still loath to invest heavily in skills training due to skills shortages and the widespread poaching of skilled workers.

There are numerous examples of good and bad non-formal educational projects in Africa. One of the most successful (in terms of longevity and replication) was the Jeanes School at Kahete in Kenya which started in 1934. By 1971 there were twenty-seven such centres, which concentrated on the training of farmers. A less successful but nonetheless innovative attempt, was the **Animation Rurale** technique developed in Morocco in the 1950's and adopted in Senegal after 1960. This approach, which was essentially community based, attempted to harness the energies of the communities by training persons nominated by the communities in farming methods. These people (animateurs) were required to act as catalysts for change in their respective communities and to act as a link between extension workers and the people they represented. The failure of this approach is generally ascribed to friction between the animateurs and traditional leaders, and between animateurs and extension workers. Poor extension services apparently also contributed to the failure (Thompson, 1981; 234).

The relevance of NFE as opposed to formal education in terms of the perceived needs of especially the rural poor is evident. It is, however, also clear that literacy, numeracy and especially the ability to think, reason and adapt to change is required in the development of a long term perspective for growth.

## CONCLUSION

Education is clearly an integral component required for the development of any society. Research indicates that education, in all its forms, must mirror the value systems and satisfy the needs of a community.

The investment of resources in appropriate and relevant education is deemed to be an investment in human capital which correlates strongly with economic growth indices measured in a variety of ways.

Education, however, is more than mere investment - it reflects a communities' aspirations and its need for self-esteem and respect.

Mortimer Adler's treatise in 1982, advocating a liberal-general approach to education in the USA, is as appropriate (in terms of needs) in the world's LDC's as it is in the USA. He calls for an education which would:

*encourage mental, moral and spiritual growth and improvement;*

*effectively enfranchise citizens in a healthy democratic society;*  
*and*

*enhance the capacity for every adult to earn a living in the advanced economy of the USA<sup>1</sup> (Adler, 1982; 2).*

1

If education is appropriate it should also enhance the capacity of every adult in less developed economies to earn a living. It is clear that education must be geared to suit the specific requirements of a community and not be "imported" from the outside.



## CHAPTER 4

### NON-FORMAL EDUCATION IN KWAZULU, WITH SPECIAL REFERENCE TO THE KWAZULU TRAINING TRUST

#### INTRODUCTION

In Chapter 3 NFE was discussed within the overall ambit of its role in education and more particularly in development.

This chapter will analyse those educational activities which can be classified as "*non-formal*" which are in evidence in the region known as KwaZulu in the province of Natal. More specific attention will subsequently be paid to the KwaZulu Training Trust (KTT) which is the object of research in this study as an example of NFE in the region.<sup>1</sup>

#### NON-FORMAL EDUCATION IN KWAZULU

In order to fully understand the role of NFE in KwaZulu, it has to be viewed in the context of the surrounding formal system of education.

The formal system, controlled by the Department of Education and Culture (DEC) of the KwaZulu Government is a direct result of the Nationalist Government's policy of Bantu Education which was given effect by the Bantu Education Act of 1953. The principal effect of this Act was that black education was brought under state control (Christie and Collins in Kallaway ed, 1988; 171).

Under this Act three types of schools could operate, namely community schools, government schools and private state-aided schools. According to Christie and Collins there were over 5 000 state-aided mission schools in 1953, whereas only 509 remained by 1965.

The extension of control over education was a vitally important component of the carefully orchestrated Grand Plan of Apartheid, which included the creation of homelands in terms of the Promotion of Bantu Self-Government Act of 1959.

The development of the homelands was based on the ideology that they would reduce the numbers of permanently settled blacks in urban areas and simultaneously provide a stable and cheap labour force for the ever-hungry industries and mines of the capitalist sector.

<sup>1</sup> It should be noted that the author has been associated with the KTT since its inception. He is the architect of the concept and the builder of the ten year old institution. It is therefore logical to expect a strong bias in favour of the KTT's *raison d'être*, its activities and operational results.

To minimise this however, information reflected in this chapter will reflect the KTT's historical development, legal status and financial structure, from published reports, audited financial statements, Chairman's reports and, where possible, policy decisions of its Board of Directors.

Verwoerd's now infamous comments in 1954 set the scene :

*"There is no place for him (a black person) in the European community above certain forms of labour .... Until now he has been subjected to a school system which drew him away from his own community and misled him by showing him the greener pastures of European society in which he was not allowed to graze .... It is abundantly clear that unplanned education creates many problems, disrupting the community life of the Bantu and endangering the community life of the Europeans."* (Verwoerd, 1954 quoted by Christie and Collins in Kallaway ed. 1988).

The very fabric of Bantu Education is described by Christie and Collins as :

*"their best means for reproducing labour in the form they desired. The Nationalist government did introduce new curriculums, new financing and new methods of control into African schooling, but in the interests of their socio-economic needs and not because they were racist. The historically changing reproduction of labour is the thread which holds together all African schooling policies in South Africa where from the beginning the early white settlers set up a labour-exploitative state"* (Christie & Collins in Kallaway ed, 1988; 183).

The results of the policy established in the 1950's are clear today :

- 70% of the black population of KwaZulu possess an educational level less than Std 4 and are considered illiterate according to educational criteria.<sup>1</sup> This compares unfavourably with the 54% of the total population of the RSA with less than a Std 4 level of education.
- 91,7% of the black population in KwaZulu have an educational level less than Std 8 (the comparable figure in the RSA is 79,7%), and 7,9% possess an education between Std 8 and Std 10. In addition only 0,4% of the population have a degree/diploma (RSA, 1985).

These figures suggest that Verwoerd's education plan for the black South African was an unqualified "success", as the bulk of the black population is only equipped for the most menial, lowly skilled occupations.

It is furthermore clear from the 1987 Annual Report of the Department of Education and Training, that the drop-out rate of pupils in KwaZulu/Natal in 1987 was alarmingly high. During that year 27,5% of Std 8 pupils, and 21,2% of the Std 9 pupils left school. In addition, in 1986, only

<sup>1</sup> The De Lange Report (1981) accepts 5 years of formal schooling as an indicator of basic literacy ie: the ability to read and write a short simple sentence in the mother tongue.

49,8% of the pupils in KwaZulu who wrote Std 10 obtained a pass (RSA, 1987).

Sharp and Horwitz (1988) state that while South Africa was enjoying unprecedented economic growth during the 1960's, skilled labour shortages arose primarily as a result of mechanisation, industrialisation and *"reorganisation of the labour process to thereby enhance capital's national and international competitiveness"* (Sharp and Horwitz 1988; Kallaway ed; 310).

The need for non-formal education or training has therefore become a critical component in the overall strategy for the development of the region. This is true primarily because there are :

- high levels of illiteracy among especially adults;
- high levels of structural as well as cyclical unemployment;
- too few jobs in the formal sector;
- increased levels of mechanisation and capital intensive modes of production; and a
- general unemployability of a large proportion of the population.

NFE in KwaZulu is offered in a variety of ways (on-the-job, extension services etc.) and by a variety of institutions.

A comprehensive survey was undertaken by a special committee established and sponsored by the KTT, into the technical training needs in KwaZulu. This 1989 report lists descriptions of the various institutions, operating in the region, and the activities they are involved in.

They are :

KwaZulu Training Trust (KTT)  
Furniture Industry Training Board (FITB)  
Building Industries Training Board (BITB)  
Clothing Industries Training Board (CITB)  
Civil Engineering Industry Training Scheme (CEITS)  
SA Sugar Association Industrial Training Centre  
General Post Office Training Centre  
Training Board for Local Government Bodies  
Baynesfield Training Centre  
Timber Industry Manpower Services (TIMS)  
SA Transport Services Training (SATS)  
Electrical Contractors Association (ECA)

Natal Group Training Centre  
Durnacol College  
Bureau of Community Development  
Department of the Chief Minister (KwaZulu Government)  
Emandleni-Matleng Camp  
Centre for Businessmen (CFB), Unizulu  
Valley Trust  
Africa Cooperative Action Trust (ACAT).

The report provides further particulars on institutions which offer agricultural NFE activities in the region :

KwaZulu Department of Agriculture and Forestry  
Farm Trade Services  
JL Clarke Cotton Company Pty Ltd  
Centre for Research and Documentation (CRD)  
Southern African Bean Project, University of Natal  
Emmaus Community Project  
SA Sugar Association Joint Extension Services  
Sukumani Development Company  
KwaZulu Training Trust  
Africa Cooperative Action Trust  
Valley Trust  
Institute of Natural Resources, University of Natal  
Midlands Centre for Further Education  
SA Development Trust Corporation  
Baynesfield Training Centre  
Timber Industry Manpower Services  
Emandleni-Matleng Camp  
Zululand Churches Health and Welfare (HELWEL) (KTT, 1989A; various pages)

In addition to the above, there are a number of private training centres, usually run for the training of own staff. In 1987 there were 9 such centres, which conducted 37 courses for 1252 persons. Church organisations and companies training for profit were excluded from the report's listing (KTT; 1989A; various pages).

It is clear from the names of organisations quoted above that NFE covers a wide range of activities, often depending upon vested interests in creating skilled labour power for industry. The KTT report comments that the bulk of in-service training is focused upon the improvement of productivity and that very few black employees are sent on managerial self-development type courses, which reveals a lack of commitment to the advancement of Blacks by the majority of industries (KTT, 1989A; 160).

The report further finds that the bulk of training in the region is concentrated in the industrialised areas such as the Durban/Pinetown metropole and Newcastle. Training in the rural areas is limited *"within the context of a few development projects as well as the mobile training offered by the KwaZulu Training Trust and the SA Sugar Joint Extension Service"* (KTT, 1989A; 162).

In a World Bank Report, Psacharopoulos and Woodhall confirm that educational investment in developing countries tended to benefit higher income families and urban rather than rural communities, thereby widening income disparities (Psacharopoulos and Woodhall, 1985; 319).

In general, NFE activities in KwaZulu would seem to confirm this, as the bulk of the NFE agencies listed above provide NFE for their own particular needs. It is indeed true to say that very few institutions direct their attentions specifically to eradicate poverty - a notable exception to this being the Valley Trust. This general lack of a coordinated strategy to combat poverty, unemployment and inequality could be viewed as being the fundamental cause of the exploitation and the sub-optimal utilisation of NFE resources in the region.

Training agencies have concentrated largely on limited skills courses, often entrenching the poor in activities which will keep them poor. An example of this can be found in training activities on farms concentrating on highly specialised and fragmented skills (eg: felling trees), which render the person dependent on the availability of jobs in a very limited field, and provide virtually no mobility in the labour market.

#### **THE KWAZULU TRAINING TRUST**

The KTT is an incorporated association not for gain, in terms of Section 21 of the Companies' Act, 1973 (Act No. 61 of 1973). It is a company limited by guarantee by observing the provisions for the incorporation of a company. Members subscribe for membership, and are synonymous to shareholders in a public company. As it is subject to all the duties imposed on a public company, its members may never be less than seven in number. It does not have a share capital, but has a memorandum and articles of association.

The KTT has, in terms of subsection (b) (4) (aa) of the definition of *"educational fund"* in Section 18A of the Income Tax Act, 1962 (Act No. 58 of 1962), been approved as a permanent institution for the promotion of adult education, vocational training and technical education. Refer to Appendix C which reflects the functional organigram of the KTT.

The KTT was originally established by the then KwaZulu Development Corporation, now the KwaZulu Finance and Investment Corporation Ltd (KFC), to act as a conduit for the private sector to donate funds earmarked for the training and development of the people of KwaZulu.

In 1983 it was mutually agreed by the respective boards of directors that the KTT take over the task of the KFC to train and develop the people of KwaZulu. The assets of the KFC's training division were transferred to the KTT and the KFC agreed to second members of its personnel to the KTT. In addition, the KFC undertook to partially assist the KTT financially.

Between 1984 and 1987 the KTT recorded the growth pattern contained in Table 4.1.

**TABLE 4.1**

| <b>KTT's GROWTH : 1984 - 1987</b> |                              |  |
|-----------------------------------|------------------------------|--|
| <b>YEAR</b>                       | <b>TRAINEE<br/>ENROLMENT</b> | <b>EXPENDITURE<br/>RANDS<br/>(000's)</b> |
| <b>1984</b>                       | <b>1 540</b>                 | <b>1 887</b>                             |
| <b>1985</b>                       | <b>2 326</b>                 | <b>2 916</b>                             |
| <b>1986</b>                       | <b>3 019</b>                 | <b>4 365</b>                             |
| <b>1987</b>                       | <b>3 882</b>                 | <b>5 714</b>                             |

During the last 4 years, the KTT was financed primarily through grants from the KFC (R12,2 million), the KwaZulu Government (R1,75 million), the Development Bank of Southern Africa (R0,7 million), donations from the private sector (R1,4 million), and the generation of own income (R2,8 million) (KTT, 1989B).

In the Chairman's Review of the Annual Report for 1988, the KTT's underlying philosophy in terms of development and its role in that context, is conceptualised. Dr Dhlomo, Chairman of the KTT, states :

*"Any development agency which wishes to measure the success of its actions should ask itself the following fundamental questions :*

- *Are its activities decreasing or even eliminating poverty among its target population?*
- *Has it created opportunities for the target population to generate an income where none existed before?*
- *Do its activities enable the target population to come to grips with the socio-political and economic challenges of its environment?"*

*I believe that the time has come for national and regional development planners to express their development goals in terms of the progressive reduction and eventual elimination of malnutrition, disease, illiteracy, squalor, unemployment and inequality.*

*It is no longer appropriate to express development targets in terms of the investment of capital or even income per capita indices.*

*Development is a "people business" and the KTT is geared primarily at empowering the people of this region to combat poverty, ignorance and disease" (KTT, 1989B; 3).*

It is evident that the KTT perceives its specific role through NFE to be to eliminate poverty, create income generating opportunities and to generally enable (empower) people to cope with political as well as socio-economic challenges. The Chairman's statement confirms the author's view in Chapter 2 that development should be viewed from these particular dimensions.

To assess exactly how the KTT intends fulfilling these ambitious goals, reference is made to a five year strategic plan which was approved by its Board of Directors in February 1988 (KTT 1988).

This strategy encapsulates much of the purpose, environmental influences and ethos of the organisation.

From this, it is clear that the KTT views the methods it should employ to attack poverty, unemployment and inequality, from the free-enterprise paradigm in that the establishment of business undertakings, in both the recorded and unrecorded sectors of the economy, should act as the vehicle for upliftment and self-reliance. In itself, this approach does not offer any new solution to problems that beset the under-developed countries of the world today.

The strategic plan however provides further insight into the KTT's *modus operandi* when its ethos is analysed.<sup>1</sup>

Besides stating categorically that the KTT will not discriminate against people for racial, religious or gender considerations, it focuses its attentions upon "*persons in deprived circumstances.*" This can be assumed to imply that the KTT reserves the right to allocate its resources where it feels most advantage could be gained - it also implies that the KTT could manipulate its activities to serve a "hidden agenda."

<sup>1</sup> "Ethos" is generally understood to mean the manner in which an organisation affects its target population through its own actions, and is an important reflection of an organisation's value system.

However, the plan states that the KTT will only embark upon interventions of any nature after "*establishing the true needs of the people involved.*" The implications of this value statement are far-reaching. In essence, it means that the KTT sees itself as a resource to be utilised by the people for whatever NFE needs they may have. This also conforms to the requirements of the dimensions of empowerment and humanisation discussed in Chapter 2 above. A further implication is that the KTT may become irrelevant or redundant should the people perceive it as being such, thereby constituting an effective counter to possible criticism that the KTT is furthering the needs of vested interests.

The democratic or "*bottom-up*" approach of the KTT is further strengthened by statements such as "*avoid the use of prescriptive/paternalistic methods; will only involve itself in communities or with individuals when requested to do so; only develop courses/systems where no other courses or systems exist; act as facilitator or catalyst; curtail any of its activities if it is perceived that other agencies are catering satisfactorily for any needs previously catered for by the KTT.*"

The general impression that is created by the KTT's ethos is that it is a resource to be utilised by the people it deems to serve; that it reacts to requests from the population to become involved in upliftment projects; that it prefers not to compete with other similar agencies but would rather act as a catalyst in achieving, not only its own objectives but the objectives of the community at large. These values reflect a very progressive approach to development thinking and what makes it remarkable is that it exists in an organisation as large as the KTT, with obvious links to bureaucratic organisations such as the KwaZulu Government.

The KTT's assessment of the impact of the external environment on its activities, focuses the attention upon projects and activities required to enable the achievement of acceptable levels of self-sufficiency as encompassed by its mission statement. Factors such as the rising population growth, structural and cyclical unemployment, urbanisation, black buying power, low economic growth rates and the increasing level of sophistication of black consumers are translated by the KTT into opportunities for the development of cashcrop farmers, agricultural contractors, small manufacturing and service entrepreneurs, franchise holders, retailers, chain groups, wholesalers, artisans, technicians, building contractors and sub-contractors.

Although these opportunities constitute enormous challenges, the KTT views as significant a variety of potential threats viz: escalating polarisation of its target population, intimidation and violence, technological obsolescence, and the political institutionalisation of apartheid struc-



tures. These threats could hamper or even destroy any attempts by the KTT to create higher levels of self-reliance and, in the view of the strategic planning group, threaten the existence of KTT itself, given its funding structure.

When viewed against the background of historical deprivation, it is evident that the need for NFE in the region is enormous. The KTT is but one agent providing NFE and as such is severely hamstrung by financial constraints. The 5-year plan contained in its strategy stresses this aspect and points to a R8.1 million deficit over the period.

As the KFC is the KTT's main source of funding, the deficit in the KTT's 5-year plan would seem to reflect an approach by the KFC that investment in NFE interventions is not considered to be as "attractive" from a development perspective as is for example, an investment in industrialisation. This assumption is supported by the KFC's statutory objects, its actual investment programme to date, and by statements made in the media, viz:

The KFC's mission is defined in terms of its statutory objects, as being -

*"(a) to assist in promoting the economic development of Kwa-Zulu and its population, through the financing of and investment in sound, productive enterprises and projects in the fields of commerce, agriculture, finance, mining, industry, housing, transport, services and the exploitation of natural resources, as well as supportive activities in these fields;*

*(b) to assist the Government in coordinating the involvement of agencies which have objects similar to those referred to in paragraph (a)" (KwaZulu; 1984).*

A corporate report published as a supplement to the Financial Mail, September 8, 1989 states on page 3, that *"the KFC puts into practice a vision of economic development strictly guided by free-market principles ..... leading to a self-generating process of employment creation and capital growth"* and further on *"it has met the challenges and problems of the KwaZulu-Natal region admirably, and backs its success not with rhetoric but with sound balance sheets."*

By the end of the 1990 financial year the cumulative investment by KFC (not including private sector investment) in different development activities was as follows: <sup>1</sup>

<sup>1</sup> The development impact of these investments is not readily apparent and although it is critical to evaluate the opportunity costs of investments, the measurement criteria have not been structured by KFC to facilitate this.

|                          | <b>R<br/>Millions</b> | <b>%</b>   |
|--------------------------|-----------------------|------------|
| Industrialisation        | 433                   | 50,6       |
| Housing                  | 185                   | 21,6       |
| Small Business           | 104                   | 12,1       |
| Agriculture              | 45                    | 5,3        |
| Training (Grants to KTT) | 21                    | 2,6        |
| Other*                   | 67                    | 7,8        |
| <b>TOTAL</b>             | <b>855</b>            | <b>100</b> |

(\* includes multi-partner companies, sorghum industry etc.)  
(KFC; 1990).

The above information reflects a value system which stresses efficiency, productivity, profits and returns on investments - it also reflects an outdated conception of what development is as well as an erroneous conviction that economic development will lead to the upliftment of the quality of life of the target population.

Investment in "*sound productive enterprises*" implies an investment in people, and the KFC stresses the fact that it believes that people are the central focus of development - this is also reflected in its newly designed logo which represents the growth of people. The mere investment in people is, however, not enough to ensure a sustainable improvement in their quality of life which encompasses a variety of other issues such as social justice, empowerment, changes in value systems and esteem.

The values espoused by the KFC are strongly based on financial considerations and it consequently evaluates its financial support of the KTT in this context; hence the declared policy to reassess its support of the KTT annually, in the light of the KFC's own ability to "*afford*" the annual grant as well as KTT's ability to utilise the funds. The Executive Director of the KFC clarifies the KFC's stance in this regard in the corporate report of the Financial Mail which quotes him as saying :

*"The KFC should receive more funds from central government for these non-economic activities"* (meaning non-remunerative activities of inter alia, the KTT) <sup>1</sup> (Financial Mail Supplement, Sept. 8, 1989; 8).

This statement would seem to imply that the KFC should not involve itself financially in activities considered to be of little/no benefit to the KFC itself, but that the central government should accept responsibility for these "*non-economic activities*."

<sup>1</sup> My comment

If Psacharopoulos and Woodhall (1985) of the World Bank are to be believed, expenditure on appropriate education is an investment and should not be viewed as consumption as economists are wont to do. According to Schultz (1963) increased education of the labour force appears to explain a substantial part of the growth of output in both developed and developing countries since 1950 (cf. Psacharopoulos and Woodhall, 1985; 19).

Investment in education must be based on an analysis of the efficiency of the use of all competing resources, and if the activities of the KTT are in fact contributing to the general upliftment of its target population, the cost-benefit ratio of investments by the KFC and government in the KTT needs to be assessed in competition with investments in other areas such as industrial development, housing or basic infrastructure. Psacharopoulos and Woodhall state :

*"... policymakers must recognize that all investment decisions rest on a choice between alternative opportunities with respect to costs and benefits, costs and effectiveness, and equity implications"* (Psacharopoulos and Woodhall, 1985; 26).

Certain deficiencies in the KTT's strategic plan are however apparent from a development perspective :

- Whereas the KTT's 5-year strategy envisages a bottom-up approach to development, it is not clear to what extent its activities will reduce poverty or empower the people in any significant sense;
- The mission statement mentions the development of "*acceptable levels of self-reliance*" but it does not state how this will be measured or in whose opinion "*acceptability*" will be determined;
- None of the opportunities listed have relevance to the development of a critical consciousness or to the empowerment of the people on either an intellectual or political level;
- The strategy does not indicate the KTT's role in assisting its target population to enter mainstream economics of the so-called First World component of the South African economy;
- No indication is given as to how the KTT decided on its priorities, despite its declared statement that the people's

needs shall be established prior to the determination of priorities.

The strategy does however signal a strong sensitivity on the part of the KTT to community needs and the necessity for the KTT to act in a facilitative role.

#### **THE PROCESSES OF NFE AS PRACTISED BY THE KTT**

When establishing a NFE system to provide skills or knowledge to a particular group of people, a number of issues need to be addressed i.e.:

- who is to be trained, and how?
- if the training is addressing a particular need eg. alleviating poverty, the root cause of the problem needs to be identified;
- what results are expected from the training intervention?
- how will these results be achieved during the process of skills transference?
- what are the costs of developing and implementing the programmes?
- what time lag is required to assess whether the desired results are being achieved?

Traditionally the systems approach to training is designed to cater for each of the issues listed above, and is categorised into four phases or stages, ie:

- research of training needs;
- development of appropriate training materials (software);
- presentation and evaluation of courses; and
- follow-up and evaluation of skills transference.

As is reflected in Appendix C the KTT's functional structure has been designed to cater for the four phases listed above :

- the research of training needs as well as the development of appropriate training materials is catered for by its Course Development facility. This particular facility was established to research and develop materials appropriate

for the unique training needs and learning constraints of the target population. The sale of its materials to virtually every development corporation in Southern Africa as well as private sector institutions and non-governmental organisations (NGO's) is evidence of the appropriateness of the materials (KTT, 1989 B);

- the presentation of the various courses is catered for by the training operations arm of the KTT which provides for basic skills, advanced skills, community development and informal business development. The bulk of the KTT's resources are allocated to this function which requires a very high level of subsidisation from grants and donations. This is due to the fact that the target population would ostensibly not be able to afford to pay commercial fees for the courses they attend;
- follow-up and evaluation of skills transference is catered for by a specialised function reporting directly to the Managing Director. This vital aspect fulfils an audit function to assess the appropriateness as well as the effectiveness of KTT's training activities.

The KTT's structure and approach to NFE conforms largely to Coombs' definition of non-formal education (Coombs, 1973).

## CONCLUSION

Measured in monetary terms, the costs of NFE activities in KwaZulu amount to many millions of Rands. The largest agencies involved in NFE are the KwaZulu Government (especially the Department of Agriculture and Forestry), the KTT and the extension services of the South African Sugar Association.

There is very little statistical evidence available on the effectiveness of the activities of the agencies in terms of overall development criteria.

In fact there is evidence that :

- poverty in especially rural areas has increased in relative and real terms over the last 10 years;
- unemployment has increased; and
- inequality in terms of the distribution of economic wealth as well as political power has increased.

It can be deduced that whereas the agencies involved in NFE may be contributing to self-reliance in the micro-context, no progress has been made at the macro level.

A number of external factors obviously play a role in this regard, such as for example, structural unemployment of the economy, high population growth rates, discriminatory political systems etc.

If progress is to be made however, policy-makers will have to consider increasing and consolidating resources allocated to NFE to initiate strategies which will create a more humane society through the development of a consciousness which will enhance the integration of the poor into the formal and informal economies, and last but not least intellectually empower people to take decisions affecting their futures.

## **CHAPTER 5**

### **METHODOLOGY**

#### **INTRODUCTION**

This chapter will explain the methods employed to obtain, analyse and interpret the data required for the study.

#### **OBJECTIVES OF RESEARCH**

As the title of the dissertation suggests, the main objective of this study is to analyse the role of NFE in development from the perspective of the beneficiaries of a particular project. The underlying value system guiding the study is a concern to develop measurable criteria for assessing the effectiveness of the NFE interventions of the KTT.

The design and structure of the dissertation therefore seeks to establish evaluative groundrules which can assist project managers, as well as donors, to assess the development impact of particular NFE programmes.

#### **GENERAL RESEARCH DESIGN**

Research for this study was conducted in two ways; firstly, a literature study was done of development theory on the one hand and education on the other, within the context of development theory. This was done mainly to crystallize the various dimensions of development into a conceptual model which could be used to test the efficacy of development interventions of particular agencies. The second manner in which research was done was through the survey method of data gathering using interviews and postal responses to a questionnaire. The questionnaire (refer Appendix B) was originally designed as an interviewing instrument but due to certain practical difficulties, which are discussed below, was also used to elicit data from postal respondents.

The broad design structure of the questionnaire was based on the premise that the data should illuminate the respondent's perceptions of the KTT and its training, what the actual effects of the training were, and what impact environmental conditions had on the respondents.

Analysis of the data was kept as simple as possible through the use of frequency scores and cross tabulation where appropriate.

## **DESIGN OF QUESTIONNAIRE**

It was important at the outset to ensure construct validity of the questionnaire. Communication and logistical considerations required clear and simple questions structured where possible yet allowing for open ended responses, if appropriate. It was consequently decided to test the proposed questionnaire by means of a pilot study.

This was done by using 20 interviewers drawn from the members of staff of the KTT who each interviewed 2 trainees. At this stage, the issue of interviewer bias was not considered relevant as the sole purpose of the interview was to test the validity and practicality of the proposed questionnaire, the wording of questions, the duration of the interviews and the structure of the interview itself. At the same time, the use of English versus Zulu was also tested, from the points of view both of communication as well as interpretation of the responses.

With the experience gained from the pilot study, significant changes were made to the questionnaire, primarily :

- to facilitate scoring procedures;
- to eliminate repetition;
- to further simplify question construction;
- to combine English and Zulu; and
- to ease the actual interviewing process itself.

It should be pointed out that the highly structured appearance of the final questionnaire emanated directly from the high degree of correlation found in the responses in the pilot study. The questionnaire consists of four sections which probe the perceptions of respondents from different directions to provide insight into the impact and effect of the interventions.

