

**Towards effective strategies for the development and
implementation of education and training innovative projects
in the Limpopo Province**

By

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THIS THESIS IS DEDICATED TO MY FAMILY, ESPECIALLY TO MY WIFE AND MY MOM, FOR THEIR PRAYERS, SUPPORT AND ENCOURAGEMENT WHEN THE GOING GETS TOUGH.

DECLARATION

I, Hlulani Dennis Mabasa, declare that the thesis hereby submitted to the University of Limpopo, for the degree of Doctor of Philosophy in Adult Education has not previously been submitted by me for a degree at this or any other University; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

Hlulani Dennis Mabasa

Date

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ABSTRACT

This thesis describes the research carried out in the three education and training innovative projects which are the cases of this study, namely: African Pathways, Ikhwelo and loveLife. The research was conducted in the context of the on-going research activities of the programme of Adult Education of the University of Limpopo. The aim of the study was to gain insight into current practices and strategies which might be effective when developing and implementing the education and training innovative projects in the Limpopo Province of South Africa. I also intended to investigate the factors that determine the success and failure of education and training innovative projects in a developing context.

In order to achieve the aims outlined above, I formulated the following main research questions:

- What are the effective strategies for the development and implementation of education and training innovative projects in the Limpopo Province?
- What are the factors that determine the success and/or failure of education and training innovative projects in a developing context?

This study seeks answers to the above-mentioned research questions. Hence it addresses issues that not only need considerable development and further inquiry for advancing the academic debate, but are also relevant for practitioners who are working in the field and facing these challenges.

In trying to answer the questions outlined above, I decided to undertake a multiple case study to investigate three education and training innovative projects which are the cases of the study. This study had elements of development, implementation and evaluation designs. It was also the intention of the study to describe the three educational projects and the real-life context in which they occurred.

It was the objective of this study to develop success indicators of education and training innovative projects. These success indicators could possibly lead to a model which could be useful for the establishment and sustenance of innovative projects in a developing context.

Chapter two outlines the theoretical framework of the study. Based on the readings of the relevant literature, and preliminary discussions with experts in the fields of innovation and action research, it appeared that for any innovation to succeed factors that determine and influence sustainability need to be taken into consideration. Hence there has been a discussion about factors that contribute to, and influence the sustainability of education and training innovative projects. Critical factors such as: Local context, ownership, bottom-up strategy, cross-sectoral collaborations and effective communication channels were discussed in detail in this chapter. I have also outlined the theoretical model which is essential when investigating the success factors and indicators for education and training innovative projects in a developing context. The chapter concludes with a discussion about a young adult in the South African context, views about social exclusion and lifelong learning.

In Chapter three, I describe the design of the study. The main focus of this chapter was to discuss the two tracks of data collection. The first track had to do with fieldwork while the second track was about the mini-conference or the focus group interview of the study. An explanation and discussion of the instruments that were utilised to collect data from different role players in various phases of data collection is also given. I further explain how the data that has been collected from various phases was analysed using qualitative data analysis methods. The chapter concludes by discussing what I call 'reflections', a section that was about my main learning areas and the difficulties that I encountered during the process of this research.

Chapter four presents the empirical results of the study. It gives an account of the strategies that might be effective when developing and implementing the education and training innovative projects in the Limpopo Province. In this chapter I present an

overview of the three projects, that is, African Pathways, Ikhwelo and loveLife, which are the cases of this study. A description of programmes which are offered in each project of this study is given. I also indicate the aims and objectives of each project. The chapter further discusses issues around staffing and learners in each project. I have also outlined in detail the views of the interviewees in relation to the critical factors of this study. The chapter concludes by discussing the findings of observations based on each project of the study.

Chapter five is a cross-case analysis of the projects. The intention was to compare and contrast cases based on the critical factors of the study, while trying to determine the effective strategies for the development and implementation of education and training innovative projects in the Limpopo Province. During this process, I have been careful in preserving each individual case's uniqueness with the need to understand generic processes at work across cases.

In chapter six, I discuss further the empirical results of the study. It is based on the mini-conference or the focus group meeting that I held with the Project Managers and Educators in the Adult Education Resource Centre of the University of Limpopo. This chapter gives an account of factors that determine the success and/or failure of the education and training innovative projects in a developing context.

The final chapter (seven) presents the final conclusion and recommendations of this study. This chapter integrates the information from previous chapters in discussing effective strategies which are useful when developing and implementing the education and training innovative projects in the Limpopo Province. It also provides suggestions which might contribute towards the development and implementation of more effective strategies of education and training innovative projects in a developing context. The chapter concludes by mentioning issues that need to be further researched, as the ABET field seems to be under-researched, particularly the area of education and training innovative projects.

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CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 Introduction

In this chapter I will outline the background of the study which will form a basis for the understanding of this thesis. There is a description of the education system, both before and after 1994¹. The chapter will further discuss the structure of the South African labour market. This is followed by a description of the Limpopo Province (LP) in terms of its size and population, and economy and employment. Thereafter, there is a discussion of some of the challenges faced by young adults in the Limpopo Province. This chapter also outlines the aims and objectives of the study. A description of research questions of the study is given. The chapter concludes by indicating the relevance of this study.

1.2 The South African Education System

1.2.1 Education before 1994

The coming to power of the Nationalist Party in 1948 resulted in the disappearance of ‘toleration’ attitudes and placing of black education under strict, unequivocal state control. The then Nationalist Party government enforced its apartheid ideology (or the segregation of black and white people into different areas) in all social institutions as in politics. Nowhere was this more evident than in the notorious Bantu Education Act of 1953 (Kallaway, 1990).

This Act gave wide powers to the then Minister of Native Affairs, Dr H F Verwoerd, to bring into effect the major recommendations of the Eiselen Commission². Bantu education was to be directed to blacks not whites, it was to be centrally controlled and

¹ In 1994 the first democratic elections were held in South Africa, and it led to the end of Apartheid and its racist policies.