### **SECTION 1 : EVALUATION**

The purpose of this section was twofold. Firstly, and primarily, this section was designed to obtain a fair assessment from respondents on the value (as perceived by them) of the course they attended in order to provide feedback in terms of expectations, actual betterment of the trainee, course quality, presentation and general follow-up procedures.



The second purpose of section 1 was to create a climate of trust, openness and understanding between interviewer and interviewee. In the case of postal responses, it was felt that section 1 would still encourage the respondent to air his/her views with an open mind and thus be more inclined to include more sensitive data such as income-related, as well as other personal questions.

## **SECTION 2 : EFFECTS**

This section tested the actual effects the course had on the respondents' ability to become more self-reliant, either through self-employment or by means of finding wage employment.

This section also tested the respondents' underlying understanding of business principles e.g. "*How much income is generated by your business every month?*" (Q.26) "*Who do you compete with in your business?*" (Q.30) and "*Why do people buy from you?*" (Q.31).

The underlying reasons why people present themselves for training had, however, to be taken into account in the design of this section.

To facilitate this, assumptions were made as to the motives of respondents. These assumptions were the following :

**ASSUMPTION 1 :** Persons who were **unemployed**, attended KTT's courses to either find wage-earning employment, or to generate income in some form through self-employment.

**ASSUMPTION 2 :** Persons who were **employed**, attended KTT's courses either to improve their proficiency in their existing jobs, or to improve their marketability and therefore find a new, more remunerative job or alternatively to become self-employed and thereby enhance their income generating capacity.

On the basis of these two assumptions the section was divided into 5 sub-sections to cater for :

- the newly self-employed (Q20 to Q31);
- the wage-earning job seeker (Q32 to Q37);
- the person seeking to improve his/her proficiency in a wage-earning job (Q38 to Q40);

- the person who would like to improve his/her skills in running his/her own business undertaking (Q41 to Q45); and
- the person who is purely interested in the upliftment of the community (Q46 to Q50).

### **SECTION 3 : ENVIRONMENTAL**

This section provides background information as to the conditions from which trainees come for training. It also probes the perceptions of respondents as to training activities (Q.52) and training needs (Q.53) in their particular region/community.

### **SECTION 4 : BIOGRAPHICAL**

This section was included as the last phase of the interview, as it was thought that the personal nature of the biographical questions were best dealt with after the interview had generated a willingness on the part of the interviewee to answer them.

Besides establishing the standard biographical data, this section probes income and educational data against which the effects and evaluation of the courses would be tested and stratified.

### **FURTHER DESIGN CONSIDERATIONS**

During the pilot study, questions were largely open-ended to facilitate as wide a variety of responses to the experimental questions as possible. After analysis of the responses of the pilot study returns, a very high level of correlation of responses was encountered, thereby resulting in a relatively narrow band of possible alternative answers. This enabled a higher degree of structure of questions in the final questionnaire, although further open-ended responses were provided for and actively encouraged by interviewers.

Care was taken in the final design not to extend the duration of the average interview to beyond 90 minutes. A number of issues, (eg: proposals for improvement or a more in-depth analysis of skills transference) were consequently not included in this study.

It was also considered important to design the questionnaire in such a manner as to create a relaxed yet businesslike approach from the interviewer and to avoid stress-generating questions.

#### **SAMPLE SELECTION**

The selection of a sample posed several problems. In the first place, the KTT offers a variety of courses ranging from basic skills, which tend to be short (2 - 7 weeks) in duration, to long courses (up to 4 years) for apprentices. In addition to this, the duration of a course has a significant effect on the volumes of trainees the KTT can process.

Secondly, the nature of the courses are diverse and may appeal to different sectors of the target population. Apprenticeship courses, for instance, generally appeal to younger male matriculants (18 - 26 years), whereas the homecrafts courses appeal to the female, less literate and generally older person (28 - 35 years). The commercial courses in turn generally find support from the business sector.

In the initial stages it was thought viable to include 10% of the participants of each of the occupational courses presented during the 1987/1988 financial year. During this period 2 670 persons were trained in homecrafts, 990 in retail management courses, 342 persons in agriculture, and 192 in technical skills. A 10% sample thus implied a total of  $\pm 400$  persons. To cater for inaccurate addresses the eventual sample was increased to 12,48% (See Table 5.1).

Data could be extracted from the KTT's database on a totally random basis, by means of a random selection facility built into the software containing the data. However, the different populations who attended the various courses necessitated the selection of stratified samples drawn on a random basis. This implied resolving the following issues :

- \* Should all trainees ( $\pm 990$ ) who attended individual retailing modules (e.g. bookkeeping) be included in the population, or only those ( $\pm 170$ ) who actually completed all ten of the retail modules during 1987/1988?;
- \* Should all agricultural trainees (farmers) be included or only those who did agricultural skills courses? (Note: a large number of agricultural trainees were trained in money management skills at a very basic level (basic cash book management). In itself the latter course could not be

perceived as a course which would enhance self-reliance per se, as it constituted a skill additional and possibly even superfluous to actual self-reliance activities such as Broiler Production);

- \* With the homecrafts courses dominating trainee numbers, the danger of over-representation in a random sample could skew the findings, and thus the entire study. An alternative to a simple statistical sample was thus required; and
- \* Due to the relatively small number of qualified artisans produced by KTT, a much higher proportion of their population was needed in order to provide a representative sample as well as insight into the effectiveness of the KTT's apprentice training programme.

To overcome the above problems, the courses offered were categorised into four groups, namely, Homecrafts, Agriculture, Technical and Commerce. This classification seemed logical on the basis of type of occupation and also conforms to generally accepted categories used by departments of labour worldwide. Each group would be represented in the overall sample in equal proportions of 25% or 105 trainees each. The proportional size of each course was calculated and multiplied with the total (105) to extract the number of trainees to be selected from the overall population. Table 5.1 reflects the results of the procedure that was adopted.

**TABLE 5.1**

**SELECTION OF SAMPLE**

| GROUP            | COURSE               | TOTAL-<br>TRAINEES | TRAINEE<br>% OF<br>TOTAL<br>IN GROUP | SAMPLE | PERCENT<br>OF<br>TOTAL<br>SAMPLE | PERCENT<br>OF<br>POPULATION |
|------------------|----------------------|--------------------|--------------------------------------|--------|----------------------------------|-----------------------------|
| I - HOMECRAFTS   | Sewing               | 2 070              | 77,2                                 | 81     | 19,3                             | 2,4                         |
|                  | Knitting             | 228                | 8,5                                  | 9      | 2,1                              | 0,3                         |
|                  | Pattern Cutting      | 157                | 5,8                                  | 6      | 1,4                              | 0,2                         |
|                  | Cookery              | 156                | 5,8                                  | 6      | 1,4                              | 0,2                         |
|                  | Homecare             | 57                 | 2,1                                  | 2      | 0,5                              | 0,1                         |
|                  | Microwave Cooking    | 15                 | 0,6                                  | 1      | 0,2                              | 0,03                        |
|                  | GROUP TOTAL          | 2 683              | 100,0                                | 105    | 24,9                             | 3,23                        |
| II - AGRICULTURE | Broiler Production   | 134                | 39,2                                 | 41     | 9,8                              | 1,21                        |
|                  | Basic Cash Book      | 188                | 55,0                                 | 58     | 13,8                             | 1,71                        |
|                  | Tractor Repairs      | 20                 | 5,8                                  | 6      | 1,4                              | 0,2                         |
|                  | GROUP TOTAL          | 342                | 100,0                                | 105    | 25,0                             | 3,12                        |
| III - TECHNICAL  | Elem. Vehicle Repair | 51                 | 26,6                                 | 28     | 6,7                              | 0,8                         |
|                  | Basic Arc Welding    | 69                 | 35,9                                 | 38     | 9,1                              | 1,1                         |
|                  | Basic Mig Welding    | 16                 | 8,3                                  | 9      | 2,1                              | 0,3                         |
|                  | Basic Gas Welding    | 27                 | 14,1                                 | 15     | 3,6                              | 0,4                         |
|                  | Motor Mechanics      | 10                 | 5,2                                  | 5      | 1,2                              | 0,1                         |
|                  | Diesel Mechanics     | 7                  | 3,6                                  | 3      | 0,7                              | 0,1                         |
|                  | Auto Electrician     | 3                  | 1,6                                  | 2      | 0,5                              | 0,1                         |
|                  | Panelbeater          | 8                  | 4,2                                  | 4      | 0,9                              | 0,1                         |
|                  | Fitter               | 1                  | 0,5                                  | 1      | 0,2                              | 0,03                        |
|                  | GROUP TOTAL          | 192                | 100,0                                | 105    | 25,0                             | 3,03                        |
| IV - COMMERCE    | Retail Management    | 170*               | 100,0                                | 105    | 25,0                             | 3,1                         |
|                  | GRAND TOTALS         | 3 387              |                                      | 420    | 100,0                            | 12,48                       |

\* Only those persons who actually completed the retail course were eventually included.

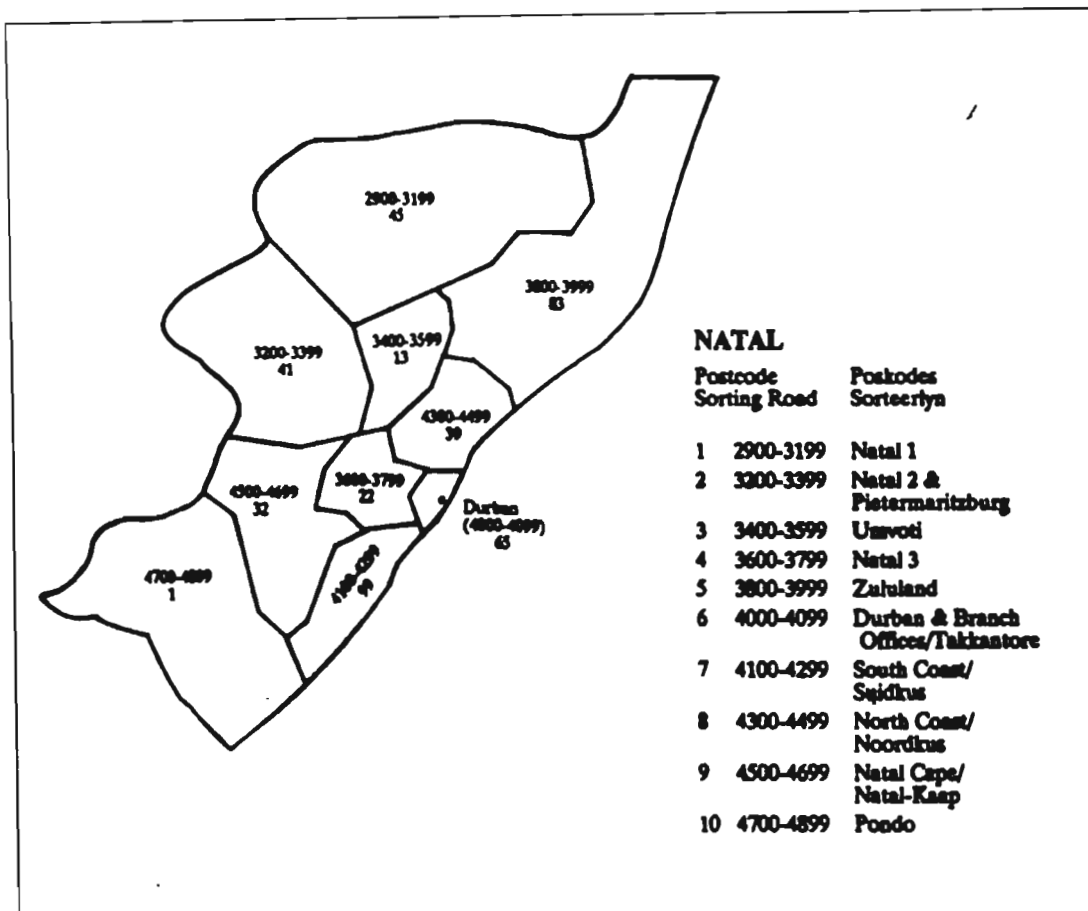
The sample (reflected in Table 5.1) of 420 trainees represents 12,48% of the total trainee intake of the KTT for 1987. The selection procedure after stratification was based on accepted random sampling techniques. This approach eliminates any possibility of bias in view of the over-representation of trainees in courses such as sewing (61%), and provides a more accurate profile of the mix of trainees the KTT had in 1987. The eventual response obtained from the sample is reflected in Table 1 (Appendix A), and from this it is clear that the stratified approach followed provided a representative sample of KTT's trainees, although the total response rate was about half of the original sample.

#### **GEOGRAPHIC DISTRIBUTION OF SAMPLE**

Although KTT's trainees are attracted from as far afield as Swaziland, Soweto and even Namibia, the majority came from the KwaZulu/Natal region. To facilitate a reasonable representation of the sample in a geographic context, use was made of postal codes as published by the postal authorities. Figure 5.1 illustrates the subsequent geographic distribution of the sample.

**FIGURE 5.1**

**GEOGRAPHIC DISTRIBUTION OF SAMPLE**



**PROBLEMS ENCOUNTERED WITH SAMPLE**

It quickly became evident during interviews that an inordinate amount of time and money would be required to contact and personally interview 420 persons distributed geographically as indicated in Figure 5.1; in addition, addresses supplied by respondents were often incomplete, incorrect or out of date, and interviewers were often required to pay a single person up to 3 visits to arrange an interview.

In order to overcome these practical difficulties, it was deemed more appropriate to gather data by using three different methods :

- Interviews by KTT researcher
- Interviews by University of Natal researchers
- Postal responses

## THE INTERVIEWS

The interviews were conducted by a newly appointed Zulu employee of the KTT.

She was appointed to the Training Services division of the KTT which is responsible for the functional audits of the line divisions of the KTT (refer Appendix C). This division's *raison d'être* is virtually pure research and follow-up. As a staff function reporting directly to the Managing Director of the KTT, it has full autonomy to assess the on-going effectivity of the KTT as a whole.

Although bias could not be ruled out, the fact that the interviewer was newly appointed led to her being keen to prove her worth by critically assessing the questionnaire (querying for instance Zulu language translations, and certain questions). Her keenness to excel did not however create a bias of its own, as she had no idea what the courses actually attempted to achieve or what the content of the courses were.

To neutralise the possible effects of the respondents viewing her as a KTT employee and therefore one to be dealt with in a circumspect manner, it was decided to utilise outside interviewers from the University of Natal as well, to test for interviewer bias.

Interviews were generally conducted at the homes of trainees and after hours. In a number of instances, respondents requested the interviewers to leave the questionnaires with them to afford them time to study it and obtain the required information.

Although interviewers experienced great difficulty in contacting interviewees, they were generally well received and, according to the interviewers, exhibited an "*old-school-tie*" sentimentality about the KTT.

Interviews lasted 83 minutes on average and ranged from 15 minutes to 5 hours, and were conducted with those trainees in the sample who had provided residential addresses and/or telephone numbers where arrangements could be made for the interviews. (Table 3 - Appendix A gives a breakdown of the interviews conducted).



## POSTAL RESPONSES

The questionnaire was not originally designed as a postal data gathering instrument. Due to time constraints however, it was decided to send the questionnaires to those trainees who were selected in the random sample and who had supplied only their postal addresses. A total of 364 were sent out, with 137 being completed and returned. This reflects a response rate of  $\pm 38\%$ , which by all accounts is very satisfactory in a study of this nature.

The overall response rate was 48,6% of the intended sample proposed in Table 5.1.

## TEST FOR BIAS

The KTT's researcher completed a total of 48 interviews (22,3% of the sample); the University of Natal 30 (14%) whereas postal responses made up the balance of 137 (63,7%) (refer Table 3).

As is reflected in Table 1, responses were not as evenly spread between the 4 occupational groups as was hoped for, with homecraft and commercial respondents making up 60,9% of the total sample of 215. Agricultural responses are somewhat under-represented (18,6%), but this is not considered to be significant from a statistical point of view, as agricultural trainees make up a relatively small proportion of KTT's intake (10,1% of trainee intake for 1981).

It is evident that some bias crept in from the sample obtained from the postal responses leading to an over-representation of commercial trainees (refer Table 2). This implies that any interpretations of data will have to keep in mind that the postal responses could influence the findings or explain some of the differences between results obtained through the three different methods of data gathering.

Testing for bias in the actual process of factual information gathering, it is evident that no bias occurred as a result of the different sources of data (refer Table 4).

Where possible construct bias was tested for (refer Table 5) and in the case of Question 11, it appears that an element of bias is present. The results show that the bias was not in terms of direction of opinion, but rather the strength of opinion. It is also evident that university as well as postal responses were more positively skewed in favour of KTT's courses than were the responses elicited by the KTT's interviewer. This suggests that, as far as Question 11 is concerned, the KTT interviewer's position

as an employee was not affecting the respondent's ability or willingness to give frank and honest answers.

Interpretations will take into account possible bias created by the postal questionnaires, but it appears as if the techniques used to gather data neutralised any covert attempts at skewing the data. It can be generally concluded therefore that systematic bias is minimal, and where it did occur, the findings will be qualified.

#### **METHODOLOGICAL TREATMENT OF POSTAL RESPONSES**

On the receipt of the postal responses (63,7% of total responses), it became evident that respondents had some difficulty with Section 2 of the questionnaire, which required them to indicate their motive for attending KTT's courses. Although Table 9 (Appendix A) confirms that trainees had a combination of motives for attending the courses, the majority (56,4%) indicated a need to improve their knowledge or skills with a further 22,2% wishing to start an own business. However, Table 6.3 indicates that postal responses did not differentiate between the different categories of reasons why they attended the courses. The only conclusion that can be made from this is that the questionnaire was not understood, leading to statistical inconsequence of the postal responses.

The methodological treatment of postal responses for Section 2 of the questionnaire therefore became problematic, although these responses were still part and parcel of the overall universe in the other sections of the questionnaire.

In dealing with this obvious obstacle, the option of discarding the data was considered, and eventually ruled out for the following reasons :

- Section 2 of the questionnaire tests the perceptions of trainees on the effects the training had on them and in view of the importance of developing concrete criteria for the evaluation of NFE projects (Lund, 1990), the responses of the postal respondents were considered to be significant to the overall findings and therefore justified inclusion on some systematic basis;
- contamination by the postal responses in Section 2 could be overcome by the use of assumptions as to the reasons why persons presented themselves for training. These assumptions (summarised in Table 6.4), facilitate the analyses of all responses on a systematic basis which elimi-

nates the possibility of double counting responses on Section 2;

- responses on Section 2 from the two sources of interviews (36,3% of the universum), were interpreted separately to eliminate any doubt as to the validity of the overall findings; and
- postal responses to Section 2 could assist the KTT in identifying particular problem areas which may require further research e.g. can the level of self-esteem be assessed to predict the successful transference of skills in a new business?

The findings therefore include the data from the postal responses relating to Section 2 of the questionnaire, and are based on the eight categories of trainees reflected in Table 6.4.

## **CONCLUSION**

The research methodology used attempts to establish the efficacy and relevance of the KTT's interventions as a NFE organisation. The final format of the questionnaire, the treatment of the data and the interpretation thereof is considered sufficient to satisfy this objective. Empirical validation of the data would have been ideal but given the circumstances described above, was not practical. Consideration was given to other methods of data gathering (e.g. group interviews) but were ruled out on practical and financial grounds.

The confidence level in the data generated is high when the high degree of correlation between the KTT interviews, University interviews, and postal responses are taken into account.

The statistical treatment of the data was kept purposely simple because this did not detract from the validity of the findings.

## **CHAPTER 6**

### **A CRITICAL ANALYSIS OF KTT'S CONTRIBUTION TO DEVELOPMENT IN THE REGION**

#### **INTRODUCTION**

In Chapter 4 it was suggested that KTT's strategy did not seem to relate to all the dimensions of development but concentrated to a large degree on the economic dimension.

In this chapter, this supposition will be tested on the basis of the findings of the survey of the 1987 intake of trainees.

The themes along which this chapter will be structured will focus attention upon the extent to which KTT has succeeded or failed to make a difference to the quality of life of its particular target group. In this context the definition of quality of life will focus upon the dimensions of humaneness, economic enablement and empowerment.

Statistical data is for the most part contained in Appendix A, and it was considered more practical to refer readers to the tables in the Appendix rather than including the data in this chapter. This approach should ease the task of the reader to evaluate the findings as a more logical and cohesive whole and yet allow detailed analysis of the tables.

#### **PROFILES OF KTT'S TRAINEES**

The general profile of KTT's 1987 trainee output is that of an even spread between the sexes, an average age of about 35, married, with an education of 9 years or longer. Most of the respondents were wage-earners (34%) or retailers (29,67%) and 63,2% reflected personal earnings of less than R500 per month.<sup>1</sup>

It is evident from the above profile that the KTT's courses attracted the elite of the KwaZulu population, as demographic information indicates significantly lower education levels and incomes for the general population (cf KTT, 1989A). This is most probably because the fact that the KTT expects its trainees to pay a certain proportion of the costs of course presentation (usually in the order of 10% of actual costs), effectively excludes a large proportion of the KTT's target population - the very poor - from their courses. The effect of KTT's approach would therefore appear to be elitist in nature.

<sup>1</sup> It is commonly found that income is grossly under-reported in surveys of this nature. This seems true of the commercial respondents who reported lower incomes than agricultural or technical respondents in the survey - a highly unlikely situation.

Closer analysis of the profiles of the 4 groups (refer Table 5.1) of respondents presents some interesting differences.

#### **MECRAFTS**

A mecrafts trainee is typically female, 36 years old, unmarried, with an education of at least 5 years, but more typically more than 9 years. She is more often than not employed as a wage earner, although many are housewives (10,45%) or unemployed (23,88%). Earnings are predictably low, in most cases less than R250 per month (an average of R245 per month was reported).

#### **COMMERCE**

The typical commercial trainee is either male (47,5%) or female (52,5%), 37 years old, married, with an education of more than 11 years. The trainee would be occupied predominantly in an existing retail undertaking, and earn about R375 per month (refer footnote 1. on earnings on the previous page).

#### **AGRICULTURE**

Agricultural trainees are predominantly male (62,5%), relatively old at 40 years, married, with an education of about 9 to 10 years. They are mostly active in retailing (23,1%) and wage earning (20,5%) type occupations prior to training, and earn an average of R450 per month.

#### **TECHNICAL**

A technical trainee is exclusively male, relatively young at 27,5 years, single with an education of more than 11 years, although 27,3% indicate an education of less than 8 years. He is either a wage earner (47,6%) or unemployed (38,1%) before training. Despite the high level of unemployment and relatively young age he earns an average of R476 per month.

#### **FINDINGS**

The relatively high level of education of the KTT's trainees may be explained by the dominance of postal respondents in the sample which could have skewed the results towards the more literate student. How-

ever, on analysing the total student intake in 1987 (see Table 5.1), it appears that a relatively high number of literate people presented themselves for training by the KTT. The sample therefore does seem to be representative of the population trained by KTT, but not of the KwaZulu population in general.

The reasons for this phenomenon are not very clear. It seems logical to assume that the more affluent and educated persons would own more radios, buy more newspapers and also be more conscious of training activities and needs in their areas. The KTT's marketing activities utilise the various media and the radio seems to be especially powerful in attracting trainees as 47,2% indicated this as their source of information about KTT's courses.

In contrast, it is also logical to assume that people who are totally destitute, uneducated and in a situation of despair, would not be conscious of the need to be trained, as they exist in a dehumanised situation and would consequently not present themselves for training, as mere survival on a day-to-day basis would be the only pursuit of consequence to them.

It would therefore seem as if the KTT needs to address itself to the question of whether it has the resources, and indeed the inclination, to reach the very poor through its projects, and whether the resources will be wisely utilised from a developmental perspective.

The rapid growth in trainee numbers (refer Table 4.1) seems to indicate that the relatively well-educated group is large enough to absorb the full resources of the KTT over the medium to long term. The indigent and very poor have however yet to be included in its focus.

#### **MOTIVATIONAL PROFILE OF RESPONDENTS**

To fully understand the findings of the study, it is important to establish the probable motivation of respondents as to the reasons why they presented themselves for training.

The occupations of respondents before training (refer Table 6) indicates a high level of unemployment among especially the homecrafts, agriculture and technical groups. A small proportion of these three categories were self-employed at that stage. The commercial respondents were predictably mostly self-employed.

It could be hypothesised from the data that the unemployed respondents presented themselves for training either to find wage-employment or to become self-employed.

Analysis of responses in section 2 of the questionnaire however, indicated a wider motivational pattern among respondents with the main motivation being to assist the community, while starting a business was indicated as the second strongest reason. In this regard it is interesting to compare the motivational profile of the different groups in terms of their preferences.

TABLE 6.1

| PREFERENCES FOR ATTENDING COURSES           |             |             |          |             |           |
|---|-------------|-------------|----------|-------------|-----------|
| Preference (indicated as a priority rating) |             |             |          |             |           |
|   | TOTAL GROUP | HOME-CRAFTS | COMMERCE | AGRICULTURE | TECHNICAL |
| To start a business                         | 2           | 2           | 3        | 1           | 3         |
| To find a job                               | 3           | 3           | 5        | 4           | 1         |
| To improve wage-earning capacity            | 5           | 4           | 4        | 5           | 5         |
| To manage existing business                 | 4           | 5           | 1        | 3           | 4         |
| To assist community                         | 1           | 1           | 2        | 2           | 2         |

While the technical respondents were more interested in finding a wage-earning job, this option was not a strong consideration for the majority of the respondents, even after taking into account the statistical weight of commercial respondents in the sample.

It would seem as if a high degree of self-selection into the KTT's courses is taking place, or alternatively, that KTT's marketing strategy is only reaching a specific (elitist) segment of the target population.

#### THE SATISFACTION OF NEEDS AND ASPIRATIONS

The satisfaction of the aspirations and expressed needs of the people is fundamental in assessing the extent to which the KTT has succeeded in the overall development of the communities it is working in.

Although Nyerere (1973) said "*Development brings freedom, provided it is the development of people. But people cannot be developed; they can only develop themselves.*" (cf Russell, 1989;2), development interventions must

focus upon the human element (Coetzee 1989B) and meet their particular needs and aspirations. The survey attempted to establish this among KTT's trainees, before training.

From the responses received, it is evident that respondent's needs prior to training were satisfied by the courses. When asked : (Q6, Table 9)

*"What did you expect to gain from the course before attending it?"*

respondents generally indicated that they wished to improve their skills and knowledge (56,4%), whereas 22,2% wished to start an own business. Whereas this finding may be interpreted as a contradiction of the findings in Table 6.1, it should be seen against the background that the respondent's expectations of the courses after training were tested by question 6 and not the original reason why they presented themselves for training. If this logic is followed through, one may conclude that the courses tended to be technician in approach rather than business orientated. This conclusion is confirmed by Table 6.2 below in that it is clear that mere skills training is not sufficient to enable the KTT to achieve its stated mission. The fact that a marked swing towards self-employment took place among commercial and agricultural respondents corroborates the finding further.

As half of the respondents confirmed that the courses enabled them *"to do things"* whereas a similar proportion (44,4%) indicated the courses as having assisted them *"to improve themselves"* it may be concluded that despite the technician bias of the courses, most aspirations were in fact met. The general evaluation of KTT's training by respondents was in fact so positive, that a question may arise as to the extent to which respondents were able to critically evaluate the training.

On the one hand it is logical to assume that postal respondents, who dominated the sample, would be positively inclined toward the KTT (disgruntled trainees would arguably not have bothered to complete the questionnaire), whereas on the other hand, one could assume that the relatively high level of education (compared to the general population in the region) should have had the effect of developing a more critical consciousness among the respondents. The latter assumption is confirmed by the fact that the group were clear and concise about their need for training (Tables 9, 12 and 13), their assessment of the training actually received and its relevance (Tables 10, 11 and 17). In addition to this, the respondents did not hesitate to express criticism where criticism was due e.g. the KTT's perceived inability to assist them to find a job (refer Tables 17 and 18.1).



One of the most important tests of any training intervention is to assess behavioural differences before and after such training. In this survey, a comparative analysis was done to assess the trend in occupational shift from before to after the training took place.

TABLE 6.2

| OCCUPATIONAL TRENDS<br>(expressed as a percentage of overall group) |            |       |          |       |             |       |           |       |        |       |
|---|------------|-------|----------|-------|-------------|-------|-----------|-------|--------|-------|
| GROUP<br>OCCUPATION   | HOMECRAFTS |       | COMMERCE |       | AGRICULTURE |       | TECHNICAL |       | TOTAL  |       |
|   | BEFORE     | AFTER | BEFORE   | AFTER | BEFORE      | AFTER | BEFORE    | AFTER | BEFORE | AFTER |
| Unemployed*   | 43,94      | 34,33 | 10,53    | 8,20  | 45,95       | 15,38 | 58,14     | 38,1  | 37,93  | 23,93 |
| Self-employed   | 16,67      | 19,4  | 56,14    | 75,46 | 13,51       | 61,56 | 4,64      | 11,92 | 24,63  | 38,72 |
| Wage-earner   | 28,79      | 40,3  | 22,81    | 14,7  | 35,14       | 20,5  | 16,28     | 47,6  | 26,62  | 34    |
| Student   | 10,61      | 5,97  | 10,53    | 1,64  | 5,14        | 2,56  | 20,93     | 2,38  | 11,82  | 3,35  |

- \* "Unemployed" is defined as including housewives who may or may not be generating some form of income or effecting some form of savings on household expenses eg: making clothing.

The possibility of respondent's moving from one group eg: homecrafts, before training to another after training, was not tested. It is suggested that the percentages in Table 6.2 indicate very clear trends of occupational activities before and after training. Assessing whether the same people had in fact changed their occupation, was not deemed to be critical to the findings.

From Table 6.2 it is clear that some very dramatic changes had taken place in the pattern of employment of the sample. First, unemployment of the whole group dropped by 14%. This represents an improvement of 36,9% among those who were unemployed before receiving any training. The most dramatic shift occurred among agricultural and technical trainees who were unemployed before training, with unemployment decreasing by 66,5% and 34,5% respectively. Homecraft and commerce students lagged behind considerably in this regard. Judged purely on the basis of the unemployment figures, it seems evident that KTT's courses generally enabled the trainees to find some form of remunerative employment. It would be presumptuous, however, to give KTT full credit in this respect. Unemployment in itself is an extremely complex subject and a variety of variables impact upon it eg: a lack of employment opportunities due to structural inefficiencies in the economy; changes in technology and consequent obsolescence of acquired skills; urbanisation; disinvestment as

well as regional industrial development initiatives may all have different effects on different sectors of the labour force. It would therefore be too simplistic to contend that KTT's courses were the prime cause of the drop in unemployment.

Second, the self-employment figures improved by an overall 13,1% as compared to an increase in wage-earning activities of 8,4%. This indicates that a larger shift occurred towards self-employment. This is not surprising, however, as 76% of the respondents indicated that they would prefer to earn an income through self-employment. In view of the fact that retailers (mostly self-employed persons) dominated the responses, the true shift is actually more significant than the figures suggest. This becomes clear among especially agricultural trainees, who shifted most dramatically towards self-employment activities (an overall improvement of 48%), ostensibly at the cost of both unemployment and wage-earning activities. In the case of both homecraft and technical trainees, the shift towards self-employment is disappointing. Taking into account the profiles of these two categories one may conclude that low income/high unemployment female respondents (in the case of homecraft trainees) and the relatively young age of the technical trainees mitigates against the establishment of own business undertakings -- the prime cause being a lack of access to capital as is evidenced by problems identified by these respondents, as well as a lack of business acumen and confidence, as will be discussed later.

Third, the shift towards wage-earning activities was most evident among technical (31,3%) and homecraft trainees (28,4%). In effect, more than 3 times as many technical trainees were involved in wage-earning occupations after training than before training. This implies that, taking into account again the profile of technical trainees, wage-earning occupations are more attractive to the young, relatively inexperienced males comprising this group. It is also rather surprising (and disappointing) in the light of the KTT's declared mission of training persons to establish their own business undertakings, that homecraft trainees opted for wage-earning jobs. It is suspected that the statistics in Table 6.2 don't fully reflect the extent to which especially female respondents consider themselves to be "*in business*" as opposed to being "*unemployed*." It is suggested that this particular category usually view themselves as being "*unemployed*" or "*not in business*" merely because no-one "*employs*" them or they have no business licence. Therefore the statistics reflect a more negative picture than is in all probability the case.

Fourth, the more positive trend displayed by the commercial and agricultural trainees towards self-employment supports the motivational profile

of these groups as reflected in Table 6.1. Factors that may have influenced the ability of these groups to become self-employed include inter alia easier access to capital, taking into account the fact that neither the younger male trainees of the technical group nor the female trainees of the homecraft group would have the same opportunity to obtain capital as would, for example, retailers. Another unknown quantity which may differentiate the groups, is the level of entrepreneurship among the respondents. This was not tested, and may be a fruitful avenue to investigate in future.

To the extent that the KTT's courses satisfied the needs and aspirations of the respondents, it seems evident that whereas the different groups reacted differently to the different courses, their aspirations were satisfied in an economic sense in that the respondents were enabled to market their skills after training.

More importantly, a significant shift towards self-reliance becomes evident when the nature of the respondents activities is examined. A higher degree of independence from wage-earning type occupations, the creation of additional job opportunities for others (multiplier effect), and a value-added contribution to the economy is evident from Table 6.2. A note of warning, however, must be sounded. It is evident that trainees, especially the younger persons, expected that the KTT would actively assist them in obtaining employment. This did not occur and disappointment was expressed by them in this regard. It should be borne in mind that training *per se* creates expectations and the KTT would be well advised to analyse the needs of its trainees very carefully before training. In addition, trainees should be provided with some vocational guidance and/or information concerning their occupational needs, or be actively assisted in their quest for gainful employment. A training or educational institution should not only question the credibility of its programmes but also its responsibility towards the student after completion of the training or educational intervention. Such institutions are in an inordinately powerful position to assist students/trainees by communicating their skills and abilities, for example to employers, or by acting as "*skills*" brokers for employment purposes.

Another aspect of KTT's training that gives cause for concern is the apparent failure to follow through on the training provided. Only one out of three trainees was visited after having completed a course, and although the quality and benefit of follow-up visits are not disputed by the trainees, they would seem to require follow-up as a matter of course. Follow-up of training is an integral part of training (Coombs 1973) and in a developing society, skills taught will be quickly dissipated, if opportunities are not created for skills application. If job opportunities are not

immediately accessible to trainees, consideration should be given to the provision of "halfway stations" at which trainees can be afforded the chance to apply their skills in a practical and pragmatic fashion. These "halfway stations" can be run on a break-even or even profitable basis by selling finished goods, or by acting as a service "broker." In addition, they would serve admirably as a source (pool) of employment for employers seeking persons with particular skills.

It is clear from responses to Question 7 "*What were the most important things you learnt during the course?*" that the majority of trainees perceived skills acquisition as being the most important. The question may be misleading, however, as it could be construed that the courses were successful insofar as teaching self-reliance through "doing" is concerned - another interpretation could be that "doing" things was the only thing taught and that the genuine creation of meaning and a critical consciousness did not take place. It is therefore not clear whether the responses should be viewed as a positive contribution towards the satisfaction of aspirations and needs, whether criticism should be expressed on the apparent misconstruction of the question, or alternatively whether the KTT as a development agency is not sufficiently sensitive to the real requirements for long-term and self-sustaining development through humanisation, empowerment and economic enablement.

The obvious temptation in NFE is to provide for the so-called "relevant" needs of the people to become economically self-reliant by being trained to "do things" which have a certain market value. NFE should, however, include liberal elements which would also develop cognitive skills. Whitehead was succinct about this when he said in 1917:

*"The antithesis between a technical and a liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical: that is, no education which does not import both technique and intellectual vision. In simpler language, education should turn out the pupil with something he knows well and something he can do well" (Whitehead, 1962; 74).*

The research seems to suggest that especially the homecrafts and technical courses of the KTT are technicist in nature at the expense of cognitive skills. This is evidenced by the very strong response that training assisted trainees to "do things" with poor general responses on inter alia "how to earn money." An element of conflicting evidence was found, however, between two questions relating to these issues (Q8 and Q15), in that a generally more positive response was elicited by the latter question. The only explanation for this seems to be the structure of the questions as

Question 8 was an open-ended question in which the responses were scored out of a 100% response in each category. In the case of Question 15, responses were required on a binary basis (YES/NO) allowing multiple responses (see further comments on the structure of Question 15 in Appendix A). The different responses obtained from the 5% level of significance are significant enough to conclude that less relevance should be attached to Question 15 than to Question 8 in this regard.

In general, respondents indicated needs for additional training to support the skills already learnt from the KTT in aspects relating to perceived advancement upon the basic skills mastered. It is interesting to note that the courses which are skills based (homecrafts and technical) elicited a higher level of expressed need for further training in advanced skills, whereas commercial and agricultural trainees exhibited a stronger need for additional training in money management and people management fields. This tendency would bear out the suspicion that the latter groups were in all probability more entrepreneurially inclined than the skills oriented groups. The extent to which self-selection (into the courses) has influenced this finding is not clear. It can be safely assumed, however, to have played a role.

#### HUMANISATION

What contribution did the KTT's courses make towards humanising the situation in which its trainees/people exist?

To answer this question, it will be recalled that the process of humanisation includes a variety of elements such as *inter alia* the creation of a critical consciousness (Hölscher and Romm 1987), creating meaning (Coetzee 1987), and breaking down rigidified thinking (Berger, 1976). On a more practical and pragmatic level however, humanisation or the creation of humanness implies *inter alia* the removal of poverty, hunger and disease in a manner which will enhance self-reliance and not dependence.

The process of deciding priorities and methods by which this can be achieved must be firmly based on the decisions of the community concerned, and must be practical and relevant to them.

The KTT however, deduced these priorities from socio-economic and political scenarios for the year 1993 in its strategic plan, and they are expressed in terms of what needs to be done to create a higher degree of self-sufficiency in order to cope with rapidly changing environmental conditions. While this approach reflects a sensitivity by KTT to broad

socio-economic and political issues affecting its target population, the real needs of the people at "grassroots" levels may not necessarily coincide with this. Social realities (eg: poverty, illiteracy, disease, malnutrition etc) may in fact prescribe very different methods of upliftment such as feeding programmes, literacy training, health extension, etc.

The KTT's priorities are clearly stated in its strategic plan and the allocation of human as well as financial resources are directly linked to this. There is no evidence that the real needs of its target population were taken into account on the basis of empirical or any other research. Viewed from the dimension of empowerment, the approach utilised by KTT certainly did not enhance the right of the target population to take decisions about their own futures, the KTT's services, the structure of courses etc. In mitigation, however, one cannot ignore the fact that the population has in fact "*voted with their feet*" by attending the KTT's courses in ever-increasing numbers.

Participation in decisions relating to KTT's priorities by communities are therefore not in evidence. It must be assumed that the KTT was influenced very strongly by the structure of its funding. The bulk of KTT's finances have historically emanated from its parent body, the KFC, and it is logical to assume that the KFC's value systems and even prescriptions played a major role in determining the KTT's objectives. It is not surprising therefore that the KTT's mission reflects much of this thinking as well.

The KTT's ethos, as reflected in its strategic plan, does however make very strong statements that have a humanisation effect. Value statements such as "*the KTT will at all times attempt to establish the true needs of the people involved before embarking upon any strategies/interventions to satisfy those needs*" indicate a desire on the part of KTT to encourage community participation, and to thereby act as a catalyst in the processes of humanisation and empowerment.

Espousing these value statements is not enough, however, to actively humanise communities. It would therefore be incumbent upon the KTT to investigate methods of actively empowering communities while simultaneously enhancing the processes of humanisation.

The relatively well educated research sample exhibited a modicum of critical consciousness, as they were generally clear and concise about their needs, could critically assess and judge the value of training received by them, could relate to the relevance thereof, and requested KTT to give more attention for example to follow-up visits and job seeking skills.

The study indicates that the respondents were generally able to constitute reality and understood their interdependence with the environment and

each other. If this was not so, the respondents would not have been able to evaluate the training intervention, as their framework of reference would have been too restrictive.

The findings discussed below provide excellent examples of the respondents' understanding of reality, their further needs for training and the need to develop cognitive skills.

It is shown later that the level of critical consciousness and the understanding of meaning differed between those respondents who were unemployed before training and started their own undertakings and those who remained unemployed despite the training experienced. This may be (and probably is) due to a multitude of factors, but it indicates that no conscious effort was made by KTT to alter the level of understanding of its trainees except insofar as the technical content of the courses in itself created some meaning. Put more simply, the courses did not actively seek to reduce the dependency level of its trainees.

From the results of the survey it further appears that :

- respondents required, and obtained, measurable improvement in their skills levels. 56,4% expected to improve their skills and 94,2% indicated that the courses helped them to achieve this;
- they realised that further training in either advanced skills or additional skills (eg: managing money) was required. Only 3,3% of the respondents felt they required no further training;
- the need to be taught literacy or English as a communicative language was very low.
- they were aware of a need to improve themselves in both financial and non-financial terms. It is interesting to note that 50% of the respondents who wanted to start an own business felt that the courses taught them how "*to think for myself.*" In addition, of the persons who attended training to find a job, 25% felt that the courses gave them confidence in themselves.
- respondents who attended courses to obtain a job were critical of the KTT's assistance in this regard. Further proof of critical consciousness, albeit limited, is evidenced by responses to Q28 where 10,2% of the respondents who wanted to start a business, felt that the courses did not assist them.

- they were able to individually articulate problems, needs and aspirations with regards, for example, to starting up a business. According to Coetzee (1987) the articulation (on an individual basis) on issues such as human rights, opportunities to choose, and involvement in creative decision making, is fundamental to the creation of meaning and therefore to development. It is not possible in this study to assess the contribution the KTT's courses made in this regard. It seems evident, however, that the respondents of this study were generally articulate and possessed a firm understanding of their needs. The influence of postal responses should however be borne in mind as they were evidently more articulate than the interviewees.

Hölscher and Romm (1987; 111) state that "*.... dialogical consciousness is a precondition for development towards a more humane society.*" The fact that KTT as an organisation is prepared to monitor its effectiveness and enter into dialogue with its target population as to their needs (in community contexts) and test the actual results of training received, indicates a certain measure of sensitivity to social realities, thereby creating a springboard for further dialogue.

The answer to the original question as to the KTT's contribution to humanisation of the situation in the region therefore seems to lie in the fact that because the KTT, as an institutional development agency, is able to free itself from rigidified mind-sets, albeit only to a limited degree, it thereby creates opportunities for dialogue, critical assessment and adjustment of its own strategies. This in turn has created an awareness among respondents about the KTT's activities in the different regions, bearing out the supposition that the KTT facilitates the development of skills and knowledge as required by the target population. A consciousness is therefore developing that training is available, and more importantly, is needed to initiate the processes of upliftment and self-reliance.

## ECONOMIC ENABLEMENT

The conventional approach to development which focused on economic growth and measured progress in terms of income per capita, or gross domestic product indices, has generally fallen into disrepute among development theorists.

Keeton states that "*economic growth has often been accompanied by very little development, if any at all*" (Keeton 1987, cf Coetzee ed, 1987;140).



Despite the disenchantment with the results of the conventional approach, it is evident that economic self-reliance and the reduction of poverty requires a strong emphasis (and consequent allocation of resources) on the stimulation of the economies of LDC's. This is currently viewed from a more holistic point of view to include the urban informal sector (Sethuraman, 1981); the rural sector (Lipton, 1977; Schumacher 1973); appropriate technology (Robinson, 1979); small business development (Rudman, 1988); as well as the satisfaction of basic needs (Streeten, 1981; Cassen, 1978).

Analysis by Markham (1985) shows that the production of food in Africa has been declining by between 3 and 4 percent a year; that child mortality is about double the average of developing countries as a whole; that the incidence of hunger and malnutrition increased from 80 million in 1974 to about 100 million in 1984. He predicts further that per capita income will decline in the 1985- 1995 decade by 0,7% per year and that by 1995 between 65% and 80% of the Sub-Saharan African population will be living below the poverty datum line.

Streeten's concept of doing first things first implies that the satisfaction of basic needs, as espoused by the basic needs approach (BNA) is a necessary first step in the development approach (Keeton 1987). However, Streeten and Hicks stress that qualitative considerations should act as preconditions in strategies designed to satisfy basic needs. According to them it is not merely the production of consumer goods which is relevant but rather the nature of the production process, in other words "*What is being produced, in what ways, for whom and with what impact*" (Hicks and Streeten, 1979; 577).

It is logical therefore to evaluate the KTT's interventions from the perspective of assessing the *nature* of the processes utilised by trainees in achieving self-reliance, instead of merely establishing whether they have become economically independent.

The general response from the questionnaires concerning the extent to which KTT's training assisted respondents in becoming self-reliant is reflected in Table 17.

If economic/financial self-reliance is defined as the ability of an individual to provide for his/her own, and his family's basic needs, it can be concluded that commerce respondents generally thought that the KTT's courses assisted them to become financially self-reliant, with 69,7% replying positively to the question whether the courses enabled them to become more independent. In the other groups significantly lower affirmative responses to this question are evident. This finding would confirm

an earlier finding that the commercial courses were more successful in enabling people to attain economic self-reliance. The disappointingly low positive response from agricultural trainees conflicts with earlier findings that agricultural courses taught them how to earn an income (Table 11). This apparent conflict can once again be partially discounted on the previously mentioned grounds that responses to Question 15 in Table 17 were skewed by the postal group.

Table 17 further highlights the success of the KTT's ability to teach skills, where an overwhelmingly positive response was obtained (92,94%) on the issue of functional independence (performing skills on own). Conversely however, finding a job (with the skills taught) was viewed in a poor light with close to 70% of the respondents indicating that the courses did not assist or enable them to find jobs.

The KTT's mission statement probably provides the clue to this rather disconcerting trend, namely that the KTT will *"train and develop people to establish, operate and maintain viable business undertakings....."*. It seems as if certain categories of courses do not materially assist the KTT in achieving its mission. Whereas the development of psychomotor skills is certainly important in NFE, they need to be combined with business and even rudimentary management skills and knowledge to be truly effective in terms of the KTT's mission.

From the functional independence learnt by respondents, the perception that the courses enabled them to *"help others"*, and that they assisted them to realise their *"life ambitions"*, one may conclude that the people were attending the courses with more in mind than merely the income generating potential of the skills learnt. This is confirmed by the motivational pattern of trainees before training where the desire to assist their communities was indicated as a major reason for attending courses. The African proverb *"umuntu umgumntu ngabenye abantu"* (a person is a person by means of other people), may hold the clue to this phenomenon, where people place their roles in society within the context of the needs of their society as a whole and of dominant importance over their own needs -- but at the same time expecting society to appreciate the importance of the individual within that society.

The commercial courses clearly reflect the closest alliance with the KTT's declared mission. Agricultural courses follow closely behind, confirming earlier findings in this regard.

An analysis of the latter courses indicates that more research was done by KTT's staff on the actual needs of the target population, whereas the homecrafts and technical courses were based largely on perceived needs

eg: KTT's knitting course is machine based (an expensive commodity and out of reach of most persons) whereas hand knitting courses are not provided for at all. The KTT would be well advised to not only consult experts in particular fields for content of course materials, but also consult and negotiate the structure and content of courses with the target group who will eventually benefit from the training.

The same principle applies to the "*Cooking with Flair*" course as well as the basic welding courses which offer only basic skills and not marketable competencies as required by industry, thus limiting a trainee's chances of finding meaningful work.

The KTT will also have to differentiate very clearly between the ultimate occupations their students are aiming for eg: seamstress versus boutique owner, and train individuals on a more personalised and qualitative basis.

The extent to which the KTT succeeded in enhancing economic enablement was tested by Section 2 of the questionnaire in which the actual effects were probed.

This section of the questionnaire was structured to categorise respondents into 5 groups ie :

- those who sought to establish new business undertakings;
- those who sought wage-earning occupations;
- those who wished to improve their skills in existing wage-earning occupations;
- those who wished to improve their management skills in existing business undertakings; and
- those who wished to assist their communities, through the application of skills.

Respondents were asked to indicate before each category why they attended the course. Simple yes/no answers were required, whereafter they were directed either to the following category if their reply was in the negative or to continue answering questions in that particular category if their answers were affirmative.

From the responses received it is evident that interviewees generally followed the procedure as was expected, although Question 46 (refer Table 6.3) did not relate to the other categories at all. Postal responses were, however, problematic in that they did not seem to understand the structured nature of this section of the questionnaire.

The responses of the 2 groups can be compared in Table 6.3 below :

TABLE 6.3

| COMPARATIVE RESPONSES TO PRIMARY QUESTIONS<br>OF INTERVIEWEES AND POSTAL RETURNS -<br>EXPRESSED AS A RAW SCORE |  |              |    |    |        |    |     |
|--|--|--------------|----|----|--------|----|-----|
| QUESTION<br>NUMBER   | DID YOU ATTEND<br>THE COURSE FOR<br>THE PURPOSE OF :           | INTERVIEWEES |    |    | POSTAL |    |     |
|  |  | YES          | NO | N  | YES    | NO | N   |
| 20   | Self-employment?   | 45           | 32 | 77 | 99     | 24 | 123 |
| 32   | Finding a wage-earning<br>job?                                 | 30           | 45 | 75 | 34     | 56 | 90  |
| 38   | Improving your earning<br>capacity in your present<br>job?     | 12           | 65 | 77 | 24     | 60 | 84  |
| 41   | Managing your existing<br>business in a more<br>capable manner | 6            | 72 | 78 | 78     | 25 | 103 |
| 46   | Helping your community?  | 54           | 20 | 74 | 83     | 18 | 101 |

Table 6.3 illustrates the extent of contamination of the primary questions by postal responses and the contamination-free responses of interviewees.

For purposes of discussing the findings relating to the effect KTT's courses had on respondents, it is therefore appropriate to discuss the responses of interviewees to assess whether any material differences exist between interviewees as a group, and the sample universe.

#### EFFECTS OF TRAINING ON INTERVIEWEES

Interviewees generally seemed to benefit from the KTT training when the general tenor of their responses is analysed (Tables 22 to 37 in Appendix A).

However, a number of negative issues became evident, viz :

- Whereas the bulk of the interviewees wished to establish a business (57,7%), very few in fact succeeded in doing so with 65,9% admitting that they had not yet done so at the time of the interview (Table 24).

- The technician nature of KTT's courses are confirmed by the fact that most of the trainees indicated a need for further training in such basic areas as cash control, marketing and even the planning and production of products (Table 30). Follow through of training was also unacceptably poor.
- A high proportion of the respondents (75,8%) felt that KTT's courses did not assist them to find a job. This correlates with the finding of the total sample. This is further strengthened by the response that KTT did not teach interviewees how to look for a job. Despite this perception, it should be noted that the majority of the respondents were nevertheless prepared to recommend KTT's courses to their unemployed friends who were seeking jobs.

The further effects of the courses presented by KTT would seem to enhance the self-image trainees had of themselves, as they felt that they had learnt how to think for themselves, and had also been given confidence by the training.

Care should, however, be taken in the interpretation of the responses of interviewees only, as it is evident from Table 3 that the bulk of the responses were received from homecraft and technical trainees (76,9%). It has already been found that these two categories of trainees were seemingly less entrepreneurially inclined or assertive enough to change their status quo.

#### **EFFECTS OF TRAINING ON OVERALL SAMPLE**

In comparing responses of interviewees with the responses of the total sample, no significant differences were evident with the exception of the following :

- The total sample reflected a higher degree of interest (Q21) in starting a business to make things (30,7% as opposed to 22,2% of the interviewees) and a substantially lower interest in a service type business (15% as opposed to 31,1% of the interviewees). The relatively low representation of artisan type activities in the total sample would explain this finding.
- Whereas interviewees reflected a high degree (65,9%) of not having started up a business at the time of the inter-

view, only 28,8% of the total sample reflected this (Table 24). The majority operated their businesses either from home (41,7%) or from their own business site (19,7%). This phenomenon can be directly ascribed to the fact that 41% of postal responses comprised commerce trainees as opposed to 20,5% of the group interviewed.

- The evaluation of the KTT's courses, in response to Q28, by the overall sample, was significantly more positive than the group interviewed. They especially stressed the fact that the KTT's courses assisted them to think for themselves (49,6%) and helped them to do/make things. The frequency of responses indicating that the courses did **not** assist them, declined from 28,6% to 10,6%.
- The perceptions of the group concerning the appropriateness of the courses for the job market (Table 33) differed substantially from the interviewees in that they perceived a higher degree of job relevance and marketability of the skills attained. They also reflected a higher degree of satisfaction in the improvement of their own confidence levels. It is not clear whether this finding is a function of the different data gathering techniques used or whether it emanates from the different mix of trainees e.g. dominance by commerce trainees in the postal responses. As was stated before, care must be taken in assessing the postal responses because disgruntled persons would not, in all probability, have returned their questionnaires.
- The group interviewed reflected receiving wage increases as a result of the courses (Q39) at a higher frequency (83,3%) than the group as a whole (56,7%). This is probably not surprising when the commerce and homecrafts component of the postal responses is considered.

#### **A DIFFERENT PERSPECTIVE ON THE EFFECTS OF THE TRAINING**

In order to obtain a different perspective on the actual effects the KTT's courses had on the target population it is thought appropriate to link the occupations of the respondents before and after training with their hypothetical motivational profiles. This will provide further insight into trainees' abilities to overcome obstacles and obtain higher levels of self-reliance and also assist NFE agencies to establish possible selection criteria for their training programmes.

The motives why persons presented themselves for training are based on the fundamental assumption that they have fairly firm expectations of the courses and that they aspire to improve their lot in life. Table 6.1 reflects the preferences of the sample as to why they attended KTT's courses which, when read together with Table 6.2, provides an analysis of their occupational trends before and after training. To facilitate the combination of these two sets of data into a matrix, a further classification into so-called hypothetical groups was introduced (Table 6.4). These groups are :

**GROUP A**

All self-employed persons who attend a course offered by KTT to improve their business expertise.

**GROUP B**

All self-employed persons who attend a course offered by KTT to increase their own income through wage-earning activity or through additional self-employment activity.

**GROUP C**

All unemployed persons who attend a course offered by KTT to find a wage-earning job.

**GROUP D**

All unemployed persons who attend a course offered by KTT to start an own business.

**GROUP E**

All wage-earners who attend a course offered by KTT to improve their wage-earning capacity.

**GROUP F**

All wage earners who attend a course offered by KTT to start an own business.

**GROUP G**

All students/scholars who attend a course offered by KTT to find a wage-earning job.

**GROUP H**

All students/scholars who attend a course offered by KTT to start an own business.