² The Eiselen Commission reported in 1951 that black education should be an integral part of a carefully planned policy of segregated socio-economic development for the black people. Above all, it emphasized the functional value of the school as an institution for the transmission and development of black cultural heritage.

financed under the Minister. Syllabuses were to be adapted to the black way of life and black languages introduced into all black schools.

Most importantly, the control of black schools was to be taken away slowly from the missionary bodies that were running the vast majority of black schools at that time and placed under the Native Affairs Department. According to the Act, all syllabuses were to be those emanating from the government and imbued with the ideas of racial inferiority, and the provisioning of education for blacks had to be minimised. This was further attested by Dr Verwoerd when he said:

“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”
(Kallaway, 1990: 173).

This policy of control extended to universities as well. The 1959 Extension of Universities Act effectively closed white universities to black students and began the establishment of separate tertiary institutions for blacks. Those blacks who proceeded to tertiary institutions were to be trained in institutions in which the state could control both administrative structures and curricula.

The disadvantage in the area of education is clearly illustrated by looking at the division of the education budget. In the middle of 1980, four times as much money was spent on a white pupil than on a black pupil (Simeka Management Consulting: 1998).

From 1950 to mid-1990, no other social institution reflected the government’s racial philosophy of apartheid more clearly than the education system. Each ethnic group had its own education system that was meant to serve the educational needs and culture of that particular group. In effect, the state showed itself prepared to reduce schooling provision rather than to allow them to operate outside its control (Kallaway, 1990: 172).

1.2.2 Education after 1994

Subsequent to the first national democratic elections which took place on 27 April 1994, South Africa (SA) as a country had to engage in a huge task of transforming the education system which reflected the imbalances of apartheid in general, and Bantu Education in particular. She also had a huge task of incorporating various education departments (which were meant to serve different ethnic groups in SA) which were inherited from the apartheid government. The Limpopo Provincial Government also inherited eight previous education departments, and the standards of education differed greatly between these different departments.

The period between 1994-1999 was simply about establishing the ideological and political credentials of the new government. Naturally, this period could not but focus on the establishment of new organisations, institutions and governance, as well as new resourcing patterns. During this period many successes were recorded. These are reflected in the many policy papers, legislation, regulation and norms and standards which have been developed and announced (Rensburg, 1998).

The mission statement of the Department of Education is outlined as follows:

“Our vision is of a South Africa in which all people have equal access to lifelong education and training opportunities which will contribute towards improving the quality of life and build a peaceful, prosperous and democratic society” (DoE, 1996).

Despite the dawning of a new democracy, there are still problems which face all citizens of South Africa, and they are more evident when looking at young adults in the entire South Africa and in the Limpopo Province in particular.

1.3 The structure of South African labour market

According to Fallon and Lucas (1998), the most distinguishing features of the South African labour market are unusual for a country at its current stage of development:

- Firstly, the level of urbanisation is relatively high and agriculture accounts for a low share of the labour force – only 38,5 percent of the labour force operate in rural areas.
- Secondly, formal wage employment is by far the largest source of productive labour absorption – in 1995, almost 50 percent of the labour force held formal jobs, while agriculture accounted for only about 10,7 percent of the labour force.
- Thirdly, the urban informal sector is a relatively small employer.
- Fourthly, unemployment is extremely high, at approximately 30 percent.

A continuous decline in employment characterised the South African labour market in the 1990's. The unemployment situation was historically racially biased, with a stronger incidence of unemployment among black people than whites. African females are most likely to be unemployed and white males most likely to be employed (Fallon and Lucas, 1998).

1.4 The Limpopo Province

Limpopo is the northernmost Province of the beautiful land of South Africa. The Province shares borders with the neighbouring Southern Africa Development Community (SADC) countries of Botswana in the western side, Mozambique on the east and Zimbabwe in the north. Its proximity to all these countries makes Limpopo the gateway to the rest of Africa, and the perfect springboard for exploring the riches of this exciting part of the African continent (www.gov.za/aboutsa/landpeople.htm#limpopo). Polokwane is the capital city and lies strategically in the centre of the Limpopo Province.

In further describing the Limpopo Province, I will focus on the following aspects:

1.4.1 Size and Population

The Limpopo Province is one of the nine (9) new provinces of South Africa that replaced the previous division of four provinces and ten homelands after the first democratic elections (Mabasa, 2002). It is the fifth largest province in South Africa with a population of about 5,5 million, of which 96 percent are Africans.

Rampedi (2003:7) indicates that:

“The Limpopo Province is a product of three homelands merged together- the former Lebowa, Gazankulu and Venda. You add to this the coloured, Indian and white administrations of the former Northern Transvaal and the administration structure of Blacks living in the former white areas, you have a new province that brings together seven administrations of the past. ...the three dominant languages spoken in the Province are Northern Sotho (56 percent), Xitsonga (23 percent) and Tshivenda (12 percent). These are followed by Afrikaans and English”.

It is estimated that about 48 percent of the people living in the LP are illiterate and have had little or no education (Labour Force Survey, March 2006). It has the highest percentage of adults aged 20 and above (36.9 percent) without formal education and the overwhelming majority of these are Africans (national average is 19.3 percent). The Province has the second highest percentage of unemployment at 46 percent (national average 33.9 percent) (Baswa at risk proposal, 2001).

The Snap Survey of schools in 1999 found that the Province has the most disadvantaged schools in terms of basic conditions such as electricity, water supply, toilet facilities, laboratories and sport facilities.

1.4.2 Economy and Employment

Besides the above-mentioned problems, due to high rate of unemployment, the problems of unemployed young adults are becoming worse. South African National Report on the Development and State of the Art of Adult Learning and Education (2008: 11) indicates that vast inequalities in the distribution of income and wealth represent a formidable challenge and remain an important constraint to growth and an important factor in addressing problems of social cohesion.

Limpopo Province is predominately rural (90 percent), is the 'poorest' of the nine provinces in South Africa. It also suffers from the highest dependency rate, with an average of 4.8 people living off another person. This means that every income-earning person supports an average of almost five other people (Statistics South Africa, 2001).

The 2001 census figures show that about 47 percent of all young people under the age of 30 are unemployed. The official unemployment rate for Limpopo is 35,6 percent (Labour Force Survey, March 2006). Unemployment has a greater psychological impact on young adults. It is difficult for young adults to convince themselves that failure to secure a place in the labour market is not necessarily a reflection of their potential. It is also demoralising to young adults when they do not find employment, particularly since their backgrounds have given them every reason to feel insecure and less confident (Ngobeni, 2006: 4). About 20 percent of unemployed youth in South Africa believe that they will never find a job. Possible reasons are the dropout processes in high schools and lack of jobs and training facilities in the rural areas (Baswa at risk proposal, 2001).

Due to lack of vocational skills, Small, Medium and Micro Economic (SMME) Enterprise skills and agricultural skills, most dropouts (early school-leavers) seem to be incapable of self-employment in their communities (Baswa at risk proposal, 2001). It is widely accepted that this is a direct consequence of the inequalities that existed in the past in the provision of education and training.

Wöcke and Klein (2002) are of the view that the greatest challenge for the South African labour market is an increasing demand for highly skilled labour while, at the same time, there is an oversupply of lower-skilled labour. This is a reflection of the shift in demand patterns towards capital-intensive sectors that began in the 1980's. Coupled with the historically unequal access to education and skills, this shift has left South Africa with a relatively low-skilled labour force with limited professional and managerial abilities, particularly among Africans.

1.5 Other challenges faced by young adults

In addition to challenges such as illiteracy, unemployment, poverty, and high school drop-out rate (all of which was discussed earlier on), there is also a challenge or a problem of the HIV/AIDS epidemic which is a serious concern in South Africa. Van Dyk (2001: 6) estimated that about nine million people in the Sub-Saharan countries would be infected with HIV/AIDS while five million would die by the end of the decade.

South African National Report on the Development and State of the Art of Adult Learning and Education (2008: 15) indicates that there are, according to estimations, nearly 5.6 million people living with HIV/AIDS in South Africa. It is said that South Africa has the fastest growth rates of HIV infections in Africa and one of the fastest growth rate in the world. In 1999, the daily HIV infection rate accounted for 10 percent of the world's daily infection rate. In South Africa, there were about 1 500 new infections a day, compared to 1 500 a year in Germany (Whiteside and Sunter, 1999).

Young adults are viewed to be more at risk than other age groups in South Africa. About half of all adults who acquire HIV become infected before they turn 18 years old. It is estimated that HIV infection among 15 to 25 year-old South Africans has increased by 65 percent in 1999. Sixteen million of the country's population is under 15 years, and therefore the increase in HIV in the next few years will be alarming (Conen and Swierstra, 2003). The assumption is that if the youth, who are the future, are exposed to dangers posed by HIV/AIDS, then the future of the entire country is at stake.

All the above estimates and projections are being confirmed by many deaths, which occur as a result of HIV/AIDS related diseases. Although no one knows exactly the number of people who are infected with HIV/AIDS, the infection rate generally appears to be on the increase because current newspaper and media reports continue to reveal alarming cases of new infections and deaths which occur as a result of the pandemic (Khoza, 2007: 1).

There is general agreement in South Africa that the HIV epidemic is eroding the capacity of the education sector to undertake its primary tasks. One noticeable example is the school drop-out rate amongst the youth due to increase in household poverty, directly due to HIV/AIDS (Cohen, 2002).

Another challenge facing young adults has to do with the shortage of vocational and income-generating skills. Welbers (2002: 28) indicates that:

“...Education and training must help young people to acquire competences and skills”.

According to Welbers (2000) these must enable them to adapt to rapid developments and uncertainties in their working life, as well as to exploit all the possibilities and future prospects in it. It will therefore be crucial to link the work in schools and training institutions more systematically and directly to the reality and evolution of the adult and working world outside them.

1.6 Education and training innovative projects in the Limpopo Province

There could be many education and training innovative projects in the Limpopo Province which attempt to address problems faced by people in general, and young adults in particular. Be that as it may, this study only focuses on projects which are attempting to address problems faced by young adults. On that note, I will investigate African

Pathways Youth Development Organisation; a project which, among other things, seeks to empower the unemployed young (graduates) adults with life and entrepreneurial skills.

Secondly, I will investigate the Ikhwelo³ Project, a project which offers eight learning areas to young adults, including Agricultural and the Small, Medium and Micro Economic Enterprise skills. Lastly, I will investigate the loveLife⁴ Project, a project which intends to alert the youth about the HIV/AIDS pandemic. These education and training innovative projects are examples of projects which are aimed at addressing some of the problems which are being experienced by young adults.

1.7 Aims and objectives of the study

The main aim of this research project is to get insight into current practices and strategies which might be useful when developing and implementing education and training innovative projects in the Limpopo Province of South Africa. It is also the aim of this study to investigate the extent to which these projects are successful in addressing problems faced by young adults.

I also intend to investigate the factors that determine the success and/or failure of education and training innovative projects in a developing context.

It is the objective of this study to develop success indicators of education and training innovative projects. These success indicators could possibly lead to a model which could be useful for the establishment and sustenance of innovative projects in a developing context.

³ Ikhwelo is a Xhosa word, which means to ‘whistle’ or to ‘call’.