TABLE 6.4

| OCCUPATIONAL TRENDS OF HYPOTHETICAL GROUPS BEFORE AND AFTER TRAINING EXPRESSED AS RAW SCORES |                  |               |   |            |    |             |    |         |    |                       |
|--|------------------|---------------|---|------------|----|-------------|----|---------|----|-----------------------|
| OCCUPATION BEFORE TRAINING   |                  | SELF-EMPLOYED |   | UNEMPLOYED |    | WAGE EARNER |    | STUDENT |    | TOTALS AFTER TRAINING |
| QUESTION 59  | GROUPS           | A             | B | C          | D  | E           | F  | G       | H  |                       |
| 59.1   | Unemployed       |               | 1 | 13         | 12 | 1           | 2  | 7       | 8  | 44                    |
| 59.2   | Housewife        | 2             | 2 |            | 7  |             | 1  |         |    | 12                    |
| 59.3   | Student          |               |   |            | 3  |             |    | 1       | 2  | 6                     |
| 59.4   | Retailer         | 32            | 4 |            | 8  | 1           | 8  | 3       | 5  | 61                    |
| 59.5   | Farmer           | 1             |   | 1          | 1  | 1           | 2  |         |    | 6                     |
| 59.6   | Technician       |               |   | 1          | 3  | 2           | 1  | 2       |    | 9                     |
| 59.7   | Domestic Servant |               |   | 1          | 3  | 8           | 4  |         |    | 16                    |
| 59.8   | Wage-earner      |               |   | 8          | 11 |             | 2  |         |    | 21                    |
| 59.9   | Sportsman        |               |   | 1          |    |             |    |         |    | 1                     |
| 50.10  | Pensioner        |               |   |            | 3  |             |    |         |    | 3                     |
| 59.11  | Teacher/Trainer  |               |   |            |    | 2           | 2  | 1       |    | 5                     |
| 59.12  | Other            | 3             |   | 5          | 3  | 3           | 2  |         | 1  | 17                    |
|  | NO REPLY         | 1             |   |            | 1  |             |    |         | 7  | 3                     |
| TOTALS BEFORE TRAINING   |                  | 39            | 7 | 30         | 55 | 18          | 24 | 14      | 17 | 204                   |

## FINDINGS

## GROUP A

- Generally remained self-employed after training. It can be assumed that their expectations of the courses were met when read together with Table 10 and the graphs on Q11. (Appendix A).

## GROUP B

- Generally remained self-employed although one respondent became unemployed.

## GROUP C

- Of the unemployed seeking wage earning jobs 46,7% succeeded in doing so, while a further 10% became self-employed after training. A disappointingly large 43% remained unemployed however.



#### **GROUP D**

- This group succeeded in 21,8% of the cases to start up their own business, whereas 30,9% found wage earning jobs. The failure rate of Groups C (43%) and D (45,5%) correspond to a high degree, leading one to the suspicion that external factors such as structural unemployment mitigate against higher absorption rates into the economy.

#### **GROUP E**

- The bulk of this group (44%) originated from the domestic occupational area and remained in those occupations after training. Two respondents in this group opted for self-employment after training.

#### **GROUP F**

- This group showed a marked swing away from wage-earning occupations with 45,8% opting for self-employment after training and two persons becoming unemployed.

#### **GROUPS G AND H**

- Both these groups showed similar trends with a strong swing towards self-employment (32,3%) after training and only one person obtaining wage employment. The balance (58%) remained unemployed or continued their studies.

The overall impression gained from Table 6.4 is that whereas economic forces seemed to play a role in the ultimate occupations of respondents, those who were self-employed tended to remain self-employed, those in wage-earning jobs showed a strong preference for self-employment and those who were unemployed preferred to find wage-earning positions.

When measured against the KTT's mission statement, it would seem as if the KTT is moderately successful in :

- decreasing unemployment - an improvement of 56%;
- increasing self-reliance through self-employment - an improvement of 63%;
- increasing self-reliance through wage employment - an improvement of 42,8%.

These trends would indicate a more efficient use of scarce financial resources in assisting the unemployed in particular, and the economy in general through job creation, than the Minister of Manpower's initiative to train the unemployed which has an estimated "success" rate of 34% (KTT 1989 A, 139).

## CONCLUSIONS

It is evident from the results that a significant proportion of KTT's sample became more self-reliant, in a purely economic sense.

It is not clear, however, to what extent the KTT's courses should be given the sole credit in this regard. One may conclude, however, that read with the positive assessments respondents generally gave of the KTT's courses, substantial credit does become the KTT. Further study is, however, necessary to establish the external and internal influences impacting upon the fortunes of the KTT's trainees.<sup>1</sup>

The shift towards self-employment among especially wage-earners (Group F) and students (Group G) correlates with the responses reflecting the expectations of the sample (Table 9) and to a degree with what was learnt by trainees (Table 11). Table 6.2 indicates that especially agricultural and commercial trainees show the strongest shift towards self-employment. The profiles of these two groups as well as their preferences (Table 6.1) seem to strengthen the conclusion that those who were more entrepreneurially inclined were the older persons who had relatively firm expectations of the courses and who in all probability already knew what they intended to do with the newly acquired skills e.g. broiler production.

**Self-reliance would therefore appear to inter alia be a function of motive; age; the opportunity to learn; willingness to establish an undertaking; and access to capital and markets.**

## EMPOWERMENT

The process of empowerment embraces a number of dimensions. For the purpose of this study empowerment must be viewed from the perspective of decreasing economic and political dependence.

The educative processes in a society undoubtedly have a very significant impact upon the abilities of its people to exert these skills needed to decrease dependence. It is therefore important that NFE should also establish its particular impact in empowering people within this context.

<sup>1</sup> Although not statistically significant, gender appears to be a factor in the establishment of an own business as female trainees were more inclined to start their own ventures than were their male counterparts. This will have to be corroborated by further studies.

Questions 46, 47, 48, 49 and 50 relate specifically to the extent in which respondents perceived their roles as being the "*upliftment*" of their communities.

Jeppe (1989) contends that communities cannot be "*developed*" but only individuals within communities who in turn should have an effect on the upliftment of the community as a whole. Taking into account the African concept of "*umntu umgumntu ngabenne abantu*" the role of the individual is firmly ensconced within the context of the community's needs and he or she therefore has a responsibility towards the community. Educating or training the youth, for example, will be viewed as part of the process of empowerment. It is therefore not strange to find families on the border of abject poverty allocating scarce resources towards the education of a child, or even a young adult, in order that such a person will in turn enable the family to gain the respect of the community.

It is no surprise also to find that 78,3% of KTT's respondents indicated that they attended courses to assist their communities. However, it is found that the nature of this assistance is less altruistic than one would have expected. The majority (53,2%) indicated that their "*assistance*" would be in the form of a service or product sold at a price - the balance indicating that training others (21,3%) and starting self-help projects (17%) would be the focus of their assistance.

Viewed from the context of "*umntu*", it can be deduced that the learning of particular skills, ultimately used to generate an income for an individual and/or family, constitutes a process of upliftment of the community as a whole. Furthermore, the act of selling goods or services is not strictly viewed within the context of profit generation (often linked perceptually to greed by African nations) but rather within the context of providing a service which the community requires.

This socio-psychological phenomenon (which is often found among deprived communities) is confirmed by the responses to Question 50 in which 50,4% of the respondents indicated that they were not the only persons involved in assisting their communities. Question 15 supports this finding (refer Table 6.2) where 82,8% of the sample reported that KTT's courses enabled them to assist other people.

The general level of income, as well as the nature of business involvement by the KTT's respondents, indicates that virtually all the respondents can be categorised as "*small*" - or even "*micro*" - type businesses.

Without discounting the successes (in many cases spectacular successes such as the SA Black Taxi Association) blacks have achieved in small

business, it is evident that little progress has been made in mainstream economics<sup>1</sup> in South Africa by blacks.

Representatives of the KwaZulu Natal Chamber of Commerce and Industry (Kwanacoci) in confidential discussions with the author indicated that small business development has not led to any significant involvement in mainstream economics (Kwanacoci, 1989).

They feel, as representatives of some 400 black businesses in the region, that institutions such as the KFC and KTT have done very little to remove black incapacitation in this regard.

From the survey, it is evident that this accusation is true. No evidence can be found for example of any attempt by KTT to enable black involvement at executive level in the corporate world.

The investigation into training needs in KwaZulu by the KTT (1989A) confirms this when the report states that :

*"The Black population is the most poorly represented population group in the financial and business sectors and there is a concomitant paucity of Black people in managerial and executive occupations" (KTT, 1989A; 28).*

The mission statement, as well as the strategic plan of the KTT ignores this very important aspect of development.

It can therefore be concluded that the KTT's courses have had very few empowering effects among its target population except insofar as economic empowerment is concerned (and then only in a limited context).

To assist the powerless, it is critical that any NFE intervention is clear about its role within the context of empowerment. It should therefore identify the causative factors leading to powerlessness and through the development of meaning in its training programmes, create a critical consciousness among the people which will form the basis of questioning the status quo, thereby creating a need for equity in the distribution of power.

#### **THE DIMENSION OF TIME**

The survey was undertaken  $\pm$  18 months after training of the bulk of the respondents took place, because it was considered to be sufficient time for a trainee to settle into a new behavioural pattern based on the skills and knowledge assimilated during training.

1 "Mainstream economics" generally refers to capital and implies exclusivity to the disadvantage of the powerless in the South African context.

The dimension of time is, however, a complex one given the cultural value system of a developing society such as is the case with the sample group in this study.

Table 6.5 analyses the duration of unemployment after training.

TABLE 6.5

| TIME TAKEN TO FIND A JOB AFTER TRAINING<br>N = 51 |            |
|---|------------|
| <u>TIME</u>                                       | <u>%</u>   |
| 0 - 6 months                                      | 47,1       |
| 6 - 12 months                                     | 9,8        |
| More than 12 months                               | 3,9        |
| Still looking for a job                           | 39,2       |
|   | <u>100</u> |

Table 6.5 indicates that a large proportion of KTT's unemployed trainees are in fact quite successful in finding a job within 6 months after training. The proportion who are however still looking for a job some 18 months later is still high.

The pattern of employment in the ensuing period is illustrated by Table 6.6.

TABLE 6.6

| PATTERN OF EMPLOYMENT I.T.O. TIME<br>N = 26 |                              |                            |
|---|------------------------------|----------------------------|
| <u>Time</u>                                 | <u>Period<br/>Unemployed</u> | <u>Period<br/>Employed</u> |
| 0 - 6 months                                | 30,8                         | 42,3                       |
| 6 - 12 months                               | 19,2                         | 26,9                       |
| 12 - 18 months                              | 3,8                          | 7,7                        |
| 18 - 24 months                              | 19,2                         | 11,5                       |
| 24 months and longer                        | 26,9                         | 11,5                       |

A person may have been intermittently employed or unemployed during the period following training. The frequency scores reflected in Table 6.6 indicate a high incidence of unemployment for a considerable length of time after training and relatively short periods of employment. The conclusion to be reached from Tables 6.5 and 6.6 is that unemployed trainees are able to find jobs relatively soon after training but that they are not able to keep them. It is suspected that many of the trainees who were trained in basic skills (mostly young men and married women) did not reach the level of skills required by industry as the courses were not originally designed to cater for this need. The frustration of trainees about the KTT's assistance in finding jobs is therefore seemingly more fundamental in that trainees are not enabled to hold down wage-earning jobs with a basic skill. It is therefore logical to conclude that the KTT had a marginal effect among the unemployed groups of trainees in assisting them to obtain gainful employment, and in maintaining it.

If the KTT is serious about its focus upon a qualitative as opposed to a quantitative approach to training, more time and effort needs to be allocated especially to the transference of skills in a manner which ensures sustainability of the relative level of self-reliance. Additional training modules need to be developed to assist trainees in seeking jobs and/or establishing businesses. Courses should furthermore conform to industrial norms. This implies the addition of advanced modules which can be attended by job-seekers, as is confirmed by the findings in Table 12 (Appendix A).

#### **PERCEPTIONS AND ACCEPTANCE**

Any undeveloped society will usually accept interventions perceived by them to be of assistance in their struggle to survive or grow in whatever sphere of their daily lives. For this reason, development agencies often find themselves confronted by a myriad of needs, with limited resources forcing them to determine priorities, often to the displeasure of the very communities they intend to serve.

One must therefore be circumspect when assessing the perceptions of the community about an organisation like the KTT, as the respondents would be inclined to be positive lest they lose out on the little they are offered. It is also probably true to say that if a person has had little or no exposure to similar interventions eg: NFE, he or she would accept whatever is offered with gratitude and be unwilling to critically assess its validity and appropriateness. It is therefore important to assess the importance people attach to NFE interventions and to evaluate their perceptions in this regard.

Given the above concern, the overall acceptance of KTT among its trainees is very high - this is further evidenced by the fact that courses are fully booked well in advance. To further enhance the perceptions people have about KTT, it would be advisable to democratise decision-making and establish particular empowerment strategies to fulfil the KTT's desire to be known as a "*change agent*" (KTT, 1989B).

An example of how this could be done would be to create decision-making structures within communities to focus specifically on their NFE needs; the structure, presentation and content of courses and to assist in the evaluation of the interventions over the long-term. Satellite training centres run by communities and "*training the trainers*" from within communities are also methods that could be employed to actively involve the target population and increase the acceptance of the KTT programmes.

#### **ASSESSING THE CLASSICAL NFE PROCESSES EMPLOYED BY THE KTT**

As was discussed in Chapter 4, the KTT employs the four classical NFE processes in its interventions among the target population. It is also clear from its strategic plan and the corresponding structure reflected in Appendix C, that these processes largely determine the KTT's approach to NFE.

To provide further insight into the efficiency of the KTT as a NFE institution, these processes need to be evaluated on the basis of the data generated by the questionnaire.

#### **RESEARCH OF TRAINING NEEDS**

The analysis of training needs can be divided into two broad categories, namely :

- macro research, which assesses environmental influences, demands for skills by industry and commerce and demographic factors such as educational levels etc;
- micro research which deals with particular occupations such as the chicken farmer, electrician or retailer, and assesses which competencies are included in these occupations. From this, training programmes which can be divided into modules, are developed and presented.

As was discussed in Chapter 4, it is evident from the KTT's strategic plan that a thorough macro analysis was done on the basis of scenario and environmental analysis.

The criticisms expressed by respondents with regards to finding jobs as well as the results reflected in Tables 6.5 and 6.6 would however indicate that not enough attention has been paid to aspects such as job seeking skills or to assessing exactly what industry requires in terms of basic skills in order that trainees may be able to find jobs quicker and maintain them for longer periods of time.

It would also seem as if certain courses are more successful in enhancing self-reliance ie. the retail management and broiler production courses, whereas others such as the domestic skills courses were not found to be as successful despite their evident popularity.<sup>1</sup> Investigation by the author into the structure and research processes of these courses indicated that courses which were researched in terms of specific occupational competencies tended to be more successful in enhancing self-sufficiency, whereas general skills or hobby type courses tended not to assist trainees to generate some form of income.

It can therefore be concluded that the KTT should be very concise in the definition of job/occupational criteria when researching training courses and avoid generic courses when the needs of the target population as well as industry are taken into account.

## **COURSE DEVELOPMENT**

There are a large variety of methods and approaches which may be applied in the development of courses. Technological innovation and progress in the understanding of learning processes of adults and children have had a great effect on the structures of NFE courses.

The KTT utilises what is generally known as Criterion Referenced Instruction (CRI) or more recently Competency Based Modular Training (CBMT) techniques in the structure and design of its materials.

The true test of appropriateness of these courses does not lie however in their structure or methodology but rather in the outcomes or results of the training as it is experienced by the trainees.

Respondents were generally very complimentary about the KTT's courses in this regard as is evidenced by Graphs 1-7 in Appendix A. Some concern was nevertheless expressed by women attending sewing courses that they were too short.

<sup>1</sup> "Popularity" of a course could be misleading as the criterion for "success" as measured by this study implies self-sufficiency, whereas people may attend courses with totally different aims in mind eg. status among peers.



## **COURSE PRESENTATION**

The successful presentation of training courses is a function of well prepared and appropriate materials, competent and acceptable trainers as well as motivated learners.

From the results of the study it can be safely concluded that materials were generally appropriate and well prepared, trainers were generally well thought of and motivation was strong among respondents.

If it is recalled that people are required to pay for the courses, that no tax advantages are offered as an incentive to attend KTT's courses and that most courses are fully attended with waiting lists, it must be concluded that the KTT is considered to be an important agent for the acquisition of skills and knowledge by the target population.

## **FOLLOW-UP**

The follow-up function is arguably the generally most neglected phase of NFE activities, and whereas the KTT has allocated resources to this function, it is clear from the study that the follow-up of training is most neglected by the KTT as well.

Most respondents (64,9%) feel that follow-up visits to help them in the transference of skills and problem-solving was critical. The balance of the trainees needed psychological support and stroking to ease them into the real world of work.

Follow-up visits are seemingly required within  $\pm 3$  months after the course is completed, although 25% of the respondents felt that it did not make a difference when follow-up occurred, as long as it did occur.

The KTT would be well advised to place more emphasis on the follow-up function and attempt to use it as an important method of keeping an "*ear to the ground*" to assess the needs and problems of the target population.

## **SOME CONCLUDING REMARKS ON THE DEVELOPMENT CONTRIBUTION BY KTT AS MEASURED AGAINST THE DEVELOPMENT MODEL**

The development model conceptualised in Chapter 2 proposes that development must humanise people and their circumstances, facilitate economic enablement and empower people in a balanced and unbiased manner. The model also suggests that a democratic approach should be adopted with the people playing a decisive role in the overall process of

upliftment. In the last place, the model suggests that initially development takes place very slowly and that investment in development often renders negative returns for a considerable time before true and lasting change takes place.

The KTT's interventions, as viewed by the respondents, indicates a high degree of acceptance of the content, structure and presentation of courses. The relevance of the courses in terms of self-sufficiency in an economic context also seems to be acceptable to respondents, despite criticism regarding follow-up and job-relatedness. Whereas the KTT's declared value systems indicate progressive thinking within the development paradigm, there seems to be little evidence that the interventions are designed to cater for the broader humanisation and empowerment dimensions. It can be argued that the provision of skills and knowledge are fundamental prerequisites in any case for humanisation and empowerment (especially at an intellectual level), and that therefore the KTT has indeed catered for these dimensions. While this is not denied, the research fails to identify that this is in fact true and instead strengthens the impression that most of KTT's activities are technicist in nature and are based on an assumption that the provision of skills is sufficient to ensure self-sufficiency. The research also does not explain the contribution or effect the aspirations of the sample had on their eventual income generating activities. It is suspected that these motivational aspects play a crucial role in the development of sustainable self-sufficiency.

The dilemma that confronts any NFE institution operating in circumstances where needs outstrip resources, is that the institution is obliged to establish its priorities within the constraints of its resources, including timeframes. The KTT is obviously no different in this regard, and it is not surprising therefore that its interventions are focused on economic enablement as its prime area of concern. It must nevertheless be emphasised that this bias will detract from the long-term sustainability of self-sufficiency and sub-optimize the KTT's utilisation of scarce resources.

From the structure depicted in Appendix C, it is evident that some thought has gone into the involvement of communities in obtaining ownership of their own NFE priorities. The research did not investigate the role this should play (it did not purport to do so), but it is suggested that the processes of humanisation and empowerment will be greatly enhanced if the KTT would not only incorporate community decisions in the research and development phase, but also during the presentation phase where members of the community could become involved. This focus would ensure the long-term acceptability of the KTT among its target population.

## CHAPTER 7

### ISSUES AND RECOMMENDATIONS

#### WHAT AFRICA CAN TEACH US

Senghor (in Reed and Wake, 1979) describes the nature of Africa's soul when he points out that the African does not analyse objects, trees, stones, man or events at a distance - he embraces them and lets them embrace him.

*"They are poorer in almost every way than we but in one great way they (the Africans) <sup>1</sup> are richer. Whatever happens to them, their lives are never lonely for lack of spirit nor do they find life wanting in meaning" (Van der Post, 1975; 41).*

Despite the hardships, violence, intimidation, exploitation and oppression suffered by the people of Africa through the centuries, their sense of humour, patience, dignity and concern for each other, is proof of an indomitable spirit (Holdstock, 1987, 227) and an understanding of humanness. Ubuntu (in the Nguni languages) or botho (Sotho) is a concept virtually untranslatable into English which reflects Africa's concept of meaningfulness and humanness (Tutu, 1981). To the African, ubuntu is an essential element of being African.

The influence of Western systems, values and norms is having an undisputed impact upon the cultural and humanistic values of traditional Africa. As is normally the case in most cultures, this assimilation process will have both beneficial and destructive effects on the recipient culture. According to the late Bishop Alpheus Zulu, the Zulu culture should not be considered to be threatened by modernization processes and its exposure to Western cultures as *"our culture will assimilate what is good in other cultures, discard what is bad and be the stronger for it"* (Personal Communication, 1981). Development interventions need to be sensitive to the possible long term effects of this cultural interaction and seen in the African context, need to deploy their resources in a manner which will enhance African spirituality, ubuntu and meaning. Individualistic, westernised cultures must be adapted to the African's humanness and concern for each other - a new work ethic which can harness ubuntu and yet strive for excellence needs to be developed, nurtured and encouraged. This can only be done by Africans themselves.

<sup>1</sup> My emphasis

## GENERAL CONCLUSIONS EMANATING FROM THE STUDY

KwaZulu is economically underdeveloped (KTT, 1989A) and only caters for 0,85% of the total number of manufacturing industries in the RSA (DBSA, 1987). In addition, the informal and agricultural sectors are generally extremely marginal and do not presently offer any significant solutions for the eradication of unemployment, poverty or inequality. The levels of literacy, technical competence and managerial experience mitigate against a general improvement of the people of KwaZulu (KTT, 1989A).

This study however succeeds in identifying a trend among the more educated people of the region, to uplift themselves and shape their own destinies. It also succeeds in identifying several weaknesses in the KTT's approach, particularly its inability to provide trainees with relevant and appropriate employment, especially in the wage sector. The KTT (or any other institution, for that matter) does for example not seem to have a final solution for the burgeoning youth who are actively seeking income-generating opportunities. The study indicates furthermore, a high degree of success in the training of persons in particular skills, and for this its students are unanimous in their support of the KTT. The most "*successful*" students seem to be the older persons, who in all probability have relatively firm ideas about their futures and how to achieve them.

Training has been described, inter alia, as the process of adding value to the human resources of a community - in this regard it seems to be fair comment that the KTT has made a significant contribution to adding value to a sector of the target population (refer Table 4.1). Contemporary studies seem however to indicate a wider role for NFE within the context of development (Coombs, 1973) than merely adding value in the economic sense. The KTT's awareness of the impact of its interventions is not obvious, and is certainly not identified by this study. In its defence, it should be stressed that the strategy discussed in Chapter 4 was formulated, approved and implemented after 1987, the year on which this study focuses. The ethos and objectives of this strategy do indicate a significant move by KTT towards a more appropriate development philosophy instead of a mere "*value-added*" philosophy.

This study enables the reader to critically evaluate KTT's contribution to the development of the region in terms of three distinct dimensions. This is important from the point of view of assessing not only linear processes eg. training, but also the multi-dimensional impacts of these processes ie:

- \* did the KTT interventions succeed in creating a more humane society?

- \* how easily are the KTT's students integrated into the economy of the region?
- \* are the students able to operate independently or has further dependency been created?
- \* what was the KTT's contribution in decreasing inequity in socio-economic and political contexts?

There are not many studies in the RSA which critically attempt to establish a particular organisation's role and contribution to development - in most instances institutions are not prepared to expose themselves in this manner. This study would however seem to operate as a strengthening factor for the further development and indeed existence of the KTT.

Change cannot be prevented, especially in the developed world, but it must be directed and managed (Hopson and Scally, 1981;15). Questions which, for example, require answers from educators of both formal and non-formal institutions include :

- \* How can people be taught to cope effectively with change, especially in the light of accelerating technological changes?
- \* How can provision be made for the heightened expectations of a burgeoning youth who are increasingly disassociating themselves with the traditional value systems of their parents?
- \* How can bureaucratic educational structures cope with the diversity of skills required by the job market in the light of rapid and constant change?
- \* How do you teach people commitment or a work ethic?

#### THE EDUCATION DILEMMA

German craftsmen adopted a slogan at the turn of the century; "*Durch Bildung zur Macht*" ("*Through Education to Power*") (cf Hopson and Scally, 1981; 27) and according to Hopson and Scally education is concerned primarily with power -

*"the power to influence one's life; the power to make an impact on one's community; the power to contribute to others and the community at large; the power to shape the conditions under which one is born and brought up; the power that can be gained only from access to essential information; the power to partici-*

*pate in decisions that determine the nature of one's environment; the power to service, grow and develop; the power to learn and teach" (Hopson and Scally, 1981; 27-28).*

First World educational practice seemingly has no relevance to Third World needs (Friere, 1972). New innovative and appropriate methods of creating consciousness and empowering the illiterate adult are sought. Friere (cf Hopson and Scally, 1981; 30) made people believe in themselves and in their potential. He did so by creating Cultural Circles in which the individual was encouraged to look critically at his/her environment and its interaction with him/herself :

*"A cultural circle is a living and creative dialogue in which everyone knows something but is ignorant of something else, and all strive together to understand more" (Friere 1972; cf Hopson and Scally, 1981; 29).*

In Thailand, the government initiated a non-formal education programme called "KHIT-PEN" as a *"tool for harmony"* or critical thinking and problem solving.

Hopson and Scally (1981; 31) list the abilities of Khit-pen people who :

- "1. recognise their own potential in producing changes in their lives;*
- 2. identify problems and relate them to their causes;*
- 3. are capable of gathering information on alternatives;*
- 4. select the most acceptable to their own values in relation to their political and social environment;*
- 5. accept, at least temporarily, lesser solutions while making way for the solutions of their choice;*
- 6. are able to justify their decisions, at least to themselves; and*
- 7. accept the consequences of their actions."*

It would seem as if Third World nations are viewing NFE as offering more solutions (than formal education) to their particular short - and long-term problems, and indeed Plumkett (1978) argues that the West has fallen behind the Third World in understanding social and economic change (cf Hopson and Scally, 1981; 32).

The dilemma of the relevance and usefulness of education lies in being able to differentiate between yesterday and tomorrow in order that people are given the *"tools"* today to be more effective citizens tomorrow.

## **ISSUES AND RECOMMENDATIONS**

The KTT is in an ideal position to change the status quo in the KwaZulu/Natal region, through its NFE activities. It should take cognisance of the potential it has to do so and apply its expertise in a practical and responsible manner in order that meaningful change takes place in the long term.

This study has identified a number of issues which need further study and research. The most important of these are :

### **Selection of Trainees :**

- should the KTT's apparent elitist approach be changed to address the needs of the very poor and indigent members of the target population, especially in view of the scarcity of resources? How should the KTT take account of the fact that wage-earners (Group F in Chapter 6) showed strong tendencies toward self-employment after training?

### **Resource Allocation :**

- are the KTT's scarce resources most effectively utilised by focusing upon the creation of self-employment opportunities to the exclusion of those interested in acquiring a wage-earning job?

### **Critical Consciousness :**

- how can the KTT encourage the development of a critical consciousness among its target population and what risk does it run of becoming paternalistic in this context?

### **Role Definition :**

- is it the KTT's role to :
  - \* create the suggested halfway stations to facilitate skills transference and self-reliance?
  - \* train apparently successful business owners at subsidised fees?
  - \* provide illiterate trainees with pre-requisite learning skills prior to skills training?

### **KTT's Identity :**

- how can the KTT establish valid and accurate communication mechanisms within communities in a manner which will enhance the KTT's role in the communities, while simultaneously enabling communities to take charge of their own futures?
- does the KTT's association with parastatal and/or government organisations jeopardise its effectiveness and how should KTT combat the institutionalisation of alien ideologies which may dehumanise and depower the people - does it have a choice?
- how can the KTT alter its apparent technicist approach to training and can this be done in a practical and cost effective manner?

Without attempting to review the whole study once again, the issues above are only the tip of the proverbial iceberg. NFE as a development intervention has been the subject of much research and discussion and there is no doubt that as the KTT gains in its experience, new solutions and almost certainly new problems and challenges will present themselves. This study is only the first phase of a new learning curve which should lift the KTT out of its present mental-set into a new plane of development thinking and practice.

Development is clearly "*a people business*" (Coetzee, 1989B) and the KTT's call "*Educate to Liberate*" (KTT, 1989 B) underwrites the philosophy that humanisation and empowerment requires appropriate education. The KTT clearly faces the challenge to incorporate all the development dimensions in its interventions to facilitate the sustainability of self-sufficiency.