⁴ The word loveLife is written with the small ‘l’ for love instead of the capital ‘L’ as explained in chapter 4, section 4.4 under the introduction of loveLife Project. This excludes instances where the whole word is written in capital letters.

1.8 Research questions of the study

In order to achieve the above-mentioned aims, I have formulated two main research questions for the study. The first main research question is as follows:

- What are the effective strategies for the development and implementation of education and training innovative projects in the Limpopo Province?

From this research question, the following sub-questions can be asked:

- What are the aims and objectives of the education and training innovative projects which are the cases of this study?
- What are the main characteristics of these education and training innovative projects?
- What obstacles are experienced during the implementation of these innovative projects?

The second main research question is formulated as follows:

- What are the factors that determine the success and failure of education and training innovative projects in a developing context?

From this research question the following sub-questions can be asked:

- What is the role of the local actors or stakeholders towards sustaining these innovations?
- What are the participants' views of these education and training innovative projects?
- In what way do the participants benefit from these education and training innovative projects?

This study seeks to answer the above-mentioned research questions. Hence, it addresses issues that not only need considerable development and further inquiry for advancing the academic debate, but are also relevant for practitioners who are working in the field and facing these challenges.

1.9 Relevance of the study

There are education and training innovative projects which are being developed in South Africa in an attempt to address the above-mentioned challenges which affect young adults. However, there appears to be problems in implementing and sustaining these initiatives (pilot projects). The problems are related to human capacity to sustain those projects, ownership of these projects, how decisions are made, lack of collaborations with other departments/sectors, inadequate communication channels, and lack of contextualisation. Hence, this study intends to establish the effective strategies for the development and implementation of these education and training innovative projects in the Limpopo Province of South Africa. This will be done to ensure that education and training innovative projects are sustainable in the Limpopo Province.

This study is in a way a follow-up to Rampedi's (2003)⁵ study which is about effective policy implementation strategies in Adult Education in the Limpopo Province of South Africa, a study which investigated problems of Adult Basic Education and Training (ABET) policy implementation at national, provincial, regional and district level. His study did not investigate problems with regard to the implementation of specific projects, an area which is the focus of this study. The study intends to gain insight into effective strategies for the development and implementation of education and training innovative projects in the Limpopo Province.

This study seeks to investigate three different but related education and training innovative projects in the Limpopo Province of South Africa, with respect to approaches,

⁵ Dr Rampedi who is a senior staff member of the Adult Education Programme, University of Limpopo did a PhD study with the University of Groningen (RUG) in the The Netherlands.

donor support in terms of funding and/or expertise, and phases of their life cycle. Hence, I will investigate the African Pathways Project, the Ikhwelo Project, and loveLife Project.

1.10 Scope of the study

My intention in this study is to get insight into current practices and strategies which might be useful when developing and implementing education and training innovative projects in the Limpopo Province of South Africa. The study is limited to the three projects which are the cases of this study, that is, African Pathways, Ikhwelo and loveLife. All these projects have donor support in terms of funding and/or expertise.

There are related studies such as a comprehensive study about factors that contribute to failure of education and training innovative projects in the Limpopo Province, and a study about why most education and training innovative projects are not sustainable in the Limpopo Province. Be that as it may, such studies are not the focus of this study, hence, as will be shown in chapter seven under recommendations for further study, it is encouraged that other researchers should do a follow-up study in one of the above-mentioned related studies.

Finding out where education and training innovative projects exist in such a huge province as Limpopo is a major delimitation; nonetheless the projects which I have selected for the research are examples of innovative projects which are aimed at addressing problems faced by young adults. None of the projects that I have chosen in this study is perfect in any sense, all of them could be having problems, and one of the purposes of case studies is to highlight these problems. The intention of this study as indicated earlier on, is to look at factors that might determine the success and/or failure of the education and training innovative projects in the developing context.

As a researcher, I will not observe the extent to which educators' and learners' behaviour is changing with the introduction and execution of educational innovations. I will limit the research to the meso level, where I will base my investigation on the project

proposals, projects leaders, change agents who are educators that are supposed to implement the innovations, and the participants (learners).

1.11 Conclusion

In this chapter I have established the following points. That:

- South Africa, before 1994⁶, had segregated education systems meant to service citizens based on racial divisions;
- After democracy in 1994, attempts were made to move from a racially divided education system to a single education system which would service all South Africans;
- It is estimated that about 48 percent of the people living in the Limpopo Province are illiterate and have had little or no education;
- That 70 percent of people in the Limpopo Province are unemployed, and out of this percentage 47 percent are young adults;
- Young adults are viewed to be more at risk of contracting HIV/AIDS than other age groups in South Africa;
- The importance of education and training innovative projects towards addressing problems faced by South African citizens in general and young adults in particular.

This study aims to investigate the extent to which education and training innovative projects are successful in addressing problems faced by young adults. The chapter has also indicated the main research questions and sub-questions of the study.

This study intends to show how the education and training innovative projects in the Limpopo Province seek to contribute towards addressing problems faced by the young

⁶ Before 1994, when the first democratic elections were held, there was Apartheid in South Africa with policies of racial segregation.

adults. Hence, this study not only addresses issues that further inquiry for advancing the academic debate, but also issues which are relevant for practitioners who are working in the field and facing these challenges.

CHAPTER 2: THEORETICAL FRAMEWORK

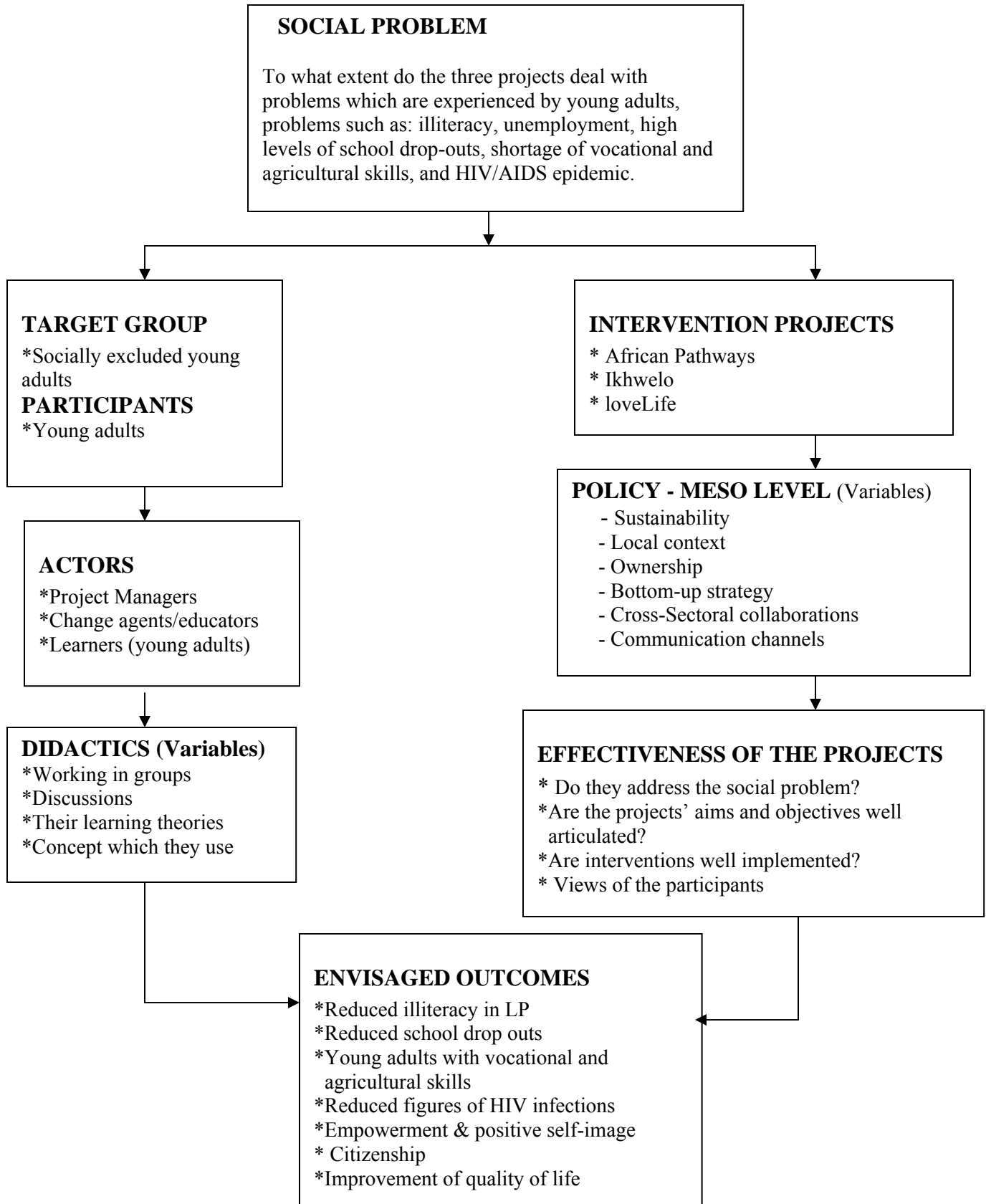
2.1 Introduction

This chapter discusses the theoretical framework of the study. There is a discussion about factors that contribute to, and influence the sustainability of education and training innovative projects. I will also outline the theoretical model which is essential when investigating the success factors and indicators for education and training innovative projects in a developing context. The chapter concludes with a discussion about what is meant by a young adult in a South African context, views about social exclusion and lifelong learning.

2.2 Critical factors

The problems of youth at risk are so immense to an extent that they have also been recognised by policy makers. In this study I am going to investigate three practices (projects) which seek to contribute towards the solution of these problems. In doing so it will be essential to look at what could be the success factors and indicators for education and training innovative projects in the developing context. See figure 1: The theoretical model that I have developed on page 16.

Figure 1: The theoretical model



Based on relevant literature, and preliminary discussions with experts in the fields of innovation and action research, it appears that for any innovation to succeed factors that determine and influence sustainability need to be taken into consideration.

2.3 Sustainability

Sustainability is a broad concept that covers a range of issues related to the institutionalisation or embedding of change. In this study the term will embrace both human and material resources. In sustaining education and training innovative project, there are challenges such as many practitioners struggle to come to terms with the technical and psychological aspects of the change process. The second challenge relates to the quality of implementation. Although all policies and programmes will require some adaptation to the local context, this is not a license to dilute an innovation beyond recognition. It is the quality and consistency of implementation that eventually ensures positive impact on learner achievement.

Hopkins (2002) states that sustainability also relates to coherence in structures as well as to coherence at the level of values, aspirations and ways of working. It appears that the more coherent and collaborative the internal conditions of the project, the more knowledgeable the practitioners in those projects are of national policy initiatives. In such projects, where staff commitment has been very high, the outcomes secured are unusually impressive. Sustained and authentic project improvement requires a high quality profession that reflects both a system level commitment to upgrade the profession, as well as the nurturing of professional learning communities within the project.

For any project to succeed, it could be essential for people to feel that they are part of the initiative. The underlying assumption is that a group of people is not likely to be effective unless it knows what it wants to achieve. It is therefore argued that people usually feel commitment and belonging to a team only if they feel ownership for and identification with the team's objectives (Ayas, 1997: 161). Lack of dissemination, therefore, is not basically a question of better techniques or more money for the same purposes but rather a question of involvement in the innovation process itself.