NFE is a vital component in the development of a country. It can and must help to humanise, empower and facilitate the integration of people into the economy. Good intentions of those in power are, however, not enough to make things happen. It is necessary that sufficient resources are allocated to NFE to make things happen - those in power need to behave in a manner consistent with their beliefs.

The KTT cannot create an Utopia on its own, but a start needs to be made - it is possible for the KTT to influence and improve the bit of the world it is in touch with - it can improve its own effectiveness - it can influence others to support it - it can improve the lives of the communities it works



with - it can even assist in creating a more just society where democracy replaces autocracy and where respect replaces indifference.

## CONCLUSION

This dissertation aimed to assess the contribution that the KTT as a NFE institution has made towards sustainable self-sufficiency. This was done by analysing the perceptions of the KTT's trainees within the framework of measuring the impact training had on their quality of life. This approach was underpinned by literature research on development theory as well as non-formal education theory.

The highly structured survey that was conducted to generate the data required, tested the perceptions of people rather than established, on an empirical basis, the observable effect of the KTT's interventions. A number of methodological changes had to be made to cater for practical problems encountered in the survey.

The findings of the survey indicated that the KTT has made significant contributions towards the economic enablement of its sample. A number of new issues emanated from the study, as well as deficiencies in the KTT's approach to NFE within the development context. These should encourage further research and development initiatives by the KTT.

In general, the KTT enjoys a high degree of acceptance by its target population - this is a major strength which requires careful nurturing to facilitate optimal exploitation over the long term.

The study touches upon the enormous thirst among the target population for skills and knowledge - it also covers the KTT's lack of sufficient resources to slake this thirst. The real challenge for the KTT for the future will be its ability to convince its donors that it can "*deliver the goods*" in a cost-efficient manner.

The study in the final analysis succeeds in emphasising the relevance of NFE in the development context subject to the proviso that such NFE is appropriate and acceptable to the people that it is meant for. The KTT would seem to be of particular relevance in this regard.

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## **APPENDIX A**

### **STATISTICAL RESULTS**

#### **INTRODUCTION**

This appendix has been included to assist in the detailed interpretation of the survey into the effects of KTT's training efforts within the context of development.

It is structured to coincide with the questions contained in the questionnaire (Appendix B). No interpretations are included. To further assist interpretation questions are repeated above each table.

Originally a 10% sample of the 1987 intake of trainees was envisaged for this study. A detailed breakdown of how the sample would have been constituted, is contained in Chapter 5. It became apparent however, that the size of the sample, as well as the logistics and costs of reaching the sample members throughout KwaZulu, mitigated against a full 10% sample. In the light of this the actual responses received totalled 6,4% of the 1987 trainee intake. (Refer to Table 1).

TABLE 1

| ACTUAL SAMPLE             |                      |                    |                          |                     |                       |                     |
|---------------------------|----------------------|--------------------|--------------------------|---------------------|-----------------------|---------------------|
| GROUP                     | COURSE               | TOTAL-<br>TRAINEES | ENVISAGED<br>SAMPLE<br>% | ACTUAL<br>RESPONSES | ACTUAL<br>SAMPLE<br>% | %<br>OF<br>TRAINEES |
| I - HOMECRAFTS            | Sewing               | 2 070              | 19,3                     | 34                  | 15,8                  | 1,00                |
|                           | Knitting             | 228                | 2,1                      | 2                   | 0,93                  | 0,06                |
|                           | Pattern Cutting      | 157                | 1,4                      | 7                   | 3,26                  | 0,21                |
|                           | Cookery              | 156                | 1,4                      | 18                  | 8,37                  | 0,53                |
|                           | Homecare             | 57                 | 0,5                      | 5                   | 2,33                  | 0,15                |
|                           | Microwave Cooking    | 15                 | 0,2                      | 2                   | 0,93                  | 0,06                |
|                           | GROUP TOTAL          | 2 683              | 24,9                     | 68                  | 31,62                 | 2,01                |
| II - AGRICULTURE          | Broiler Production   | 134                | 9,8                      | 36                  | 16,74                 | 1,06                |
|                           | Basic Cash Book      | 188                | 13,8                     | 0                   | 0                     | 0                   |
|                           | Tractor Repairs      | 20                 | 1,4                      | 4                   | 1,86                  | 0,12                |
|                           | GROUP TOTAL          | 342                | 25,0                     | 40                  | 18,6                  | 1,18                |
| III - TECHNICAL<br>SKILLS | Elem. Vehicle Repair | 51                 | 6,7                      | 11                  | 5,12                  | 0,32                |
|                           | Basic Arc Welding    | 69                 | 9,1                      | 15                  | 6,98                  | 0,44                |
|                           | Basic Mig Welding    | 16                 | 2,1                      | 1                   | 0,47                  | 0,03                |
|                           | Basic Gas Welding    | 27                 | 3,6                      | 6                   | 2,79                  | 0,18                |
|                           | Motor Mechanics      | 10                 | 1,2                      | 6                   | 2,79                  | 0,18                |
|                           | Diesel Mechanics     | 7                  | 0,7                      | 0                   | 0                     | 0                   |
|                           | Auto Electircian     | 3                  | 0,5                      | 1                   | 0,47                  | 0,03                |
|                           | Panelbeater          | 8                  | 0,9                      | 4                   | 1,86                  | 0,12                |
|                           | Fitter               | 1                  | 0,2                      | 0                   | 0                     | 0                   |
|                           | GROUP TOTAL          | 192                | 25,0                     | 44                  | 20,48                 | 1,3                 |
| IV - COMMERCE             | Retail Management    | 170                | 25,0                     | 63                  | 29,3                  | 1,86                |
|                           | GRAND TOTALS         | 3 387              | 100,0                    | 215                 | 100,0                 | 6,35                |

**Analysis of Possible Bias**

It is important to detect possible systematic bias caused by or associated with any of the 3 methods of information gathering (refer Chapter 5).

**Postal Survey**

Bias crept in from the sample obtained in the postal survey where differential response ratios for the different types of courses led to over-representation of commercial trainees in the sample. Table 2 illustrates the bias.

**TABLE 2**

| POSTAL QUESTIONNAIRE ANALYSIS |             |                 |    |                                       |    |
|-------------------------------|-------------|-----------------|----|---------------------------------------|----|
| GROUP                         | NUMBER SENT | NUMBER RECEIVED | %  | NO. RETURNED TO SENDER BY POST OFFICE | %  |
| Homecrafts                    | 103         | 32              | 31 | 25                                    | 24 |
| Agriculture                   | 52          | 29              | 56 | 5                                     | 10 |
| Commerce                      | 123         | 56              | 46 | 6                                     | 5  |
| Technical                     | 86          | 20              | 23 | 24                                    | 28 |
| TOTAL                         | 364         | 137             | 38 | 85                                    | 23 |

The response rates in Table 2 contributed to the fact that the composition of the group differed from the KTT - and University - interview groups.

The Chi-square value calculated for the figures in Table 3 was 35,76. This is statistically highly significant and indicates that the sample composition depended on the source of information. The Chi-squares value of the two interview groups of 3,18 is statistically insignificant, indicating that the composition of these groups did not differ substantially.

TABLE 3

| COMPARATIVE ANALYSIS OF SAMPLES INTERVIEWED BY KTT,<br>NATAL UNIVERSITY AND POSTAL QUESTIONNAIRES |                 |    |                        |    |                     |    |
|---|-----------------|----|------------------------|----|---------------------|----|
| GROUP   | KTT<br>(N = 48) |    | UNIVERSITY<br>(N = 30) |    | POSTAL<br>(N = 137) |    |
|   | FREQ.           | %  | FREQ.                  | %  | FREQ.               | %  |
| Homecrafts  | 19              | 42 | 17                     | 57 | 32                  | 23 |
| Agriculture   | 7               | 16 | 4                      | 13 | 29                  | 21 |
| Commerce  | 6               | 13 | 1                      | 3  | 56                  | 41 |
| Technical   | 16              | 29 | 8                      | 27 | 20                  | 15 |

All Chi-square = 35,76

Interviewees Chi-square = 3,18

 $\alpha$  = 0 $\alpha$  = 0,36

The interpretation of data will subsequently have to keep in mind the fact that the different composition of the postal group could influence the findings or some of the differences between results obtained through the three different methods.

Further analysis of the factual information obtained from the three different sources revealed statistically significant differences in response to Question 2.

A comparison of the sample's employment status before attending the course (Question 2) reveals statistically significant differences (Chi-square of 21,98) whereas this difference was insignificant when only the two interview groups were compared (Chi-square of 0,53). The different composition of the postal group (more were self-employed) could explain this.

Analyses of question 57 which deals with educational level, and question 60 which deals with the individuals monthly income, did not reveal any significant differences between any of the groups. The conclusion to be drawn is that not one of the methods of gathering information is biased as far as factual information is concerned.

TABLE 4

| RESPONSES RECEIVED THROUGH KTT INTERVIEWER, UNIVERSITY INTERVIEWERS<br>AND POSTAL QUESTIONNAIRES TO QUESTIONS 2 (EMPLOYMENT),<br>57 (EDUCATIONAL STANDARD) AND 60 (MONTHLY EARNINGS) |                   |                 |    |                        |    |                     |    |
|--|-------------------|-----------------|----|------------------------|----|---------------------|----|
| QUES-<br>TION  | DESCRIPTION       | KTT<br>(N = 48) |    | UNIVERSITY<br>(N = 30) |    | POSTAL<br>(N = 137) |    |
|  |                   | FREQ.           | %  | FREQ.                  | %  | FREQ.               | %  |
| 2  | 1 Self-employed   | 5               | 10 | 3                      | 10 | 42                  | 33 |
|  | 2 Unemployed      | 26              | 54 | 14                     | 47 | 38                  | 30 |
|  | 3 Wage-earner     | 14              | 29 | 11                     | 36 | 27                  | 22 |
|  | 4 Student/scholar | 3               | 6  | 2                      | 7  | 19                  | 15 |

All Chi-square = 21,98

Interviewers Chi-square = 0,53

 $\alpha$  = 0,001 $\alpha$  = 0,91



| QUESTION | DESCRIPTION |                  |      | KIT<br>(N = 48) |    | UNIVERSITY<br>(N = 30) |    | POSTAL<br>(N = 137) |    |
|----------|-------------|------------------|------|-----------------|----|------------------------|----|---------------------|----|
|          |             |                  |      | Freq.           | %  | Freq.                  | %  | Freq.               | %  |
| 57       | 1           | 0                | - 2  | 4               | 8  | 1                      | 3  | 7                   | 5  |
|          | 2           | 3                | - 6  | 12              | 25 | 8                      | 27 | 34                  | 25 |
|          | 3           | 7                | - 8  | 16              | 33 | 7                      | 23 | 37                  | 27 |
|          | 4           | 9                | - 10 | 10              | 21 | 10                     | 33 | 44                  | 33 |
|          | 5           | Teachers diploma |      | 0               | 0  | 1                      | 3  | 3                   | 2  |
|          | 6           | Artisanship      |      | 5               | 11 | 2                      | 7  | 3                   | 2  |
|          | 7           | Graduate         |      | 0               | 0  | 0                      | 0  | 0                   | 0  |
|          | 8           | Post Graduate    |      | 0               | 0  | 0                      | 0  | 0                   | 0  |
|          | 9           | Other            |      | 1               | 2  | 1                      | 3  | 7                   | 5  |

All Chi-square = 11  
 $\alpha$  = 0,527

Interviewers Chi-square = 4,49  
 $\alpha$  = 0,61

| QUESTION | DESCRIPTION |      |        | KIT<br>(N = 48) |    | UNIVERSITY<br>(N = 30) |    | POSTAL<br>(N = 137) |    |
|----------|-------------|------|--------|-----------------|----|------------------------|----|---------------------|----|
|          |             |      |        | Freq.           | %  | Freq.                  | %  | Freq.               | %  |
| 60       | 1           | 0    | - 250  | 14              | 39 | 7                      | 26 | 23                  | 37 |
|          | 2           | 251  | - 500  | 12              | 33 | 8                      | 30 | 15                  | 24 |
|          | 3           | 501  | - 750  | 3               | 8  | 6                      | 22 | 6                   | 10 |
|          | 4           | 751  | - 1000 | 1               | 3  | 2                      | 7  | 8                   | 13 |
|          | 5           | 1001 | - 1250 | 1               | 3  | 2                      | 7  | 6                   | 10 |
|          | 6           | 1251 | - 1500 | 2               | 5  | 1                      | 4  | 3                   | 5  |
|          | 7           | 1501 | - 1750 | 1               | 3  | 0                      | 0  | 1                   | 1  |
|          | 8           | 1751 | - 2000 | 1               | 3  | 1                      | 4  | 0                   | 0  |
|          | 9           | 2001 |        | 1               | 3  | 0                      | 0  | 0                   | 0  |

All Chi-square = 16,89  
 $\alpha$  = 0,39

Interviewers Chi-square = 5,97  
 $\alpha$  = 0,65

Certain questions which probed the opinions of respondents were subjective in nature. Analysis of question 11 (opinions on course presentation) and question 15 (the effects of the course) are analysed in Table 5.

**TABLE 5**

**RESPONSES RECEIVED THROUGH KTT INTERVIEWER, UNIVERSITY INTERVIEWERS AND POSTAL QUESTIONNAIRES TO QUESTIONS 11 (JUDGEMENTS ABOUT THE COURSE) AND 15 (JUDGEMENTS ABOUT THE EFFECTS OF THE COURSE)**

| QUESTION | DESCRIPTION |             | KTT<br>(N = 48) |    | UNIVERSITY<br>(N = 30) |    | POSTAL<br>(N = 137) |    |
|----------|-------------|-------------|-----------------|----|------------------------|----|---------------------|----|
|          |             |             | Freq.           | %  | Freq.                  | %  | Freq.               | %  |
| 11.1     | 1           | Too long    | 3               | 6  | 1                      | 3  | 4                   | 4  |
|          | 2           | Long enough | 17              | 35 | 2                      | 7  | 25                  | 25 |
|          | 3           | Just right  | 19              | 40 | 13                     | 43 | 52                  | 51 |
|          | 4           | Too short   | 9               | 19 | 14                     | 47 | 21                  | 21 |

All Chi-square = 15,05  
 $\alpha$  = 0,019

Interviewers Chi-square = 11,51  
 $\alpha$  = 0,009

|      |   |                 |    |    |    |    |    |    |
|------|---|-----------------|----|----|----|----|----|----|
| 11.2 | 1 | Very difficult  | 1  | 2  | 3  | 10 | 4  | 4  |
|      | 2 | Quite difficult | 6  | 13 | 8  | 28 | 48 | 51 |
|      | 3 | Easy            | 41 | 85 | 16 | 55 | 41 | 44 |
|      | 4 | Too easy        | 0  | 0  | 2  | 7  | 1  | 1  |

All Chi-square = 31,66  
 $\alpha$  = 0

Interviewers Chi-square = 10,18  
 $\alpha$  = 0,02

|      |   |           |    |    |    |    |    |    |
|------|---|-----------|----|----|----|----|----|----|
| 11.3 | 1 | Very good | 2  | 4  | 15 | 52 | 63 | 67 |
|      | 2 | Good      | 46 | 96 | 14 | 48 | 31 | 33 |
|      | 3 | Bad       | 0  | 0  | 0  | 0  | 0  | 0  |
|      | 4 | Very bad  | 0  | 0  | 0  | 0  | 0  | 0  |

All Chi-square = 51,49  
 $\alpha$  = 0

Interviewers Chi-square = 21,08  
 $\alpha$  = 0

|      |   |                   |    |    |    |    |    |    |
|------|---|-------------------|----|----|----|----|----|----|
| 11.4 | 1 | Very appropriate  | 2  | 4  | 17 | 59 | 69 | 75 |
|      | 2 | Quite appropriate | 46 | 96 | 12 | 41 | 23 | 25 |
|      | 3 | Not appropriate   | 0  | 0  | 0  | 0  | 0  | 0  |
|      | 4 | Very appropriate  | 0  | 0  | 0  | 0  | 0  | 0  |

All Chi-square = 128,03  
 $\alpha$  = 0

Interviewers Chi-square = 25,99  
 $\alpha$  = 0

**Note :** The term "*too easy*" reflects an understanding by Zulu speaking people that the course was very easy - it should not therefore be interpreted in a negative context.

| QUES-<br>TION | DESCRIPTION |                | KIT<br>(N = 46) |    | UNIVERSITY<br>(N = 39) |    | POSTAL<br>(N = 137) |    |
|---------------|-------------|----------------|-----------------|----|------------------------|----|---------------------|----|
|               |             |                | Freq.           | %  | Freq.                  | %  | Freq.               | %  |
| 11.5          | 1           | Very expensive | 0               | 0  | 2                      | 8  | 2                   | 2  |
|               | 2           | Expensive      | 1               | 2  | 3                      | 13 | 11                  | 12 |
|               | 3           | Fairly priced  | 37              | 88 | 17                     | 71 | 69                  | 73 |
|               | 4           | Cheap          | 4               | 10 | 2                      | 8  | 12                  | 13 |

All Chi-square = 8,79

$\alpha$  = 0,19

Interviewers Chi-square

= 6,66

$\alpha$  = 0,08

|      |   |                       |    |    |    |    |    |    |
|------|---|-----------------------|----|----|----|----|----|----|
| 11.6 | 1 | Excellently presented | 10 | 21 | 15 | 52 | 73 | 72 |
|      | 2 | Well presented        | 37 | 77 | 11 | 38 | 27 | 26 |
|      | 3 | Fair                  | 1  | 2  | 3  | 10 | 2  | 2  |
|      | 4 | Poorly presented      | 0  | 0  | 0  | 0  | 0  | 0  |

All Chi-square = 41,31

$\alpha$  = 0

Interviewers Chi-square

= 12,13

$\alpha$  = 0

|      |   |                    |    |    |    |    |    |    |
|------|---|--------------------|----|----|----|----|----|----|
| 11.7 | 1 | Very helpful       | 13 | 27 | 16 | 55 | 76 | 72 |
|      | 2 | Helpful            | 32 | 67 | 5  | 17 | 22 | 21 |
|      | 3 | Just helpful       | 3  | 6  | 7  | 24 | 5  | 5  |
|      | 4 | Not helpful at all | 0  | 0  | 1  | 4  | 2  | 2  |

All Chi-square = 47,50

$\alpha$  = 0

Interviewers Chi-square

= 19,09

$\alpha$  = 0

|      |     |  |    |    |    |    |    |    |
|------|-----|--|----|----|----|----|----|----|
| 15.1 | Yes |  | 17 | 35 | 5  | 17 | 37 | 64 |
|      | No  |  | 31 | 65 | 25 | 83 | 21 | 36 |

All Chi-square = 19,79

$\alpha$  = 0

Interviewers Chi-square

= 2,35

$\alpha$  = 0,13

|      |     |  |    |    |    |    |    |    |
|------|-----|--|----|----|----|----|----|----|
| 15.2 | Yes |  | 43 | 90 | 25 | 86 | 90 | 97 |
|      | No  |  | 5  | 10 | 4  | 14 | 3  | 3  |

All Chi-square = 4,91

$\alpha$  = 0,09

Interviewers Chi-square

= 0,01

$\alpha$  = 0,94

|      |     |  |    |    |    |    |    |    |
|------|-----|--|----|----|----|----|----|----|
| 15.3 | Yes |  | 9  | 19 | 5  | 17 | 56 | 81 |
|      | No  |  | 39 | 81 | 25 | 83 | 13 | 19 |

All Chi-square = 58,68

$\alpha$  = 0

Interviewers Chi-square

= 0

$\alpha$  = 1

| QUES-<br>TION | DESCRIPTION | KIT<br>(N = 40)<br>Freq. % |    | UNIVERSITY<br>(N = 30)<br>Freq. % |    | POSTAL<br>(N = 137)<br>Freq. % |    |
|---------------|-------------|----------------------------|----|-----------------------------------|----|--------------------------------|----|
| 15.4          | Yes         | 41                         | 85 | 25                                | 83 | 80                             | 94 |
|               | No          | 7                          | 15 | 5                                 | 17 | 5                              | 6  |

All Chi-square = 4,02  
 $\alpha$  = 0,13

Interviewers Chi-square = 0  
 $\alpha$  = 1

|      |     |    |    |    |    |    |    |
|------|-----|----|----|----|----|----|----|
| 15.5 | Yes | 7  | 15 | 7  | 23 | 27 | 54 |
|      | No  | 40 | 85 | 23 | 77 | 23 | 46 |

All Chi-square = 18,39  
 $\alpha$  = 0

Interviewers Chi-square = 0,40  
 $\alpha$  = 0,53

|      |     |    |    |    |    |    |    |
|------|-----|----|----|----|----|----|----|
| 15.6 | Yes | 36 | 75 | 24 | 80 | 56 | 90 |
|      | No  | 12 | 25 | 6  | 20 | 6  | 10 |

All Chi-square = 4,69  
 $\alpha$  = 0,10

Interviewers Chi-square = 0,05  
 $\alpha$  = 0,82

|      |     |    |    |    |    |    |    |
|------|-----|----|----|----|----|----|----|
| 15.7 | Yes | 25 | 52 | 15 | 50 | 39 | 76 |
|      | No  | 23 | 48 | 15 | 50 | 12 | 24 |

All Chi-square = 8,28  
 $\alpha$  = 0,02

Interviewers Chi-square = 0  
 $\alpha$  = 1

|      |     |    |    |    |    |    |    |
|------|-----|----|----|----|----|----|----|
| 15.8 | Yes | 13 | 28 | 12 | 40 | 54 | 89 |
|      | No  | 34 | 72 | 18 | 60 | 7  | 11 |

All Chi-square = 44,84  
 $\alpha$  = 0

Interviewers Chi-square = 0,77  
 $\alpha$  = 0,38

|      |     |    |    |    |    |    |    |
|------|-----|----|----|----|----|----|----|
| 15.9 | Yes | 13 | 28 | 13 | 43 | 37 | 76 |
|      | No  | 34 | 72 | 17 | 57 | 12 | 24 |

All Chi-square = 22,67  
 $\alpha$  = 0

Interviewers Chi-square = 1,37  
 $\alpha$  = 0,24

|       |     |    |    |    |    |    |    |
|-------|-----|----|----|----|----|----|----|
| 15.10 | Yes | 34 | 71 | 15 | 50 | 56 | 89 |
|       | No  | 14 | 29 | 15 | 50 | 7  | 11 |

All Chi-square = 16,67  
 $\alpha$  = 0

Interviewers Chi-square = 2,60  
 $\alpha$  = 0,11

| QUES-<br>TION | DESCRIPTION | KTT<br>(N = 48) |    | UNIVERSITY<br>(N = 30) |    | POSTAL<br>(N = 137) |    |
|---------------|-------------|-----------------|----|------------------------|----|---------------------|----|
|               |             | Freq.           | %  | Freq.                  | %  | Freq.               | %  |
| 15.11         | Yes         | 29              | 62 | 21                     | 70 | 56                  | 92 |
|               | No          | 18              | 38 | 9                      | 30 | 5                   | 8  |

All Chi-square = 14,50

Interviewers Chi-square

= 0,25

$\alpha$  = 0

$\alpha$  = 0,62

In question 11 ratings were required on a four point scale, ie: the course was "very good", "good", "bad" or "very bad." When all three groups (sources) were compared, differences significant at the 5% level were found in six out of the seven sections of the question. These differences persisted when the responses of KTT and University interviewees were compared. This leads to the conclusion that this question is more susceptible to bias than those discussed previously and that an element of systematic bias is present in the responses obtained. The frequency figures show that bias was not in terms of **direction** (of opinion) but rather in terms of **strength** of opinion. In 11.4, for example, all the responses went to one side, namely "quite" or "very appropriate", but the allocations differed from 96% "quite appropriate" by KTT interviewees to 41% for University interviewees and 25% for postal questionnaires.

Question 15 contained eleven binary response (yes/no) sub-questions viz. "Did the course you attended enable you to find new ways to earn money?" The answers between the 3 groups differed significantly at the 5% level of significance on eight of the sub-questions. When only the two interview groups were compared, no significant differences were detected. Once again, it can be concluded that some of the differences can be ascribed to the different composition of the postal group but that no bias was discernible in this type of question.

Evidence of systematic bias due to the method of collecting data was found in the responses to question 11. This is the only question of this nature in the questionnaire. The facts suggest that in interpreting the results of question 11, answers indicating the direction of perceptions are acceptable, but that no conclusions regarding strength of opinion should be made.

Other differences found between the methods of collecting information can be ascribed to the different composition of the postal group rather than to systematic bias.

## STATISTICAL FINDINGS :

**Q2: How were you employed before attending the course?**

| TABLE 6     |     |                  |                 |                |              |        |
|-------------|-----|------------------|-----------------|----------------|--------------|--------|
| CATEGORY    | N   | SELF<br>EMPLOYED | UN-<br>EMPLOYED | WAGE<br>EARNER | STUDENT<br>% | TOTAL  |
| Homecrafts  | 66  | 16,7             | 43,9            | 28,8           | 10,6         | 32,51  |
| Commerce    | 57  | 56,2             | 10,5            | 22,8           | 10,5         | 28,08  |
| Agriculture | 37  | 13,6             | 46,1            | 35,2           | 5,1          | 18,23  |
| Technical   | 43  | 4,7              | 58,1            | 16,3           | 20,9         | 21,18  |
| TOTAL       | 203 | 24,7             | 37,9            | 25,6           | 11,8         | 100,00 |

**Q3: Where did you get money from to pay for the course?**

| TABLE 7     |     |              |               |                  |             |                 |             |
|-------------|-----|--------------|---------------|------------------|-------------|-----------------|-------------|
| CATEGORY    | N   | PARENTS<br>% | EMPLOYER<br>% | OWN SAVINGS<br>% | SPOUSE<br>% | OTHER<br>FAMILY | OTHER*<br>% |
| Homecrafts  | 68  | 26,5         | 17,7          | 29,4             | 19,1        | 4,4             | 2,9         |
| Commerce    | 60  | 10,0         | 25,0          | 36,7             | 23,3        | 5,0             | 0,0         |
| Agriculture | 40  | 7,5          | 12,5          | 57,5             | 12,5        | 5,0             | 5,0         |
| Technical   | 43  | 30,2         | 7,0           | 25,6             | 2,3         | 7,0             | 11,6        |
| TOTAL       | 211 | 24,7         | 16,7          | 36,0             | 15,6        | 5,2             | 7,5         |

\* Included neighbours (0,47%); Red Cross (1,90%) and SANTA (0,95%) as well as student apprentices (3,32%) who were financed by KTT itself.

**Q5: Where did you hear about this course?**

| TABLE 8               |                 |          |                  |           |       |
|-----------------------|-----------------|----------|------------------|-----------|-------|
| INFORMATION<br>SOURCE | HOMB-<br>CRAFTS | COMMERCE | AGRICUL-<br>TURE | TECHNICAL | TOTAL |
| N                     | 68              | 62       | 39               | 43        | 212   |
| Radio/TV              | 54,4            | 32,3     | 61,5             | 44,2      | 47,2  |
| Brochures             | 0               | 1,6      | 0                | 0         | 0,4   |
| KTT Staff             | 8,8             | 38,7     | 7,7              | 7,0       | 16,9  |
| KFC Staff             | 1,5             | 4,8      | 15,4             | 4,7       | 5,7   |
| Newspapers            | 2,9             | 1,6      | 2,6              | 18,6      | 5,7   |
| Magazines             | 0               | 0        | 0                | 2,3       | 0,4   |
| Word of Mouth         | 17,7            | 11,3     | 12,8             | 7,0       | 12,7  |
| Other *               | 14,7            | 9,7      | 0                | 16,3      | 11,0  |
|                       | 100             | 100      | 100              | 100       | 100   |

\* Included Red Cross, Employers (8,07%) and SANTA.