In order to sustain a project, it is essential to adequately train the change agents so that they may match the challenge of implementing an innovation. Educators form an important interest group in the educational system; as a result their participation in innovation is looked upon as crucial for its success (OECD, 1973:16).

Hounkonnou (2001: 232) who studied projects in rural areas of Benin, Burkina Faso and Ghana, states that while many development projects are failing and failing expensively, some local dynamics are moving ahead anyway, driven by the local actors themselves and succeeding with very modest resources. The direction they are going is the direction they have chosen for their ‘own development’. He further indicated that:

“...Instead of continuing to follow the logic of ‘finding problems to fit the solutions’ which we (external experts) know best, we should enter into effective partnerships with such local actors. We should do so in order to learn about their priorities and objectives and the ways they organise themselves to attain them” (Hounkonnou, 2001: 232).

Hounkonnou believes that sustainable development, the one which can keep going at the end of an intervention, is only possible if the external experts can connect to the people, listen to their cradle and understand what they are doing, in order to act with them, in the same direction.

Creating and maintaining an innovation is not an easy task. It requires considerable investment of effort, ideas, and material resources from local people and also from supporting agencies such as sponsors or providers of services. An important question remains: How can the participation of rural people in planning, managing, adapting, and extending programs that are expected to benefit them in important ways be assured and sustained?

For sustainability of any education and training innovative project to succeed the following factors need to be taken into considerations:

2.3.1 Local context

An important factor regarding the adoption rate of an innovation is its compatibility with the values, beliefs, and past experiences of individuals in the social system. In some cases those in charge of innovative projects have only vague ideas about norms and values, culture and other mechanisms that have been set up to serve maintenance functions rather than innovative functions (OECD, 1973: 238). For any person who wants to initiate a project, it becomes important to find out what the people's beliefs and values are in relation to the proposed innovation.

Apparently innovative projects which have more chances of success are those based on an appropriate mix, which depends upon each local context. Despite the failings of some national development policies and plans, a good number of local initiatives – in rural development in particular – have achieved real success because they have met the essential condition of being based upon the real problems and the wishes of local people, thus ensuring their motivation and involvement. Nonetheless, through a lack of skills in strategising at the local level, these gains have not been capitalised widely (Hounkonnou, 2001: 31).

2.3.2 Ownership

Hounkonnou (2001) indicates that in recognising the importance of local ownership of an innovative project it is important at the initial phase in the beginning of the process to openly discuss with all the actors – mainly the local people or the often called 'endogenous users' in order to build, with as much realism as possible, the foundations of multiple ownership.

For any innovation to succeed it is important to involve local actors or stakeholders from the beginning of the project as equal partners not just as people who can offer contextual background and facilitate country access. Local actors or people should feel that they are part of the initiative so that they may offer all the necessary support to ensure that the

innovation reaches its aims and objectives. Most development initiatives do not succeed because they do not involve local people in the decision making of the project. It could be interesting to actually understand as to: What does participation of local actors mean? Who are the local actors? By local actors do we mean local government officials? Do we mean participants in projects? Do we mean learners in the project? or do we mean local communities? As a researcher, I hope these questions will be answered during the course of this study.

Unhoff, Esman and Krishna (1998) indicate that it is more likely that local actors will feel that they own an innovation and accept responsibility for carrying out plans and programmes if they have been actively involved in shaping decisions. A successful programme is one that becomes truly “localised” in its operation. Change agents working with innovative projects should have a sense of ownership towards those innovations and they must impact this sense of ownership to the participants as well.

2.3.3 Bottom-up strategy

Many innovative projects face the most severe problems in the implementation and dissemination stages. The lack of bottom-up approach to decision making which includes a relevant support-structure can often explain the failures. It is essential for educators as change agents to have their voices heard through their real involvement in the decision-making process when issues regarding the day to day running of the project are discussed.

For any innovative project to succeed it could be important that there be one another’ accommodation of ideas. People involved with the innovation need to discuss openly their impressions of how the project is proceeding (Engel, 1997: 106). The formulation of the project proposals, and aims and objectives of the project need to be discussed openly so that local actors views and needs may be taken into considerations. These should not be enforced to them from the top or the development experts.

For innovative projects to run smoothly there should be bottom-up decision making where agreements which need to be made in relation to the project are discussed and negotiated openly amongst all those involved with the innovation.

Participation in all its aspects, including participation in decision making as well as implementation, and evaluation, is perhaps the most central feature of a successful innovative educational project. Although there are different ways in which local people can participate in their own development, the process best begins with decision making, which is the essence of empowerment. Uphoff et al (1998: 77) state that there is increasing appreciation of the value of having local or indigenous knowledge inform development plans and decisions. Better decisions should be possible if local actors add their knowledge to that which more formally and technically educated people can bring to development efforts; local and outside ('expert') knowledge each become more effective when they are combined.

Beyond initial decisions to carry out a localized activity as part of a larger programme, it is important to have ongoing management decisions made. The most beneficial decision-making system is a combination of some kind of assembly that involves all the membership and some form of committee structure, where responsibility for management can be fixed with a few selected and accountable persons. Uphoff et al (1998) further state that it is essential that important decisions with regard to the running of a project are left to the membership at large so that oversight is maintained and a critical mass of leadership skills is developed in the membership as a matter of institutional capacity building. It is also essential that in democratic decision making the bottom should inform the top level, and therefore the top level should give direction to the people at the grass roots level.

Although it is often thought that democratic processes of participation should culminate in voting, often by secret ballot, to determine the majority view, however Uphoff et al (1998: 77) further indicate that "we are impressed by the extent to which decision making by consensus seems more satisfactory, accommodating various local interests and

avoiding divisions and polarization”. The interests of poorer or weaker sectors may not be well served by a voting system, because majority decisions, especially those made by a narrow majority, are not easily enforceable in the rural periphery.

2.3.4 Cross-sectoral collaborations

Engel (1997: 110) indicates that collaboration/networking is the process resulting from the conscious efforts of certain social actors to build relationships with each other to enhance sustainable development. Networks are seen as more or less formalised, more or less durable relational patterns that emerge as a result of such purposive relationship building efforts. From this point of view, the success or failure of networking, its functioning and characteristics, and the exact form and shape an actual network takes may be evaluated against the mission the actors who make it up have in mind for the network.

If networking activities are to correspond to a mission, the actors involved must be able to formulate one that they share. That is, the question of who has the right to co-determine the ground rules or ‘constitution’ for the network must be solved, and agreement must be reached on a procedure for developing a shared perspective. Since most networks start off very informally, they are not compelled to do this. Initially, they determine who is ‘in’ and who is ‘out’, and set the agenda for network activities. However, when networks become more permanent and more institutionalised, a need to develop more transparent ways of generating such decisions, with broader participation, will arise.

Engel (1997: 111) further states that networks represent ‘communities of ideas’, a space for like-minded people to interact on the basis of common interests, mutual trust and anticipated concern. They are more than just opportunities to share ‘good practice’. By focusing on ‘mind’ rather than ‘matter’, networking helps create a fundamentally new quality for human cooperation, and enhances inclusive thinking, creativity and dialogue.

To maximise the effects of the projects it is necessary to have collaborations with other sectors such as the Department of Education, Department of Agriculture, Department of Labour, Department of Health, Non Governmental Organisations and Youth Organisations. Collaborations/networks bring together those with like-minded interests. Hopkins (2002:45) states that networks are purposeful social entities characterized by a commitment to quality, rigour, and a focus on outcomes. They are also an effective means of supporting innovation in times of change. In education, networks promote the dissemination of good practice, enhance the professional development of practitioners, support capacity building in schools and projects, mediate between centralised and decentralised structures, and assist in the process of re-structuring and re-culturing educational organisations and systems.

It is important that networks have a common aim and purpose, and that the values underpinning the network are well articulated and ‘owned’ by those involved. This consistency of values and purpose also relates to the need for the focus of the network to be consistent with the overarching policy framework. This is in line with Leumer’ views when he indicated that:

“Networks have a vital role to play in stimulating critical debate and information sharing, in promoting innovative approaches to adult learning and in driving advocacy campaigns to raise the profile of the adult education sector ” (2003:171).

The key purpose of networks is to create and disseminate knowledge to support educational improvement and innovation. Such knowledge and practice needs to be based on evidence, focus on the core features of schooling, and are subject to robust quality assurance procedures. Networks need to be adequately resourced particularly in terms of time, finance and human capital. It is not necessarily the quantum of resources that is important, more crucially there needs to be flexibility in the way in which it is deployed.

In line with the argument expressed above, collaborations have a key role to play in supporting innovative educational projects. Networks need to be regarded as a support structure for innovative educational projects, not only in disseminating ‘good practice’, but also in overcoming the traditional isolation of projects (Hopkins, 2002).

Hounkonnou (2001) indicates that even the best local innovations would remain isolated islands of success unless effective partnerships were designed and implemented to leverage change. This view is supported by the World Declaration on Education For All where it was stated that:

“Genuine partnerships contribute to the planning, implementing, managing and evaluating of basic education programmes. When we speak of “an expanded vision and a renewed commitment”, partnerships are at the heart of it” (2000:131).

2.3.5 Effective communication channels

Information by itself is inert. It does not possess any intrinsic means for its own diffusion. There need to be channels, means, and motivations for getting information to those who need it and can put it to use. Very few rural development projects ever design an explicit strategy for communication so that everyone in a “need to know” position receives appropriate information.

However for any innovation to succeed there is a need for effective communication channels through which to transmit information. Sometimes the “grass roots” level, represented by educators can question not only the nature of the development but the way they are developed and then “imposed” upon the lower levels, hence it is important to have effective means of transmitting the knowledge.

Engel (1997: 60) highlights that the mechanisms that support effective communication for innovation provide learning opportunities to those who participate in those innovations. They are organised so as to stimulate associative, broadly inclusive thinking on relevant issues. The interpretative or ‘soft’ nature of communication for innovation contrast sharply with the normative or ‘hard’ character of communication used to achieve administrative control. Communication for innovation is quite different from communication for control. The latter requires well spelled-out, formalised agreements and standard procedures, the former a flexible, sometimes redundant approach to information management.

Another feature of communication for innovation is that it can be seen as a purposive activity. Social actors in innovative educational projects need to develop professional strategies to generate and exchange knowledge and information. Such strategies are closely integrated in their daily practice, because communication for innovation is all or part of their job. At the same time, it is obvious that communication is embedded in more comprehensive social relationship among the actors involved.

For any innovation to succeed, it is imperative for role players at different levels of the project to effectively communicate about issues that relate to the smooth operation of the project. Lack or inefficient communication within a project could result in problems with regard to implementation of education and training innovative projects. It is essential for the change agents to have a good idea about different phases of the projects and how to effectively implement them.

As a researcher, I am of the assumption that if these factors are taken into consideration before the development and during the implementation of any innovation, then there could be successful education and training innovative projects, also in terms of the stated outcomes. This assumption will be investigated in this study. There might be other factors that are as much important to the successful implementation of innovations as factors mentioned above but those will also be the subject of investigation of this study.

2.4 YOUNG ADULTS AND SOCIAL EXCLUSION IN A DEVELOPING CONTEXT

As indicated earlier on, young adults are viewed to be more at risk than other age groups in South Africa. They are at risk of being drop-outs from schools, unemployed, lacking vocational and agricultural skills, etc. As a result of these problems most young adults are viewed to be at the verge of being socially excluded.