**Q6: What did you expect to gain from the course before attending it?**

| TABLE 9                     |             |          |             |           |       |
|-----------------------------|-------------|----------|-------------|-----------|-------|
| EXPECTATIONS                | HOME-CRAFTS | COMMERCE | AGRICULTURE | TECHNICAL | TOTAL |
| N                           | 87          | 75       | 48          | 47        | 257*  |
| To improve skills/knowledge | 52,9        | 74,7     | 43,8        | 44,7      | 56,4  |
| To obtain a qualification   | 14,9        | 10,7     | 8,3         | 34,0      | 15,9  |
| To start a business         | 21,8        | 13,3     | 43,8        | 14,9      | 22,2  |
| To teach others             | 1,2         | 1,3      | 0           | 4,3       | 1,6   |
| To find a job               | 6,9         | 0        | 0           | 2,1       | 2,7   |
| To generate income          | 2,3         | 0        | 4,1         | 0         | 1,2   |
|                             | 100         | 100      | 100         | 100       | 100   |

\* Respondents indicated more than one expectation, hence the total responses exceeded sample size.

**Q7: What did the course help you to achieve?**

| TABLE 10              |             |          |             |           |       |
|-----------------------|-------------|----------|-------------|-----------|-------|
| ACHIEVEMENT           | HOME-CRAFTS | COMMERCE | AGRICULTURE | TECHNICAL | TOTAL |
| N                     | 67          | 60       | 39          | 41        | 207   |
| How to make/do things | 56,7        | 28,3     | 50          | 64,3      | 50,7  |
| Improved self         | 35,8        | 68,4     | 42,1        | 28,6      | 45,4  |
| Did not help          | 4,5         | 1,7      | 0           | 4,7       | 2,4   |
| Don't know            | 0           | 1,7      | 0           | 0         | 0     |
| Find a job            | 1,5         | 0        | 0           | 2,4       | 1,0   |
| Help others           | 1,5         | 0        | 7,9         | 0         | 1,5   |
|                       | 100         | 100      | 100         | 100       | 100   |

**Q8: What were the most important things you learnt during the course?**

| <b>TABLE 11</b>           |             |          |             |           |       |
|---------------------------|-------------|----------|-------------|-----------|-------|
| WHAT LEARNT               | HOME-CRAFTS | COMMERCE | AGRICULTURE | TECHNICAL | TOTAL |
| N                         | 106         | 82       | 50          | 60        | 298   |
| How to make/do things     | 40,6        | 29,3     | 26          | 45        | 36,9  |
| How to be a better person | 15,1        | 20,7     | 10          | 11,7      | 15,1  |
| How to help others        | 15,1        | 29,3     | 20          | 15        | 19,8  |
| How to earn money         | 17,9        | 14,7     | 42          | 5         | 17,8  |
| How to find a job         | 6,6         | 2,4      | 0           | 15        | 6,0   |
| Cleanliness               | 1,9         | 0        | 0           | 0         | 1,0   |
| How to employ self        | 0,9         | 0        | 2           | 1,7       | 0,4   |
| How to do job well        | 0,9         | 1,2      | 0           | 3,3       | 1,3   |
| How to gain qualification | 0,9         | 2,4      | 0           | 3,3       | 1,7   |
|                           | 100         | 100      | 100         | 100       | 100   |

**Q9: What further training do you require from the KTT?**

| <b>TABLE 12</b>           |             |          |             |           |       |
|---------------------------|-------------|----------|-------------|-----------|-------|
| ADDITIONAL TRAINING NEEDS | HOME-CRAFTS | COMMERCE | AGRICULTURE | TECHNICAL | TOTAL |
| N                         | 80          | 92       | 53          | 56        | 275   |
| Advanced skills           | 68,8        | 40,2     | 43,4        | 62,5      | 54,5  |
| Managing money            | 12,5        | 25       | 22,6        | 10,6      | 18,2  |
| Managing people           | 7,5         | 13       | 7,5         | 12,5      | 10,6  |
| Managing production       | 7,5         | 19,6     | 15,2        | 3,6       | 12,4  |
| No further training       | 3,7         | 1,1      | 9,4         | 5,4       | 3,2   |
| Don't know                | 0           | 1,1      | 0           | 0         | 0,4   |
| Other                     | 0           | 0        | 1,9         | 5,4       | 0,7   |
|                           | 100         | 100      | 100         | 100       | 100   |



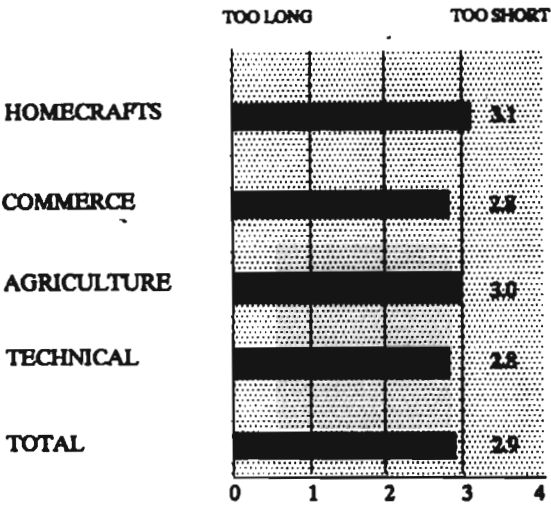
**Q10: Would you like to be trained in any of the following fields?**

| TABLE 13                  |                 |          |                  |           |       |
|---------------------------|-----------------|----------|------------------|-----------|-------|
| GENERIC<br>TRAINING NEEDS | HOME-<br>CRAFTS | COMMERCE | AGRICUL-<br>TURE | TECHNICAL | TOTAL |
| N                         | 96              | 81       | 46               | 61        | 284   |
| Homecrafts                | 51              | 23,5     | 13,0             | 4,9       | 31,0  |
| Farming                   | 9,4             | 11,1     | 32,7             | 6,6       | 13,1  |
| Business management       | 12,5            | 37       | 30,5             | 14,8      | 22,9  |
| Technical skills          | 2,1             | 6,2      | 15,2             | 52,5      | 15,9  |
| Literacy                  | 1               | 3,7      | 0                | 1,6       | 1,7   |
| English language          | 5,2             | 11,1     | 4,3              | 8,2       | 7,4   |
| Finding a job             | 7,3             | 6,2      | 0                | 11,5      | 6,7   |
| Other                     | 11,5            | 1,2      | 4,3              | 0         | 1,4   |
|                           | 100             | 100      | 100              | 100       | 100   |

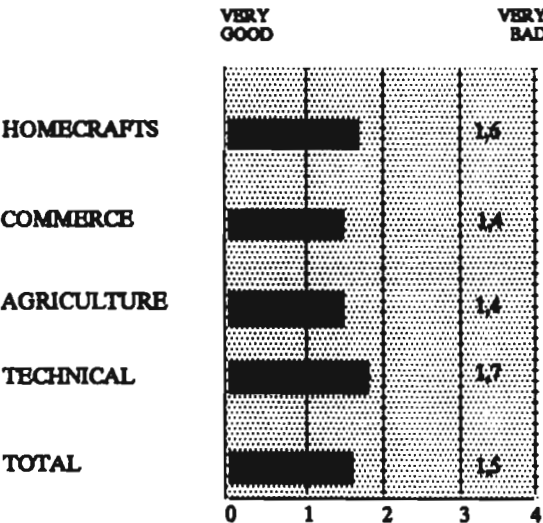
**Q11: This question uses a semantic scale which differentiates ratings of concepts anchored on the extremes of each continuum by bipolar adjectives. According to Nunnally (1970) it is a very flexible approach used to measure attitudes or perceptions of a particular topic (in this case the KTT’s courses). The graphs below indicate a generally high correlation on all the perceptions except for helpfulness where the technical trainees indicated a relatively negative perception compared to the other groups.**

SEMANTIC SCALES

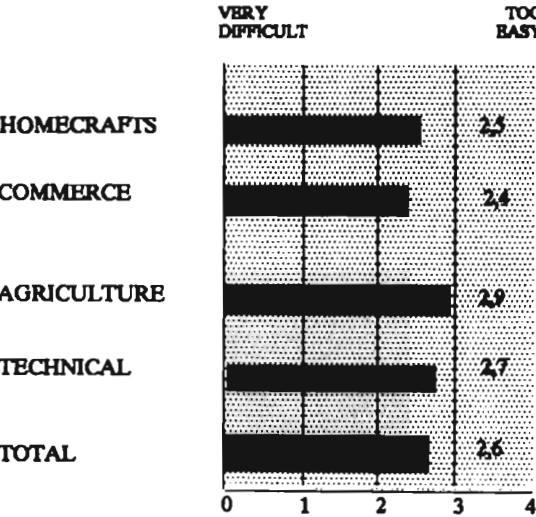
COURSE DURATION



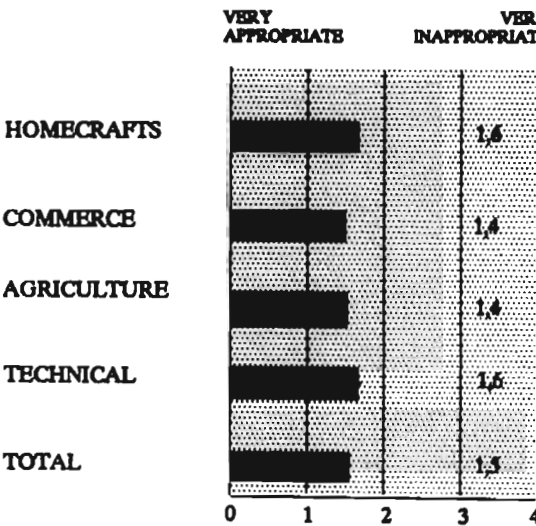
IMPRESSION OF COURSE



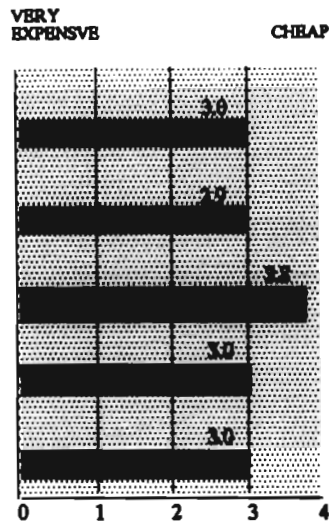
DEGREE OF DIFFICULTY



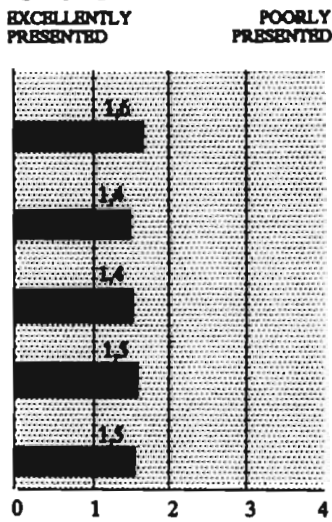
RECEVANCE OF COURSE



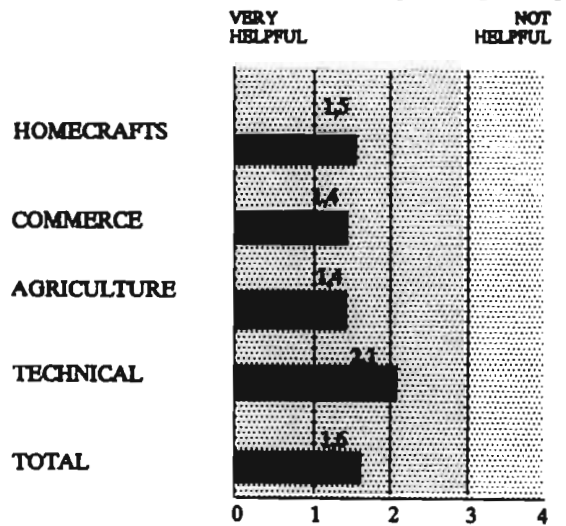
### COST OF COURSE



### COURSE PRESENTATION



### HELPLEFULNESS OF COURSE



**Q12: Would you advise your friends/family to attend the same course?**

**TABLE 14**

|             | DONT | N    | YES | NO  |
|-------------|------|------|-----|-----|
| Homecrafts  | 30   | 96,9 | 0   | 3,1 |
| Commerce    | 63   | 100  | 0   | 0   |
| Agriculture | 40   | 97,4 | 0   | 2,6 |
| Technical   | 40   | 92,7 | 2,5 | 4,9 |
| TOTAL       | 173  | 97,1 | 0,5 | 2,4 |

**Q13: How does the KTT's course compare with similar courses presented by other organisations you may be aware of? (Positive responses only reflected).**

**TABLE 15**

|             | BETTER | CHEAPER | SHORTER |
|-------------|--------|---------|---------|
| Homecrafts  | 77,1   | 79,2    | 57,7    |
| Commerce    | 87,8   | 75,9    | 46,4    |
| Agriculture | 89,3   | 92,3    | 60      |
| Technical   | 93,3   | 90,9    | 40      |
| TOTAL       | 86,6   | 81,8    | 51,9    |

**Q14: Where would you prefer the course to be presented?**

**TABLE 16**

|                   | HOME-CRAFTS | COMMERCE | AGRI-CULTURE | TECHNICAL | TOTAL |
|-------------------|-------------|----------|--------------|-----------|-------|
| Close to home     | 52,3        | 54,8     | 42,5         | 25,6      | 45,7  |
| At Fundi          | 26,2        | 4,8      | 40           | 39,5      | 25,2  |
| In a big city     | 9,2         | 4,8      | 0            | 11,6      | 6,7   |
| It doesn't matter | 12,3        | 35,6     | 17,5         | 23,3      | 22,4  |
|                   | 100         | 100      | 100          | 100       | 100   |

**Q15 : Did the course you attended enable you to :  
(only positive responses reflected)**

**TABLE 17**

|  | HOME-<br>CRAFTS | COM-<br>MERCE | AGRI-<br>CULTURE | TECH-<br>NICAL | TOTAL |
|--|-----------------|---------------|------------------|----------------|-------|
| become more independent financially?   | 34,7            | 69,7          | 36,4             | 34,4           | 43,4  |
| perform the skills taught on your own? | 96,5            | 97,2          | 93,1             | 80,6           | 92,9  |
| run your own business?                 | 25,0            | 88,1          | 69,6             | 13,3           | 47,6  |
| get enough practical experience?       | 80,8            | 95,7          | 96,6             | 88,9           | 89,6  |
| find a job?                            | 16,7            | 33,1          | 20,0             | 58,3           | 32,3  |
| help other people?                     | 83,3            | 90,0          | 81,8             | 76,5           | 82,9  |
| save money on household expenses?      | 66,0            | 61,5          | 66,7             | 50,0           | 61,2  |
| increase your profits?                 | 38,5            | 94,4          | 61,1             | 43,8           | 57,3  |
| increase your salary?                  | 39,6            | 74,1          | 47,4             | 46,9           | 50,0  |
| find new ways to earn money?           | 66,0            | 88,6          | 90,5             | 62,5           | 74,5  |
| realise your life ambitions?           | 82,7            | 83,9          | 86,9             | 53,1           | 76,8  |

**Note : Respondents indicated more than one option -  
the totals therefore exceed 100%.**

**Q16 : Did anyone from KTT visit you after you attended the course to  
find out how you were getting on?**

**TABLE 18.1**

|             | YES  | NO   |
|-------------|------|------|
| Homecrafts  | 13,6 | 86,4 |
| Commerce    | 60,0 | 40,0 |
| Agriculture | 29,7 | 70,3 |
| Technical   | 31,6 | 68,4 |
| TOTAL       | 33,8 | 66,2 |

If so, did you benefit from the visit?

TABLE 18.2

|             | YES  | NO   |
|-------------|------|------|
| Homecrafts  | 100  | 0    |
| Commerce    | 91,2 | 8,8  |
| Agriculture | 90,9 | 9,1  |
| Technical   | 36,4 | 63,6 |
| TOTAL       | 82,3 | 17,7 |

Note : Reasons given why visits were not beneficial were not statistically valid as only 10 persons responded to this subsection of Question 16.

Those who indicated that they benefitted from the follow-up visits (N = 47) reflected the following benefits. (only total group responses are reflected for statistical reasons)

TABLE 18.3

|                              |        |
|------------------------------|--------|
| helped solve problems        | 63,8 % |
| gave me confidence/support   | 17,0 % |
| helped me teach others       | 2,2 %  |
| helped me manage my business | 6,4 %  |
| improved my efficiency       | 10,6 % |
|                              | 100 %  |

**Q17 : Why do you think it important for someone from KTT to visit you after training?**

**TABLE 19**

| REASON                      | HOME-CRAFTS | COM-MERCE | AGRI-CULTURE | TECH-NICAL | TOTAL |
|-----------------------------|-------------|-----------|--------------|------------|-------|
| N*                          | 86          | 100       | 60           | 46         | 292   |
| To help skills applications | 37,2        | 26        | 18,3         | 17,4       | 26,1  |
| To help solve problems      | 32,5        | 42        | 48,4         | 34,8       | 39,2  |
| To give confidence/support  | 27,9        | 32        | 39,3         | 37         | 32    |
| Not important               | 1,2         | 0         | 0            | 0          | 0,7   |
| To assess progress          | 1,2         | 0         | 0            | 4,3        | 1,0   |
| It shows interest           | 0           | 0         | 0            | 2,2        | 0,3   |
| To assist with placement    | 0           | 0         | 0            | 4,3        | 0,7   |
| TOTAL                       | 100         | 100       | 100          | 100        | 100   |

\* Total responses exceed population as more than one reason was given by respondents.

**Q18 : What problems did you encounter in applying your training after the course?**

**TABLE 20**

| <b>PERCEIVED PROBLEMS</b>   | <b>HOME-CRAFTS</b> | <b>COM-MERCE</b> | <b>AGRI-CULTURE</b> | <b>TECH-NICAL</b> | <b>TOTAL</b> |
|-----------------------------|--------------------|------------------|---------------------|-------------------|--------------|
| <b>N</b>                    | <b>59</b>          | <b>49</b>        | <b>41</b>           | <b>44</b>         | <b>193</b>   |
| Lacked confidence           | 6,8                | 14,4             | 0                   | 0                 | 5,7          |
| Lacked practical experience | 13,6               | 24,5             | 4,9                 | 27,3              | 17,6         |
| No equipment/materials      | 49,1               | 32,7             | 51,3                | 45,5              | 44,7         |
| No place to practise        | 25,4               | 16,4             | 19,5                | 13,6              | 19,2         |
| No employment opportunities | 1,7                | 2                | 0                   | 2,3               | 1,6          |
| Weather                     | 0                  | 0                | 2,4                 | 0                 | 0,5          |
| Started another business    | 0                  | 2                | 0                   | 0                 | 0,5          |
| Price of raw materials      | 1,7                | 0                | 2,4                 | 0                 | 1,0          |
| Lack of capital             | 1,7                | 4                | 17,1                | 6,8               | 6,7          |
| Lack of Bookkeeping skills  | 0                  | 2                | 0                   | 0                 | 1,0          |
| Poor supply lines           | 0                  | 0                | 2,4                 | 0                 | 0,5          |
| Made no effort              | 0                  | 2                | 0                   | 4,5               | 1,0          |
| <b>TOTAL</b>                | <b>100</b>         | <b>100</b>       | <b>100</b>          | <b>100</b>        | <b>100</b>   |



**Q19 : How soon after training, do you feel someone should visit you?  
(the mode for each group and total is reflected)**

**TABLE 21**

|             | N   | MODE                                |
|-------------|-----|-------------------------------------|
| Homecrafts  | 66  | between 1 month and 3 months        |
| Commerce    | 58  | between 1 month and 3 months        |
| Agriculture | 38  | it doesn't really make a difference |
| Technical   | 38  | between 1 month and 3 months        |
| TOTAL       | 200 | between 1 month and 3 months        |

**Note :** Questions 21 to 50 reflect only the responses of interviewees except where significant differences were evident between the overall sample and the interviewees. In these cases the statistics reflect both for comparative purposes. In these tables raw scores were often reflected instead of percentages due to the small populations tested.

**Q21 : What type of business did you want to start?**

**TABLE 22**

|   | N     |       |
|---|-------|-------|
|   | 45    | 153   |
|   | Intv. | Group |
| NATURE OF BUSINESS DESIRED                | %     | %     |
| Making things (clothes etc)               | 22,2  | 30,7  |
| Growing/producing things (food, chickens) | 24,4  | 24,8  |
| Servicing (repair cars etc)               | 31,1  | 15,0  |
| Training others for payment               | 2,2   | 5,9   |
| Selling things (shop, hawking etc)        | 15,6  | 19,7  |
| Other                                     | 4,4   | 3,9   |
|   | 100   | 100   |

**Q22 : Do you need a license to operate your business?**

**TABLE 23**  
**N = 43**

|     |       |
|-----|-------|
| YES | 93,0% |
| NO  | 7,0%  |
|     | 100   |

**Q23 : Where do you operate your business from?**

**TABLE 24**

**N**

|                                       | 44    | 132   |
|---------------------------------------|-------|-------|
|                                       | Intv. | Group |
| BUSINESS LOCATION                     | %     | %     |
| Home                                  | 22,7  | 41,7  |
| Own business site                     | 4,6   | 19,7  |
| Leased business site                  | 2,3   | 3,0   |
| Along a road                          | 0     | 6,1   |
| Factory site                          | 2,3   | 0,7   |
| Other....(not yet started a business) | 65,9  | 28,8  |
|                                       | 100   | 100   |

**Q24 : How much income is generated by your business every month?**

**TABLE 26**  
**N = 12**

| INCOME         | f  |
|----------------|----|
| R 0 - R 250    | 3  |
| R 251 - R 500  | 2  |
| R 501 - R 750  | 1  |
| R 751 - R1000  | 0  |
| R1001 - R1500  | 1  |
| R1501 - R2000  | 1  |
| R2001 and over | 4  |
| TOTAL          | 12 |

**Q25 : How many people do you employ in your business?**

**TABLE 26**  
**N = 14**

| EMPLOYMENT       | f  |
|------------------|----|
| Self only        | 6  |
| Self plus one    | 2  |
| Self plus two    | 3  |
| Self plus three  | 1  |
| Between 6 and 10 | 2  |
| TOTAL            | 14 |

**Q26 : When did you start your business?**

**TABLE 27**  
**N = 15**

| TIME EFFECT OF COURSES   | f  |
|--------------------------|----|
| One to 6 months ago      | 2  |
| 6 months to one year ago | 2  |
| 1 year to 2 years ago    | 3  |
| More than 2 years ago    | 7  |
| Have not started yet     | 1  |
| TOTAL                    | 15 |

**Q27 : What problems faced you when you started your business?**

**TABLE 28**  
**N = 29**

| PERCEIVED OBSTACLES          | f  |
|------------------------------|----|
| Unsuitable premises          | 2  |
| No premises                  | 2  |
| Lack of capital              | 11 |
| No experience (how to start) | 2  |
| No equipment                 | 8  |
| Other                        | 4  |
| TOTAL                        | 29 |

**Q28 : In what way did the KTT's course assist you in overcoming your business problems?**

| TABLE 29                           | N | 21    | 123   |
|------------------------------------|---|-------|-------|
|                                    |   | Intv. | Group |
| FOLLOW THROUGH BY KTT              |   | %     | %     |
| It did not assist me               |   | 28,6  | 10,6  |
| It taught me how to do/make things |   | 14,3  | 30,1  |
| It taught me to think for myself   |   | 28,6  | 49,6  |
| I don't know                       |   | 14,3  | 3,2   |
| Other                              |   | 14,3  | 6,5   |
| TOTAL                              |   | 100   | 100   |

**Q29 : Indicate below what further training you require?**

**TABLE 30**  
N = 28

| FURTHER TRAINING NEEDS      | f  |
|-----------------------------|----|
| How to control cash         | 11 |
| How to market products      | 6  |
| How to manage staff         | 4  |
| How to plan work            | 3  |
| How to price products       | 1  |
| How to manufacture products | 2  |
| Other                       | 1  |
| TOTAL                       | 28 |

**Q30 : Who do you compete with in your business?**  
**(Name any competitor)**

**Note :** Responses to this question could not be tabulated due to the nature of the question. It is important nevertheless to assess the understanding/awareness people have of "competition." For the sake of completeness the number of competitors identified are reflected below:

**TABLE 31**  
**N = 7**

| NUMBER OF COMPETITORS   | f        |
|-------------------------|----------|
| Only one competitor     | 3        |
| Two competitors         | 1        |
| Three competitors       | 2        |
| More than 3 competitors | 1        |
| <b>TOTAL</b>            | <b>7</b> |

**Q31 : Why do people buy from you?**

**TABLE 32**  
**N = 20**

| UNDERSTANDING BUSINESS ADVANTAGE | f         |
|----------------------------------|-----------|
| Better quality                   | 7         |
| Better price                     | 4         |
| No GST is levied                 | 1         |
| Closer to home                   | 2         |
| Friendly service                 | 3         |
| Other                            | 3         |
| <b>TOTAL</b>                     | <b>20</b> |

**Q33 : How did the course assist you in finding a job?**

| TABLE 33                                    | N | 30    | 76    |
|---|---|-------|-------|
|   |   | Intv. | Group |
| APPROPRIATENESS OF COURSE<br>FOR JOB MARKET |   | %     | %     |
| By gaining a recognised qualification       |   | 20,0  | 27,6  |
| By giving me a marketable skill             |   | 10,0  | 22,4  |
| By giving me confidence in myself           |   | 13,3  | 21,1  |
| It did not assist me                        |   | 50,0  | 25,0  |
| I don't know                                |   | 3,3   | 2,6   |
| Other                                       |   | 3,3   | 1,3   |
| TOTAL                                       |   | 100   | 100   |

**Q34 : Did the KTT teach you how to look for a job?**

N = 30

|     |       |
|-----|-------|
| YES | 24,2% |
| NO  | 75,8% |
|     | 100   |

**Q35 : How long did it take you to find your first job after attending the course?**

**TABLE 34**  
**N = 26**

| TIME EFFECT OF COURSE   | f  |
|-------------------------|----|
| 0 - 3 months            | 9  |
| 3 - 6 months            | 5  |
| 6 - 9 months            | 1  |
| 9 - 12 months           | 1  |
| More than 12 months     | 1  |
| Still looking for a job | 9  |
| TOTAL                   | 26 |

**Q36 : How many months were you employed or unemployed after training?**

**TABLE 35**

| TIME EFFECT OF COURSE | EMPLOYED | UNEMPLOYED |
|-----------------------|----------|------------|
| 0 - 6 months          | 5        | 5          |
| 6 - 12 months         | 7        | 4          |
| 12 - 18 months        | 1        | 1          |
| 18 - 24 months        | 2        | 4          |
| More than 24 months   | 1        | 2          |
| N                     | 16       | 16         |



**Q37 : Would you advise your friends who are unemployed to undergo training at KTT to find a job?**

N = 32

|            |       |
|------------|-------|
| YES        | 93,8% |
| NO         | 3,1%  |
| DON'T KNOW | 3,1%  |
|            | 100   |

**Q39 : Did you get a wage increase as a result of your improved knowledge/skills?**

|     |   |       |       |
|-----|---|-------|-------|
|     | N | 12    | 30    |
|     |   | Intv. | Group |
|     |   | %     | %     |
| YES |   | 83,3  | 56,7  |
| NO  |   | 16,7  | 43,3  |
| N = |   | 100   | 100   |

**Q40 : Did you change employers after training?**

N = 12

|     |    |
|-----|----|
|     | f  |
| YES | 1  |
| NO  | 11 |
| N = | 12 |

**Q42 : How did the course assist you to manage your business more capably?**

**TABLE 36**  
**N = 6**

| <b>APPROPRIATENESS OF COURSE</b>    | <b>f</b>  |
|-------------------------------------|-----------|
| Improved product/service            | 4         |
| Better control over cash            | 1         |
| Improved stock control              | 3         |
| Improved management of staff        | 2         |
| Better marketing/selling techniques | 2         |
| Better pricing/costing techniques   | 2         |
| I don't know                        | 1         |
| <b>TOTAL</b>                        | <b>15</b> |

**(Note: Respondents could have benefitted in a variety of fields from training - hence the total responses exceed the population)**

**Q43 : What effect did the course have on your business turnover?**

**Note : As only 4 reponses were received on this question, no significance can be attached to the replies. However, every response was positive in the sense that the respondents felt the course had assisted them to improve turnover.**

**Q44 : What effect did the course have on your business profits?**

**Note : Again, only 5 reponses were received. In this instance however, one of the respondents felt his profits were negatively affected, whereas the rest felt the training improved their profits.**

**Q45 : What effect did the course have on your business overheads (expenses)?**

**Note : Once again, no statistical significance in replies (N = 4) although the majority (3) felt that overheads had increased.**

**Q47 : How did the course assist you to help your community?**

**TABLE 37**  
**N = 61**

| <b>ASSISTANCE TO COMMUNITY</b>          | <b>f</b>  |
|---|-----------|
| To provide a product/service at a price | 42        |
| To start up self-help projects          | 1         |
| To train others                         | 12        |
| To start savings clubs                  | 0         |
| To start a cooperative movement         | 1         |
| Other                                   | 5         |
| <b>TOTAL</b>                            | <b>61</b> |

**Q48 : Did the community pay your course fees?**

**YES = 0%**

**NO = 100%**

**Q49 : Does your community have facilities for training its members?**

(N = 54)

YES = 33,3%

NO = 66.7%

100

**Q50 : Are there other members of the community who also assist in  
uplifting the community in the same manner you are assisting?**

(N = 52)

YES = 69,2%

NO = 17,3%

DON'T KNOW = 13.5

100

**Q51 : How does your family add to its income or save money on the costs of living?**

**TABLE 38**

| ADDITIONAL SOURCES OF INCOME  | HOME-CRAFTS | COM-MERCE | AGRI-CULTURE | TECH-NICAL | TOTAL |
|-------------------------------|-------------|-----------|--------------|------------|-------|
| N                             | 81          | 66        | 55           | 60         | 262   |
| Wage employment               | 45,7        | 37,9      | 36,4         | 50         | 42,6  |
| Selling agricultural products | 6,1         | 12,1      | 23,6         | 3,3        | 10,7  |
| Selling cosmetics             | 1,2         | 6,1       |              |            | 1,9   |
| Selling accommodation         | 1,2         | 4,5       | 1,8          | 1,7        | 2,3   |
| Training others               |             | 3         | 3,6          |            | 1,5   |
| Pensions                      | 6,2         | 7,6       | 5,5          | 18,2       | 9,2   |
| Making and selling clothes    | 19,8        | 7,6       | 3,7          | 8,3        | 10,7  |
| Taxi driving                  | 2,5         | 6,1       | 1,8          | 1,7        | 3,1   |
| Growing own food              | 5           | 3         | 14,5         | 3,3        | 6,1   |
| Don't know                    |             |           |              | 1,7        | 0,4   |
| It does not have extra income | 3,7         | 9,1       | 7,3          | 1,7        | 5,3   |
| Selling consumer goods        | 1,2         | 1,5       | 1,8          | 3,3        | 1,9   |
| Making shoes                  | 1,2         |           |              |            | 0,4   |
| Selling soft goods            | 6,2         | 1,5       |              | 1,7        | 2,7   |
| Selling scrap                 |             |           |              | 1,7        | 0,4   |
| Selling books                 |             |           |              | 1,7        | 0,4   |
| Servicing cars                |             |           |              | 1,7        | 0,4   |
| Total                         | 100         | 100       | 100          | 100        | 100   |

**Q52 : Which organisations provide training in skills in your area?**  
 (only the total sample (N = 230) is reflected)

**TABLE 39**

|                               | %    |
|-------------------------------|------|
| KTt                           | 42,6 |
| ACAT                          | 3,5  |
| NATAL TRAINING CENTRE         | 6,1  |
| TECHNICAL COLLEGES/INSTITUTES | 14,4 |
| CHURCHES                      | 3    |
| NONE                          | 23,9 |
| OTHER *                       | 6,1  |
| DON'T KNOW                    | 0,4  |

\* includes World Vision, Red Cross, KwaZulu Government, Standard Bank and NAFCOC.

**Note :** Table 39 reflects the awareness levels respondents possess with regards to training activities. The fact that all the respondents are aware of KTT should however not be confused by the seemingly low score of 42,6% as the question specifically probes the existence of training activities in the various regions whence the respondents came. The KTT's activities therefore seem to be more widely spread throughout the region than the other institutions.

**Q53 : What type of training is most required in your area?**  
**(Total group only reflected N = 206)**

**TABLE 40**

|                                     | <b>%</b>   |
|-------------------------------------|------------|
| How to run a business               | 25,8       |
| How to build houses                 | 12,2       |
| How to make clothes                 | 30,7       |
| How to produce food                 | 14,1       |
| How to repair cars                  | 10         |
| How to repair electrical appliances | 1,9        |
| How to read and write               | 1,9        |
| How to speak English                | 1,9        |
| How to make handcrafts              | 1,0        |
| How to care for the home            | 0,5        |
| <b>TOTAL</b>                        | <b>100</b> |

**Q54 : For how long are you able to leave your home/ family/business to attend a course?**  
**(only the mode is reflected for each group)**

**TABLE 41**

|                    | <b>N</b> | <b>MODE</b>                    |
|--------------------|----------|--------------------------------|
| <b>HEMCRAFTS</b>   | 62       | 1 - 2 weeks                    |
| <b>COMMERCE</b>    | 57       | Not more than 3 days at a time |
| <b>AGRICULTURE</b> | 35       | 2 - 4 weeks                    |
| <b>TECHNICAL</b>   | 39       | More than 2 months             |
| <b>TOTAL</b>       | 193      | More than 2 months             |

**Note :** In the case of Homecrafts trainees a relatively large number (21%) opted for "more than 2 months" which, when added to a strong bias to this option among technical trainees, results in an overall preference for longer courses. It should be pointed out that almost 20% of the total group (primarily commercial trainees) preferred the short courses of up to 3 days.

The apparent wide disparity is however of no great concern, as it confirms the practise in NFE that modular courses be utilised in such a fashion that trainees can structure the training to suit their own personal and learning requirements.

Questions 55 to 61 are combined in Tables 42 and 43 on the following pages so as to facilitate interpretation.

Q62 is summarised in Table 44 with explanations clarifying the reasons why respondents attended these courses (Question 63 listed in Table 45).



**TABLE 42**  
**DEMOGRAPHIC PROFILES OF GROUPS**

| GROUPS      | N   | GENDER |        | MEDIAN<br>AGE<br>(yrs) | AGE<br>RANGE<br>(yrs) | M A R I T A L   S T A T U S |        |          |         | MEDIAN<br>PERSONAL<br>EARNINGS | MEDIAN<br>EDUCATION<br>EXPOSURE | EDUCATION<br>RANGE<br>(YRS) |
|-------------|-----|--------|--------|------------------------|-----------------------|-----------------------------|--------|----------|---------|--------------------------------|---------------------------------|-----------------------------|
|             |     | M<br>% | F<br>% |                        |                       | Married                     | Single | Divorced | Widowed |                                |                                 |                             |
| HEMOCRAFTS  | 68  | 5,9    | 94,1   | 35,6                   | 19-65                 | 40,3                        | 50,8   | 4,4      | 4,5     | R245                           | 9 YRS                           | 0 - 12                      |
| COMMERCE    | 63  | 47,5   | 52,5   | 37,1                   | 20-67                 | 67,2                        | 26,2   | 3,3      | 3,3     | R375                           | 11 YRS                          | 0 - 12                      |
| AGRICULTURE | 40  | 62,5   | 37,5   | 40                     | 20-66                 | 71,8                        | 20,5   | 5,1      | 2,6     | R450                           | 9,5 YRS                         | 0 - 12                      |
| TECHNICAL   | 44  | 100    | 0      | 27,5                   | 17-50                 | 16,7                        | 81     | 2,3      | 0       | R476                           | 11,5 YRS                        | 0 - 12 +                    |
| TOTAL       | 215 | 47,9   | 52,1   | 34,7                   | 17-67                 | 49,3                        | 44,0   | 3,8      | 2,9     | R368,5                         | 10,2 YRS                        | 0 - 12 +                    |

**TABLE 43**  
**OCCUPATIONAL ANALYSIS AT TIME OF INTERVIEW**  
 (Expressed as a %)

| CATEGORY    | N   | UNEMPLOYED<br>INCLUDING<br>HOUSEWIVES | STUDENT | RETAILERS | FARMERS | WAGE<br>EARNER | PENSIONER | OTHER |
|-------------|-----|---------------------------------------|---------|-----------|---------|----------------|-----------|-------|
| HEMOCRAFTS  | 68  | 34,3                                  | 6       | 14,9      | 0       | 40,3           | 0         | 4,5   |
| COMMERCE    | 63  | 8,2                                   | 1,6     | 70,6      | 0       | 14,7           | 0         | 4,9   |
| AGRICULTURE | 40  | 15,4                                  | 2,6     | 23,1      | 12,8    | 23,1           | 10,3      | 12,7  |
| TECHNICAL   | 44  | 38,1                                  | 2,4     | 0         | 0       | 47,6           | 0         | 9,5   |
| TOTAL       | 215 | 23,9                                  | 3,4     | 29,7      | 2,4     | 34             | 1,9       | 4,7   |

**Q62 : Name all training courses you have attended in the past.**

**TABLE 44**  
**N = 74**

| <b>COURSE TYPES ATTENDED</b> | <b>RANKING</b> | <b>RELATIVE STRENGTH OF RANKING</b> |
|------------------------------|----------------|-------------------------------------|
| <b>HEMECRAFT SKILLS</b>      | <b>1</b>       | <b>100</b>                          |
| <b>ARTISAN SKILLS</b>        | <b>2</b>       | <b>94</b>                           |
| <b>JOB SKILLS</b>            | <b>3</b>       | <b>59</b>                           |
| <b>BUSINESS SKILLS</b>       | <b>4</b>       | <b>53</b>                           |
| <b>HEMECARE SKILLS</b>       | <b>5</b>       | <b>47</b>                           |
| <b>AGRICULTURAL SKILLS</b>   | <b>6</b>       | <b>29</b>                           |
| <b>OTHER</b>                 | <b>7</b>       | <b>29</b>                           |

**Q63 : Why did you attend these courses?**

**TABLE 45**  
**N = 178**

| <b>REASONS FOR ATTENDING</b>          | <b>RANKING</b> | <b>RELATIVE STRENGTH OF RANKING</b> |
|---------------------------------------|----------------|-------------------------------------|
| <b>To improve disposable income</b>   | <b>1</b>       | <b>100</b>                          |
| <b>To improve wage-earning skills</b> | <b>2</b>       | <b>79</b>                           |
| <b>To improve self</b>                | <b>3</b>       | <b>58</b>                           |
| <b>To help others</b>                 | <b>4</b>       | <b>3</b>                            |
| <b>Other</b>                          | <b>5</b>       | <b>3</b>                            |

**Q64 : Which of these courses helped you to increase your income or save money on the cost of living?**

**TABLE 46**  
**N = 93**

| COURSE TYPE                | RANKING | RELATIVE STRENGTH OF RANKING |
|----------------------------|---------|------------------------------|
| BUSINESS MANAGEMENT SKILLS | 1       | 100                          |
| MECRAFT SKILLS             | 2       | 63                           |
| AGRICULTURAL SKILLS        | 3       | 47                           |
| ARTISAN SKILLS             | 4       | 44                           |
| MECARE SKILLS              | 5       | 34                           |
| JOB SKILLS                 | 6       | 3                            |

**Q65 : How would you prefer to earn an Income?**

**TABLE 47**  
**N = 195**

|                         | %    |
|-------------------------|------|
| By earning a wage       | 13,3 |
| Through self-employment | 76,4 |
| Not sure                | 10,3 |
|                         | 100  |

Average duration of interviews : 83 minutes.

**IMITHETHO/IMIYALO**

Fundisisa kahle yonke imibuzo. Eminye yayo ayiqondene nawe ngqo. Zama ukuphendula yonke eqondene nawe. Uma kukhona umbuzo ongenayo impendulo kulezi ezinikeziwe, uphendule ngokwakho eceleni kombuzo lowo.

Indlela yokuphendula ukufaka uphawu u X ebhokisini elifanele.

Qaphela ukubhala ikheli lakho ngokugcwele.

**INSTRUCTIONS**

Read all questions carefully. Some of the questions do not apply to you particularly. Try to answer all the questions that are applicable to you.

If there is a question which does not have an answer in the ones provided, write your answer in your own words next to that question.

Insert X in the appropriate box.

N.B. Do not forget to fill in your full address.

ISIGABA I : UKUCWANINGA  
SECTION I : EVALUATION

1. Yisiphi isifundo sakwa KTT osewake wasifunda?  
What course offered by KTT did you attend?

I-Code Yesfundo  
Course Code

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
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2. Wawusebenza kanjani ngaphambi kokuzofunda lesifundo?  
How were you employed before attending the course?

Wawuzisebenza  
Self-employed

Wawungaqashiwe (Ungaholi)  
Unemployed (Earning no income)

Wawuhola ngesonto  
Wage Earner

Wawungumfundi Wesikole  
Student/Scholar

|  |   |
|--|---|
|  | 1 |
|  | 2 |
|  | 3 |
|  | 4 |

3. Wayithola phi imali yokukhokhela lesifundo?  
Where did you get money from to pay for the course?

Kumama/Kubaba  
Mother/Father

Kumqashi  
Employer

Kweyakho Oyongile  
Own Savings

Kumyeni/Kunkosikazi  
Husband/Wife

Kwabanye bomndeni  
Other family members

Kokunye  
Other .....

|  |   |
|--|---|
|  | 1 |
|  | 2 |
|  | 3 |
|  | 4 |
|  | 5 |
|  | 6 |

Inombolo Yomphenduli  
Respondent No.

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4. Wasifundanini lesifundo?  
When did you attend the course?

|   |   |   |   |
|---|---|---|---|
|   |   |   |   |
| M | M | Y | Y |

5. Wasizwa ngobani lesifundo?  
Where did you hear about this course?

- Ngomsakazo/Nge TV  
Radio/Television
- Ngamapheshana/Amabrosha  
Pamphlets/Brochures
- Ngosebenza Kwa KTT  
KTT staff members
- Ngosebenza Kwa KFC  
KFC staff members
- Ngephephandaba  
Newspapers
- Ngephepha-Bhuku eliyijenali/noma  
imagazini  
Journals/Magazines
- Ngezwi lomlomo  
By word of mouth
- Ngokunye nje  
Other .....

|  |   |
|--|---|
|  | 1 |
|  | 2 |
|  | 3 |
|  | 4 |
|  | 5 |
|  | 6 |
|  | 7 |
|  | 8 |

6. Wawulindele ukuzuzani kulesifundo ngesikhathi ungakasifundi?  
What did you expect to gain from the course before attending it?

- ukuthuthukisa amakhono/ulwazi  
to improve skills/knowledge
- ukuthola isitifikethi/imfundo  
to obtain a certificate/qualifiaction
- ukuqala ibhizinisi  
to start a business
- okunye  
Other .....

|  |   |
|--|---|
|  | 1 |
|  | 2 |
|  | 3 |
|  | 4 |

Inombolo Yomphenduli  
Respondent No.

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7. Sakusiza ukuba uzuzeni lesifundo?  
 What did the course help you to achieve?

- ukwazi ukwakha/ukwenza izinto  
 - to know how to make/do things
- ukuzithuthukisa  
 - to improve myself
- asingisizanga  
 - it did not help me
- angazi  
 - I don't know
- okunye  
 - Other .....

|  |   |
|--|---|
|  | 1 |
|  | 2 |
|  | 3 |
|  | 4 |
|  | 5 |

8. Iziphi izinto ezibalulekile owazifundayo kulesifundo ?  
 What were the most important things you learnt during the course?

- ukwakha/ukwenza izinto  
 - how to make/do things
- ukuba ngumuntu ongcono  
 - how to be a better person
- ukusiza abanye abantu  
 - how to help other people
- ukuzenzela imali  
 - how to earn money
- ukuthola umsebenzi  
 - how to find a job
- okunye  
 - Other .....

|  |   |
|--|---|
|  | 1 |
|  | 2 |
|  | 3 |
|  | 4 |
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|  | 6 |

Inombolo yomphenduli  
 Respondent No.

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9. Yikuphi okunye ukuqeqeshwa okudingayo kwakwa KTT?  
 What further training do you require from the KTT?

|  |             |   |
|--|-------------|---|
| ukuthuthukisa amakhono ami futhi<br>ekwakheni nasekwenzeni izinto<br>to further improve my skills to<br>make/do things | <div></div> | 1 |
| ukuphatha imali<br>to manage money   | <div></div> | 2 |
| ukuphatha abantu<br>to manage people   | <div></div> | 3 |
| ukuphatha umkhiqizo wezinto<br>to manage production of things  | <div></div> | 4 |
| angidingi kuqeqeshwa futhi<br>no further training required   | <div></div> | 5 |
| okunye<br>Other .....  | <div></div> | 6 |

10. Ungafisa ukuqeqeshwa komunye walemikhakha?  
 (faka kulowomkhakha)  
 Would you like to be trained in any of the following fields?  
 (tick each field)

|  |             |   |
|--|-------------|---|
| Umsebenzi wezandla (ukunitha, ukuthunga,<br>ukupheka)<br>Homecrafts (knitting, sewing, cooking etc)              | <div></div> | 1 |
| Ukukhiqiza ukudla (ngokulima)<br>Producing food (farming)  | <div></div> | 2 |
| Ukuphatha ibhizinisi (ukugcinwa kwamabbuku)<br>Business management (bookkeeping etc)                             | <div></div> | 3 |
| Amakhono ezandla kwezensimbi (ukushisela<br>ukulungisa imoto)<br>Technical skills (welding, vehicle repairs etc) | <div></div> | 4 |
| Ukufunda nokubhala<br>How to read and write  | <div></div> | 5 |
| Ukukhuluma Isingisi<br>How to speak English  | <div></div> | 6 |

Inombolo yomphenduli  
 Respondent No.

|             |             |             |
|-------------|-------------|-------------|
| <div></div> | <div></div> | <div></div> |
|-------------|-------------|-------------|

Ukufuna umsebenzi  
How to go about finding a job

Okunye  
Other .....

.....  
.....  
.....

|  |
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|  |
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|  |

7

8

11. Isifundo lesi -  
Was the course -

|      | 1  | 2  | 3                                     | 4   |
|------|--|--|---------------------------------------|---|
| 11.1 | Saba Side<br>ngokweqile<br>Too long                        | Saba Side<br>ngokwenele<br>Long enough         | Saba<br>kahle<br>Just right           | Saba sifushane<br>kakhulu<br>Too short                    |
| 11.2 | Saba lukhuni<br>kakhulu<br>Very<br>Difficult               | Saba<br>lukhunyanana nje<br>Quite<br>Difficult | Sasilula<br><br>Easy                  | Sasilula<br>kakhulu<br><br>Too easy                       |
| 11.3 | Saba sihle<br>kakhulu<br>Very good                         | Saba sihle<br><br>Good                         | Saba sibi<br><br>Bad                  | Saba sibi<br>kakhulu<br>Very bad                          |
| 11.4 | Sahamba<br>kahle kakhulu<br>Very<br>Appropriate            | Sahamba<br>kahle nje<br>Quite<br>Appropriate   | Sahamba<br>kabi<br>Not<br>Appropriate | Sahamba kabi<br>kakhulu<br>Very<br>Inappropriate          |
| 11.5 | Sasibiza<br>imali enkulu<br>Very<br>Expensive              | Sasibiza<br><br>Expensive                      | Sasikahle<br><br>Fairly<br>Priced     | Sasishibhile<br><br>Cheap                                 |
| 11.6 | Sasifundiswa<br>kahle kakhulu<br>Excellentlly<br>presented | Sasifundiswa<br>kahle<br>Well<br>presented     | Sasikahle<br><br>Fair                 | Sasifundiswa<br>kambi<br>Poorly<br>presented              |
| 11.7 | Saba nosizo<br>olukhulu<br>Very<br>helpful                 | Saba nosizo<br><br>Helpful                     | Saba nosizo<br>nje<br>Just<br>helpful | Asibanga nalu-<br>sizo nakancane<br>Not helpful<br>at all |

Inombolo Yomphenduli  
Respondent No

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12. Ungase ubeluleke abomndeni wakho nabangani ukuba bazofunda lesifundo?  
 Would you advise your friends/family to attend the same course?

|             |           |                      |
|-------------|-----------|----------------------|
| 1           | 2         | 3                    |
| Yebo<br>Yes | Cha<br>No | Angazi<br>Don't Know |

13. Zibonakala zinjani izifundo zakwa KTT nxa uziqhathanisa nezifundo zohlobo olufanayo ezifundiswa ezinye izinkampani ongase ubenolwazi ngazo?  
 How does the KTT's course compare with similar courses presented by other organisations you may be aware of?

|  |                      |   |
|--|----------------------|---|
| Ezakwa KTT : zingcono<br>KTT's course is: better | <input type="text"/> | 1 |
| zimbi worse                                      | <input type="text"/> | 2 |
| ziyefana the same                                | <input type="text"/> | 3 |
| zishibhile cheaper                               | <input type="text"/> | 4 |
| zibiza kakhulu more expensive                    | <input type="text"/> | 5 |
| zibiza ngokufana costs the same                  | <input type="text"/> | 6 |
| zinde longer                                     | <input type="text"/> | 7 |
| zimfushane shorter                               | <input type="text"/> | 8 |
| ziyalingana of the same duration                 | <input type="text"/> | 9 |

Inombolo Yomphenduli  
 Respondent No.

|                      |                      |                      |
|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|

14. Ungakhetha ukuba lezifundo zifundiselwe kuphi?  
Where would you prefer the course to be presented?

|   |             |   |
|---|-------------|---|
| Eduze nasekhaya<br>Close to home  | <div></div> | 1 |
| E Fundikhono<br>At Fundikhono   | <div></div> | 2 |
| Edolobhenikazi (Theku/Umgungundlovu)<br>In a big city (Durban/Pmb.)       | <div></div> | 3 |
| Akubalulekile nokho ukuthi<br>ngisifundelaphi<br>It doesn't really matter | <div></div> | 4 |

15. Kungaba lesifundo owasifunda sakwenza ukuba:  
Did the course you attended, enable you to:

|  |             |           |    |
|--|-------------|-----------|----|
| - uzimele geqe ngokwemali?<br>- become more independent financially?                       | Yebo<br>Yes | Cha<br>No | 1  |
| - ukwazi ukuzisebenzisela amakhono owafundile?<br>- perform the skills taught on your own? | Yebo<br>Yes | Cha<br>No | 2  |
| - uziphathele ibhizinisi?<br>- run your own business?                                      | Yebo<br>Yes | Cha<br>No | 3  |
| - uthole ulwazi ngqo olwanele?<br>- get enough practical experience?                       | Yebo<br>Yes | Cha<br>No | 4  |
| - uthole umsebenzi?<br>- find a job?   | Yebo<br>Yes | Cha<br>No | 5  |
| - usize abanye abantu?<br>- help other people?   | Yebo<br>Yes | Cha<br>No | 6  |
| - wonge imali ekuthengeni izintozasendlini?<br>- save money on household expenses?         | Yebo<br>Yes | Cha<br>No | 7  |
| - wandise inzuzo yakho?<br>- increase your profits?  | Yebo<br>Yes | Cha<br>No | 8  |
| - wandise iholo lakho?<br>- increase your salary?  | Yebo<br>Yes | Cha<br>No | 9  |
| - uthole izindlela ezintsha zokuzuza imali?<br>- find new ways to earn money?              | Yebo<br>Yes | Cha<br>No | 10 |
| - ubonisise izidingo zempilo yakho?<br>- realise your life ambitions?                      | Yebo<br>Yes | Cha<br>No | 11 |

Inombolo Yomphenduli.  
Respondent No.

|             |             |             |
|-------------|-------------|-------------|
| <div></div> | <div></div> | <div></div> |
|-------------|-------------|-------------|

16. Ukhona owakwa KTT osewake wakuvakashela ukuzobona ukuthi uqhubeka kanjani emva kokufunda lezifundo?  
 Did anyone from KTT visit you after you attended the course to find out how you were getting on?

|             |           |
|-------------|-----------|
| 1           | 2         |
| Yebo<br>Yes | Cha<br>No |

Uma ekhona, kukhona owakuzuza kulokho kuvakashelwa?  
 If so, did you benefit from the visit?

|             |           |
|-------------|-----------|
| 1           | 2         |
| Yebo<br>Yes | Cha<br>No |

Uma kungekho owakuzuzayo, kungani?  
 If not, why not?

|       |  |
|-------|--|
| ..... |  |
| ..... |  |
| ..... |  |

Uma kukhona owakuzuzayo, nikeza incazelo.  
 If yes, give details.

|       |  |
|-------|--|
| ..... |  |
| ..... |  |
| ..... |  |

17. Ucabanga ukuthi kubaluleke ngani ukuvakashelwa ngumuntu wakwa KTT emuva kwezifundo?  
 Why do you think it important for someone from KTT to visit you after training?

- Ukuzosiza ekusebenziseni amakhono  
 To help in applying skills in practise
- Ukuzosiza ukuxazulula izinkinga  
 To help solve problems
- Ukuzonikeza umdlandla nogqozi  
 To give confidence and support
- Okunye  
 Other .....

|  |   |
|--|---|
|  | 1 |
|  | 2 |
|  | 3 |
|  | 4 |

Inombolo Yomphenduli  
 Respondent No.

|  |  |  |
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|  |  |  |
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18. Zinkinga zini owahlangabezana nazo ekuzameni ukusebenzisa ulwazi emva kokuqeqeshwa?  
 What problems did you encounter in applying your training after the course?

- Ukweswela ugqozi  
 Lacked confidence
- Ukweswela isipiliyoni sokwenza  
 Lacked practical experience
- Ukungabinazinto zokusebenza  
 Did not have equipment/materials
- Ukungabinandawo yokusebenza  
 Did not have a place to practice
- Okunye  
 Other .....

|  |   |
|--|---|
|  | 1 |
|  | 2 |
|  | 3 |
|  | 4 |
|  | 5 |

19. Ubona ukuthi kungcono afike emva kwesikhathi esingakanani umuntu ozokuvakashela emva kokuqeda izifundo?  
 How soon after training, do you feel someone should visit you?

- Isikhathi esingangesonto  
 Within one week
- Phakathi kwesonto elilodwa namane  
 Between one and four weeks
- Phakathi kwenyanga eyodwa nezintathu  
 Between 1 month and 3 months
- Emva kwezinyanga ezintathu kuphela  
 Only after 3 months
- Akwenzi mahluko noma angafika nini  
 It doesn't really make a difference

|  |   |
|--|---|
|  | 1 |
|  | 2 |
|  | 3 |
|  | 4 |
|  | 5 |

Inombolo Yomphenduli  
 Respondent No.

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ISIGABA II : IMIPHUMKLA  
SECTION II : EFFECTS

20. Weza kulezifundo ngenhloso yokuzisebenza?  
Did you attend the course for the purpose of self-employment?

|             |           |
|-------------|-----------|
| 1           | 2         |
| Yebo<br>Yes | Cha<br>No |

|           |             |   |
|-----------|-------------|---|
| UMA<br>IF | CHA<br>NO   | QHUBEKELA EMBUZWENI 32<br>GO TO QUESTION 32 |
| UMA<br>IF | YEBO<br>YES | QHUBEKA NO.21<br>CONTINUE:                  |

21. Luhlobo luni lwebhizinisi ofisa ukuliqala?  
What type of business did you want to start?

|   |  |   |
|---|--|---|
| Ukwenza izinto (izingubo)<br>Making things (clothes etc)                                    |  | 1 |
| Ukulima/nokukhiqiza izinto (ukudla, amachwane)<br>Growing/producing things (food, chickens) |  | 2 |
| Ukulungisa izinto (ukulungisa izimoto)<br>Servicing (repair cars etc)                       |  | 3 |
| Ukuqeqesha abanye uthole inkokhelo<br>Training others for payment                           |  | 4 |
| Ukudayisa okuthile (esitolo, ukungena indlu ngayinye)<br>Selling things (shop, hawking etc) |  | 5 |
| Okunye<br>Other .....   |  | 6 |

22. Uyayidinga ilayisense yokuhweba?  
Do you need a license to operate your business?

|             |           |
|-------------|-----------|
| 1           | 2         |
| Yebo<br>Yes | Cha<br>No |

Inombolo Yomphenduli  
Respondent No.

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23. Lisendaweni enjani ibhizinisi lakho?  
Where do you operate your business from?

|  |                      |   |
|--|----------------------|---|
| Ekhaya<br>Home                               | <input type="text"/> | 1 |
| Esizeni sakho<br>Own business site           | <input type="text"/> | 2 |
| Esizeni esiqashiweyo<br>Leased business site | <input type="text"/> | 3 |
| Eduze nomgwaqo<br>Along a road               | <input type="text"/> | 4 |
| Esizeni sefektri<br>Factory site             | <input type="text"/> | 5 |
| Okunye<br>Other .....                        | <input type="text"/> | 6 |

24. Malini eyenziwa yibhizinisi lakho ngenyanga?  
(sebenzisa inani elingase libeseduze)  
How much income is generated by your business every month?  
(use an average)

|                                 |                      |   |
|---------------------------------|----------------------|---|
| R 0 - R 250                     | <input type="text"/> | 1 |
| R 251 - R 500                   | <input type="text"/> | 2 |
| R 501 - R 750                   | <input type="text"/> | 3 |
| R 751 - R1 000                  | <input type="text"/> | 4 |
| R1 001 - R1 500                 | <input type="text"/> | 5 |
| R1 501 - R2 000                 | <input type="text"/> | 6 |
| R2 001 nangaphezulu<br>and over | <input type="text"/> | 7 |

25. Bangaki abasebenzi obaqashileyo ebhizinisini lakho?  
How many people do you employ in your business?

|                                      |                      |   |
|--------------------------------------|----------------------|---|
| Uwena kuphela<br>Self only           | <input type="text"/> | 1 |
| Uwena kanye nomunye<br>Self plus one | <input type="text"/> | 2 |
| Uwena nababili<br>Self plus two      | <input type="text"/> | 3 |

Inombolo Yomphenduli  
Respondent No.

|                      |                      |                      |
|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|



Uwena nabathathu  
Self plus three

Uwena nabane  
Self plus four

Uwena nabahlanu  
Self plus five

Phakathi kwaba 6 naba 10  
Between 6 and 10

Phakathi kwaba 11 naba 20  
Between 11 and 20

Ngaphezu kwaba 20  
More than 20

|  |   |
|--|---|
|  | 4 |
|  | 5 |
|  | 6 |
|  | 7 |
|  | 8 |
|  | 9 |

26. Waligala nini ibhizinisi lakho?  
When did you start your business

Emasontweni ama - 4 edlule  
0 - 4 weeks ago

Phakathi kwenyanga eyodwa  
neziyisithupha ezedlule  
1 month to 6 months ago

Phakathi kwezinyanga ezingu 6 kuya  
kunyaka owodwa owedlulayo  
6 months to 1 year ago

Phakathi konyaka owodwa nemibili  
eyedlulayo  
1 year to 2 years ago

Eminyakeni engaphezu kwemibili  
eyedlulayo  
More than 2 years ago

Alikaqali  
Have not started yet

|  |   |
|--|---|
|  | 1 |
|  | 2 |
|  | 3 |
|  | 4 |
|  | 5 |
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Inombolo Yomphenduli  
Respondent No.

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27. Zinkinga zini owahlangabezana nazo mhla uqala ibhizinisi lakho?  
 What problems faced you when you started your business?

|  |  |   |
|--|--|---|
| Ukubanendawo engafanele<br>Unsuitable premises                               |  | 1 |
| Ukungabi nandawo<br>No premises  |  | 2 |
| Ukungabi namali yebhizinisi<br>Lack of capital                               |  | 3 |
| Ukungabi na sipiliyoni (ukungakwazi ukuqala)<br>No experience (How to start) |  | 4 |
| Ukungabi nampahla yokusebenza<br>No equipment                                |  | 5 |
| Ukweswela amakhono ebhizinisi<br>No business skills                          |  | 6 |
| Okunye<br>Other .....  |  | 7 |

28. Iziphi izindlela akusize ngazo u KTT ekuxazululeni izinkinga zase bhizinisini lakho?  
 In what way did the KTT's course assist you in overcoming your business problems?

|   |  |   |
|---|--|---|
| Lezifundo azingisizanga<br>The course did not assist me                   |  | 1 |
| Zangifundisa ukwenza/ukwakha izinto<br>It taught me how to do/make things |  | 2 |
| Zangifundisa ukuzicabangela ngokwami<br>It taught me to think for myself  |  | 3 |
| Angazi<br>I don't know  |  | 4 |
| Okunye<br>Other .....   |  | 5 |

Inombolo Yomphenduli  
 Respondent No.

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29. Khombisa lapha ngezansi ukuthi yikuphi ukuqeqeshwa osakudingayo futhi?  
 Indicate below what further training you require?

|   |  |   |
|---|--|---|
| Ukukhontrola ukheshi<br>How to control cash               |  | 1 |
| Ukumaketha umkhiqizo<br>How to market products            |  | 2 |
| Ukuphatha abasebenzi<br>How to manage staff               |  | 3 |
| Ukuhlela umsebenzi<br>How to plan work                    |  | 4 |
| Ukuqopha amanani empahleni<br>How to price products       |  | 5 |
| Ukubeka kahle impahla esitolo<br>How to display products  |  | 6 |
| Ukukhiqiza into ezodayiswa<br>How to manufacture products |  | 7 |
| Okunye<br>Other .....                                     |  | 8 |

30. Uncintisana namuphi usomabhizinisi endaweni yakini?  
 (Bhala noma imuphi)  
 Who do you compete with in your business? (Name any competitor)

.....

.....

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Inombolo Yomphenduli  
 Respondent No.

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31. Kungani abantu bethenga kuwe nje?  
 Why do people buy from you?

|   |             |   |
|---|-------------|---|
| Ikhwalithi elingcono<br>Better quality      | <div></div> | 1 |
| Intengo engcono<br>Better price             | <div></div> | 2 |
| Ukungabinantela<br>No GST                   | <div></div> | 3 |
| Ukubaseduze kwabo<br>Closer to them         | <div></div> | 4 |
| Ukudayiselwa ngobungani<br>Friendly service | <div></div> | 5 |
| Isitolo esihlanzekile<br>Clean shop         | <div></div> | 6 |
| Okunye<br>Other .....                       | <div></div> | 7 |

32. Wazofunda ngenhloso yokuthola umsebenzi oholelayo?  
 Did you attend the course for the purpose of finding a wage-earning job?

|             |           |
|-------------|-----------|
| 1           | 2         |
| Yebo<br>Yes | Cha<br>No |

|           |             |   |
|-----------|-------------|---|
| UMA<br>IF | CHA<br>NO   | QHUBEKELA EMBUZWENI 38<br>GO TO QUESTION 38 |
| UMA<br>IF | YEBO<br>YES | QHUBEKA:<br>CONTINUE:                       |

Inombolo Yomphenduli  
 Respondent No.

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|-------------|-------------|-------------|
| <div></div> | <div></div> | <div></div> |
|-------------|-------------|-------------|

33.

**Sakusiza kanjani lesifundo ukuthola umsebenzi?**  
**How did the course assist you in finding a job?**

**Ngokuthola imfundo ezidingekayo ukuze  
uqashwe**

By gaining a recognised qualification

## Ngekhono elidingekayo kwezemisebenzi

By giving me a marketable skill

## Ngokunginika ukuzethemba

By giving me confidence in myself

## Asingisizanga

It did not assist me

## Angazi

I don't know

## Okunye

Other .....

|  |
|--|
|  |
|  |
|  |
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|  |
|  |

34.

Wafundiswa noma walulekwa ngu KTT ukuthi ungawuthola kanjani umsebenzi?

Did the KTT teach you how to look for a job?

| 1           | 2         |
|-------------|-----------|
| Yebo<br>Yes | Cha<br>No |

**35.**

Kwakuthatha isikhathi esingakanani ukuthola umsebenzi emvakokuphothula ukufunda?

How long did it take you to find your first job after attending the course?

### Izinyanga ezi 3

0 - 3 months

Phakathi kwezinyanga ezi 3 nezi - 6

3 - 6 months

Phakathi kwezinyanga ezingu 6 ukuya  
kwezingu - 9

6 - 9 months

|  |
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Inombolo Yomphenduli  
Respondent No.

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Phakathi kwezinyanga ezingu 9 kuya  
kunyaka

9 - 12 months

Ngaphezu konyaka  
More than 12 months

Usafuna umsebenzi  
Still looking for a job

|  |   |
|--|---|
|  | 4 |
|  | 5 |
|  | 6 |

36. Wahhlala isikhathi esingakanani usebenza kumbe ungaqashiwe emva kokuqeqeshwa?  
How many months were you employed or unemployed after training?

|  | Usebenza<br>Employed | 36.1 | Ungasebenzi<br>Unemployed | 36.2 |
|--|----------------------|------|---------------------------|------|
| Izinyanga<br>0 - 6 months                          |                      | 1    |                           | 1    |
| Izinyanga<br>6 - 12 months                         |                      | 2    |                           | 2    |
| Izinyanga<br>12 - 18 months                        |                      | 3    |                           | 3    |
| Izinyanga<br>18 - 24 months                        |                      | 4    |                           | 4    |
| Ngaphezu kuka 24 wezinyanga<br>More than 24 months |                      | 5    |                           | 5    |

37. Ungabeluleka abangane bakho abangasebenzi ukuba bazothola ukuqeqeshwa kwa KTT ukuze bathole umsebenzi?  
Would you advise your friends who are unemployed to undergo training at KTT to find a job?

| 1           | 2         | 3                    |
|-------------|-----------|----------------------|
| Yebo<br>Yes | Cha<br>No | Angazi<br>Don't know |

Inombolo Yomphenduli  
Respondent No.

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38. Weza kulezifundo ngenhloso yokuzithuthukisa ukuze ukhushulelwe iholo emsebenzini wakho?  
 Did you attend the course for the purpose of improving your earning capacity in your present job?

|             |           |
|-------------|-----------|
| 1           | 2         |
| Yebo<br>Yes | Cha<br>No |

|           |             |   |
|-----------|-------------|---|
| UMA<br>IF | CHA<br>NO   | QHUBEKELA EMBUZWENI 41<br>GO TO QUESTION 41 |
| UMA<br>IF | YEBO<br>YES | QHUBEKA:<br>CONTINUE:                       |

39. Bakukhuphulela ke imali ngenxa yekhono nolwazi lwakho oseluthu thuthukile?  
 Did you get a wage increase as a result of your improved knowledge/skills

|             |           |
|-------------|-----------|
| 1           | 2         |
| Yebo<br>Yes | Cha<br>No |

40. Washiya emsebenzini wakuqala wathola omusha ngenxa yokuqeqeshwa?  
 Did you change employers after training?

|             |           |
|-------------|-----------|
| 1           | 2         |
| Yebo<br>Yes | Cha<br>No |

40.1 Uma Is YEBO YES kungani? why?

Inombolo Yomphenduli  
 Respondent No.

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Ukungabinathuba lokusebenzisa amakhono  
amasha emsebenzini  
Could not use new skills in job

Ngasengithanda ukuzisebenza  
Preferred to work for myself

Umsebenzi waphelelwa isikhathi sawo  
Job was declared redundant

Ukuxoshwa  
Dismissal

Okunye  
Other .....

|  |   |
|--|---|
|  | 1 |
|  | 2 |
|  | 3 |
|  | 4 |
|  | 5 |

41. Wazithatha lezinfundu ngenhloso yokuphatha elakho ibhizinisi ngendlela engcono?  
Did you attend the course for the purpose of managing your existing business in a more capable manner?

|             |           |
|-------------|-----------|
| 1           | 2         |
| Yebo<br>Yes | Cha<br>No |

|           |             |   |
|-----------|-------------|---|
| UMA<br>IF | CHA<br>NO   | QHUBEKELA EMBUZWENI 46<br>GO TO QUESTION 46 |
| UMA<br>IF | YEBO<br>YES | QHUBEKA:<br>CONTINUE:                       |

42. Zakusiza kanjani lezifundo ukuba uphathe ibhizinisi lakho kangcono?  
How did the course assist you to manage your business more capably?

Ukwenzangcono umkhiqizo/usizo  
Improved product/service

Ukukhontrola ukheshi kangcono  
Better control over cash

Ukukhontrola isitokwe kangcono  
Improved stock control

|  |   |
|--|---|
|  | 1 |
|  | 2 |
|  | 3 |

Inombolo Yomphenduli  
Respondent No.

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|  |                      |   |
|--|----------------------|---|
| Ukuphatha izisebenzi kangcono<br>Improved management of staff                            | <input type="text"/> | 4 |
| Ukuba namacebo angcono okumaketha<br>nokudayisa<br>Better marketing/selling techniques   | <input type="text"/> | 5 |
| Ukuba namacebo angcono okubeka<br>amanani empahleni<br>Better pricing/costing techniques | <input type="text"/> | 6 |
| Azingisizanga<br>It did not assist me  | <input type="text"/> | 7 |
| Angazi<br>I don't know   | <input type="text"/> | 8 |
| Okunye<br>Other .....  | <input type="text"/> | 9 |

43. Zabanamiphumela mini lezifundo kuthenova yebhizinisi lakho?  
What effect did the course have on your business turnover?

|   |                      |   |
|---|----------------------|---|
| Akubangakho nguquko<br>Remained unchanged                       | <input type="text"/> | 1 |
| Yehla/yabambi kakhulu<br>It dropped/worsened                    | <input type="text"/> | 2 |
| Yathi ukuthi thuthu kancane<br>It improved a bit                | <input type="text"/> | 3 |
| Yathuthuka<br>It improved a lot                                 | <input type="text"/> | 4 |
| Yathuthuka kakhulu impela<br>It improved very much              | <input type="text"/> | 5 |
| Angiyazi ukuthi ithenova iyini<br>I don't know what turnover is | <input type="text"/> | 6 |

Inombolo Yomphenduli  
Respondent No.

|                      |                      |                      |
|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|

44.

Zabanamiphumela mini lezifundo enzuzweni yebhizinisi lakho?  
(inzuzo ngqo).

What effect did the course have on your business profits?  
(net profit).

Akubangabikho nguquko  
It remained unchanged

Yehla yabambi impela  
It deteriorated (got worse)

Yathuthuka kancane  
It improved slightly

Yathuthuka kakhulu  
It improved a lot

Yathuthuka kakhulu impela  
It improved very much

Angiyazi ukuthi iyini inzuzo  
I don't know what a profit is

1

2

3

4

5

6

45.

Zabanamiphumela mini lezifundo ezindlekweni zebhizinisi lakho?  
(izindleko)

What effect did the course have on your business overheads?  
(expenses).

Aziguqukanga  
Remained unchanged

Izindleko zanda  
Overheads increased

Izindleko zehla  
Overheads dropped

Angazi  
Don't know

1

2

3

4

46.

Wazithatha lezifundo ngenhloso yokusiza umphakathi wangakini?

Did you attend the course for the purpose of helping your community?

1

2

Yebo  
Yes

Cha  
No

Inombolo Yomphenduli  
Respondent No.

|           |             |   |
|-----------|-------------|---|
| UMA<br>IF | CHA<br>NO   | QHUBEKALA EMBUZWENI 51<br>GO TO QUESTION 51 |
| UMA<br>IF | YEBO<br>YES | QHUBEKA:<br>CONTINUE:                       |

47.       Lezifundo zakusiza kanjani ukuba usize umphakathi wangakini?  
How did the course assist you to help your community?

|  |             |   |
|--|-------------|---|
| Ngokuletha umkhiqizo/usizo ngentengo ethile<br>To provide a product/service at a price | <div></div> | 1 |
| Ukuqala umsebenzi wokuzisiza<br>To start up self-help projects                         | <div></div> | 2 |
| Ukuqeqesha abanye<br>To train others   | <div></div> | 3 |
| Ukuqala isitokfela<br>To start savings clubs   | <div></div> | 4 |
| Ukuqala umfelandawonye<br>To start a co-operative movement                             | <div></div> | 5 |
| Okunye<br>Other .....  | <div></div> | 6 |

48.       Umphakathi wakukhokhela imali yalezifundo?  
Did the community pay your course fee?

|             |           |
|-------------|-----------|
| 1           | 2         |
| Yebo<br>Yes | Cha<br>No |

49.       Umphakathi wangakini unayo indawo yokugeqesha amalungu awo?  
Does your community have facilities for training its members?

|             |           |
|-------------|-----------|
| 1           | 2         |
| Yebo<br>Yes | Cha<br>No |

Inombolo Yomphenduli  
Respondent No.

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|-------------|-------------|-------------|
| <div></div> | <div></div> | <div></div> |
|-------------|-------------|-------------|

50. Akhona amanye amalungu omphakathi wangakini asizayo ekuthuthukiseni umphakathi ngendlela efanayo nale osiza ngayo wena?  
Are there other members of the community who also assist in uplifting the community in the same manner you are assisting?

| 1           | 2         | 3                    |
|-------------|-----------|----------------------|
| Yebo<br>Yes | Cha<br>No | Angazi<br>Don't know |

Inombolo Yomphenduli  
Respondent No.

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ISIGABA III : ISIMOSENDAWO  
 SECTION III : ENVIRONMENTAL

51. Umndeni wakho uyandisa kanjani imali engenayo noma uyonga kanjani ukuze ubhekane nezindleko zokuphila?  
 How does your family add to its income or save money on the costs of living?

|  |  |    |
|--|--|----|
| Ngeholo lomsebenzi<br>Through wage employment                |  | 1  |
| Ngokudayisa izilimo<br>Selling agricultural products         |  | 2  |
| Ngokudayisa iziqholo<br>Selling cosmetics                    |  | 3  |
| Ngokuqashise ngendawo yokuhlala<br>Selling accommodation     |  | 4  |
| Ngokuqeqesha abanye<br>Training others                       |  | 5  |
| Ngezimali zempesheni<br>Pension monies                       |  | 6  |
| Ngokwakha nokudayisa izimpahla<br>Making and selling clothes |  | 7  |
| Ngokuthutha abantu ngetekisi<br>Taxi driving                 |  | 8  |
| Ngokutshala izitshalo<br>Growing own food                    |  | 9  |
| Angazi<br>Don't know   |  | 10 |
| Awenzi lutho<br>It does not                                  |  | 11 |
| Okunye<br>Other .....  |  | 12 |
| .....  |  | 13 |
| .....  |  | 14 |
| .....  |  | 15 |
| .....  |  | 16 |

Inombolo Yomphenduli  
 Respondent No.

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52. Iyiphi inkampani efundisa ngokuqeqesha amakhono endaweni yangakini?  
Which organisations provide training in skills in your area?

|  |                      |   |
|--|----------------------|---|
| ngu KTT<br>KTT   | <input type="text"/> | 1 |
| abakwa ACACT<br>ACACT  | <input type="text"/> | 2 |
| I-Natal Training Centre<br>Natal Training Centre                 | <input type="text"/> | 3 |
| I-Technical Colleges/Institutes<br>Technical Colleges/Institutes | <input type="text"/> | 4 |
| Amabandla<br>Churches  | <input type="text"/> | 5 |
| Azikho<br>None   | <input type="text"/> | 6 |
| Okunye<br>Other .....  | <input type="text"/> | 7 |

53. Iziphi izifundo ezidingeka kakhulu endaweni yangakini?  
(Khetha sibesinye kuphela)  
What type of training is most required in your area?  
(Mark only one)

|  |                      |   |
|--|----------------------|---|
| Ukuphathwa kwebhizinisi<br>How to run a business                   | <input type="text"/> | 1 |
| Ukwakhiwa kwezindlu<br>How to build houses                         | <input type="text"/> | 2 |
| Ukuthungwa kwempahla yokugqoka<br>How to make clothes              | <input type="text"/> | 3 |
| Ukukhiqizwa kokudla<br>How to produce food                         | <input type="text"/> | 4 |
| Ukulungiswa kwezimoto<br>How to repair cars                        | <input type="text"/> | 5 |
| Ukulungiswa kwezinto zogesi<br>How to repair electrical appliances | <input type="text"/> | 6 |

Inombolo Yomphenduli  
Respondent No.

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|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|

Ukufunda nokubhala  
How to read and write

|  |   |
|--|---|
|  | 7 |
|  | 8 |
|  | 9 |

Ukukhuluma isingisi  
How to speak English

Okunye  
Other .....

54. Ungehlukana isikhathi esingakanani nomndeni kumbe ibhizinisi lakho nxa uyofunda izifundo?  
For how long are you able to leave your home/family or business to attend a course?

Izinsuku ezingaphansi kwezintathu ngesikhathi  
Not more than 3 days at a time

|  |   |
|--|---|
|  | 1 |
|--|---|

Kusuka kwezi ngu 3 kuya ku 5 wezinsuku  
3 - 5 days

|  |   |
|--|---|
|  | 2 |
|--|---|

Kusuka esontweni eli 1 kuya kwama 2 amasonto  
1 - 2 weeks

|  |   |
|--|---|
|  | 3 |
|--|---|

Kusuka kwama 2 kuya kwama 4 amasonto  
2 - 4 weeks

|  |   |
|--|---|
|  | 4 |
|--|---|

Kusuka enyangeni eyodwa kuya kwezimbili  
1 - 2 months

|  |   |
|--|---|
|  | 5 |
|--|---|

Ngaphezu kwezinyanga ezimbili  
More than 2 months

|  |   |
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|  | 6 |
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Inombolo yomphenduli  
Respondent No.

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ISIGABA IV : OKUQONDENE NAWÉ  
SECTION IV : BIOGRAPHICAL DATA

Igama:  
Name : 

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Ikheli :  
Address: 

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Code 

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55. Ubudala:  
Age : 

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|  |                   |
|--|-------------------|
|  | IMINYAKA<br>YEARS |
|--|-------------------|

56. Isimo somshado:  
Marital status:

|                                |   |  |   |
|--------------------------------|---|--|---|
| Awushadile<br>Single           | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td></tr></table> |  | 1 |
|                                |   |  |   |
| Uyingoduso<br>Betrothed        | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td></tr></table> |  | 2 |
|                                |   |  |   |
| Ushadile<br>Married            | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td></tr></table> |  | 3 |
|                                |   |  |   |
| Udivosile<br>Divorced          | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td></tr></table> |  | 4 |
|                                |   |  |   |
| Wehlukana<br>Separated         | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td></tr></table> |  | 5 |
|                                |   |  |   |
| Umfelwa/umfelwakazi<br>widowed | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td></tr></table> |  | 6 |
|                                |   |  |   |

57. Izinga lemfundo (Iklasi eliphezulu oliphasile):  
Educational standard (Highest passed):

|                |   |  |   |
|----------------|---|--|---|
| 0 - Std 2      | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td></tr></table> |  | 1 |
|                |   |  |   |
| Std 3 - Std 6  | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td></tr></table> |  | 2 |
|                |   |  |   |
| Std 7 - Std 8  | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td></tr></table> |  | 3 |
|                |   |  |   |
| Std 9 - Std 10 | <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td></td></tr></table> |  | 4 |
|                |   |  |   |

Inombolo yomphenduli  
Respondent No. 

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Isitifikathi sobuthisha  
Teachers Diploma

☐

5

I-Artisanship  
Artisanship

☐

6

Umuntu oneminyezane  
Graduate

☐

7

Imfundo engaphezu  
kweyeminyezane  
Post Graduate

☐

8

Okunye  
Other .....

☐

9

58. Ubulili:  
Sex :

|                       |                          |
|-----------------------|--------------------------|
| Owesilisa<br>Male     | <input type="checkbox"/> |
| Owesifazane<br>Female | <input type="checkbox"/> |

59. Umsebenzi owenzayo:  
Occupation:

Awusebenzi  
Unemployed

☐

1

Unkosikazi ohlala ekhaya  
Housewife

☐

2

Ungumfundi  
Student/scholar

☐

3

Ungumdayisi  
Retailer

☐

4

Umlimi  
Farmer

☐

5

Umakhenika  
Service Technician/mechanic

☐

6

Usebenza ekhishini  
Domestic servant

☐

7

Inombolo yomphenduli  
Respondent No.

|                      |                      |                      |
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| <input type="text"/> | <input type="text"/> | <input type="text"/> |
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|   |  |    |
|---|--|----|
| Isisebenzi esihola nge Sonto<br>Wage employee (formal sector) |  | 8  |
| Umdlali odumile<br>Professional sportsman                     |  | 9  |
| Umholi wempesheni<br>Pensioner                                |  | 10 |
| Thisha/Umqeqeshi<br>Teacher/Trainer                           |  | 11 |
| Okunye<br>Other .....   |  | 12 |

60. Iholo lenyanga (umuntu oyedwa):  
Monthly earnings (of individual):

|                 |  |   |
|-----------------|--|---|
| R 0 - R 250     |  | 1 |
| R 251 - R 500   |  | 2 |
| R 501 - R 750   |  | 3 |
| R 751 - R1 000  |  | 4 |
| R1 001 - R1 250 |  | 5 |
| R1 251 - R1 500 |  | 6 |
| R1 501 - R1 750 |  | 7 |
| R1 751 - R2 000 |  | 8 |
| R2 001 plus     |  | 9 |

Inombolo Yomphenduli  
Respondent No

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61. Iholo lomndeni:  
 Monthly earnings of family:

- R 0 - R 250
- R 251 - R 500
- R 501 - R 750
- R 751 - R1 000
- R1 001 - R1 250
- R1 251 - R1 500
- R1 501 - R1 750
- R1 751 - R2 000
- R2 001 ngaphezulu  
 plus

|  |   |
|--|---|
|  | 1 |
|  | 2 |
|  | 3 |
|  | 4 |
|  | 5 |
|  | 6 |
|  | 7 |
|  | 8 |
|  | 9 |

62. Isho zonke izifundo osewake wazifunda esikhathini esedlule.  
 Name all training courses you have attended in the past.

.....

.....

.....

.....

.....

.....

63. Sizathu sini esenza ukuba uze kulezi zifundo ezingasenhla?  
 Why did you attend these courses?

.....

.....

.....

.....

.....

Inombolo Yomphenduli  
 Respondent No.

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64. Isiphi kulezifundo esaba nosizo lokukhuphula imali yakho engenayo okanye senza ukuba wonge imali yezindleko zokuphila? Which of these courses helped you to increase your income or save money on the cost of living?

.....

.....

.....

.....

.....

65. Ungathanda yiphi indlela yokungenisa imali? (Faka u-ebhokisini elifanele) How would you prefer to earn an income? (Tick appropriate Box)

Ngokuhola ngesonto (uholelwa ngomunye)  
By earning a wage (paid by someone else)

Ngokuzisebenza  
Through self-employment

Angiqinisekile  
Not sure

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | 1 |
| <input type="checkbox"/> | 2 |
| <input type="checkbox"/> | 3 |

OBEBUZA:  
NAME OF INTERVIEWER: .....

ISIKHATHI ASITHATHILE:  
DURATION OF INTERVIEW: .....

ILANGA OBEKUBUZWA NGALO:  
DATE OF INTERVIEW: .....

UKUPHAWULA NGOPHENYO:  
COMMENTS ABOUT INTERVIEW:.....

.....

.....

SAYINDA:  
SIGNATURE: .....

Inombolo Yomphenduli  
Respondent No.

|                      |                      |                      |
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| <input type="text"/> | <input type="text"/> | <input type="text"/> |
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# KWAZULU TRAINING TRUST FUNCTIONAL ORGANIGRAM