2.4.1 Young Adults

According to the South African National Youth Policy, a person is regarded as a youth or young adult when he or she is between the ages of 14 to 35 years. Young people in this age group require social, economic and political support to realise their full potential. Whilst this definition is broad, encompassing a large slice of one's life, it is understood that this is a time in life when most young people are going through dramatic changes in their life circumstances as they move from childhood to adulthood (National Youth Commission, 1997).

The National Youth Policy also recognises that not all young men and women are the same. Where some are at school or training institutions, others are not: where some young men are employed, others are unemployed. There are young women in rural and urban environments. Whilst some young women and men live with their parents, some do not. Many young adults are themselves parents, including those who are single mothers. Some youth are disable whilst others have been the victims of abuse or mistreatment.

The Youth Policy recognises that there will be a requirement to segment the age category of "youth" so as to more accurately address the issues of particular groups. For example, the issues faced by males and females aged 16 to 24 years are likely to be quite different than those who are 28 to 35 years.

When defining a young person it is important to recognise the broader policy environment and the views of other policy documents. The White Paper on Social Welfare (1997), for example, defines a young person as a woman or men aged from 16 to 30 years.

In Europe, for example, various countries define a young adult differently. In Poland, a young adult is a person between 16 and 28 years. In Germany, the German child and youth welfare act differentiates between a child (a person under age of 14), a young person (a person under age 27) and a young adult (a person over the age of 18 but under that age of 27). In Italy the ages from 18 to 29 years have developed a new generation which can neither be defined as young nor as adult (Grundtvig-Project, 2003: 13).

In this study when I talk about a young adult I am referring to a man or a woman aged 16 to 25 years. This age category of young adults is highly at risk of dropping out of school, faces unemployment, lack vocational skills, and are affected by HIV/AIDS. Hence it requires much attention as shown so far in this study.

While talking about young adults as a target group, it is essential to highlight forms of learning which could be relevant to this group, such as situated learning, informal learning, learning in groups etc. Theorists have developed many ways of viewing, measuring and interpreting learning. It has been defined as an act, as a process or as an experience of gaining knowledge and skills.

It is assumed that learning is ‘fundamentally a social phenomenon reflecting our own deeply social nature, being capable of knowing’ (Wenger, 1998: 3). Wenger regard situated learning as ‘lived experiences and in the belief that learning is as much a part of our daily lives as eating and sleeping’. It is assumed that young adults can learn a lot through this kind of learning. Informal learning is another form of learning which might be useful for the learning of unemployed young adults. Smith (2003) in her Thesis entitled: Learning Democracy: A case study of learning democracy in a peri-urban community development project, regard informal learning as learning which has no

established barriers and is driven by the individual's response to the environment. Learning can occur in an informal settings and the environment plays an essential part in the learning process.

Young adults can also learn in groups where they have an opportunity to learn from one another. Since some young adults among the target group of this study are young adults who intend to acquire skills to start their own income generating projects, it will be necessary to utilise group learning as a form of imparting knowledge and skills to young adults.

2.4.2 Social exclusion

It refers to a situation where an individual is unable to participate in a particular social setting on the basis of lack of required skills necessary to do that. According to OECD (1997) social exclusion refers to “situations involving precarious incomes or poverty; being on the margins or out of the labour market with limited prospects of securing a foothold in it, experiencing housing and community environment equally typified by impoverished economic and social opportunities”.

Different social categories will correlate closely with, and be influential on, the experience of exclusion, such as -social class, gender, disability, membership of linguistic or cultural minorities and refugees (OECD, 1997).

Rampedi and Zeelen (1998) further state that for people who are excluded from this process or those who are not willing to participate, the generalisation of lifelong learning may only have the effect of increasing their isolation from the world of the knowledge-rich. Important consequences are economic, under-used human capacity and increased welfare expenditure, and social, in terms of alienation and decaying social infrastructure. Considering the work-and living conditions in the Limpopo Province with for instance the high rate of unemployment (more than 45 percent) and the high level of illiteracy (40 percent), the proportion of people who are socially excluded is very large.

2.4.3 Lifelong learning

Advocates of lifelong learning assert that education is a process that continues in one form or another throughout life, and that its purposes and forms must be adapted to the needs of individuals at different stages in their development. Education is seen as an integral part of living and all the institutions of society with an educative potential are considered resources for learning.

Whether they do so consciously or not, human beings keep on learning and training themselves throughout their lives, above all through the influence of the surrounding environment and through the experience which mold their behavior, their conceptions of life, and the content of their knowledge (Darkenwald and Merriam, 1982:3).

The concept of “lifelong learning” is rapidly gaining wide acceptance as a basis for reforming education and training systems. Its origin lies in related terms such as “lifelong education,” “recurrent education,” “continuing education,” etc (Tuijnman, 1996). In the 1960s, the first usage of the term “lifelong education” was in the context of adult education.

There is rarely an agreement within disciplines as to what learning is and how it occurs, let alone agreement between disciplines. Learning, like breathing, is something everyone does all the time – ‘you are never too old to learn’ – even if they do not realise that they are doing it (Tight, 1996). Unlike breathing, there is no common understanding of how we learn, and there are many and divergent opinions amongst psychologists and educators about just what learning is.

The meaning of the term “lifelong learning” is still evolving and it is open to different interpretations. Yet there exists a core of common elements in most interpretations (see Tuijnman 1994). These include, firstly, a strong belief in the intrinsic as opposed to instrumental value of education and learning. Secondly, there is a common desire for universal access to learning opportunities, regardless of age, gender, or employment

status. A third common denominator is the recognition of the importance of non formal learning in diverse settings: people learn not only in classrooms, but informally at work, by talking to others, by watching television and playing games, and through virtually every other form of human activity.

Lifelong Learning is closely related to the way in which individuals develop in relations to their social and physical environment. It occurs throughout life, from start to finish. Nearly everything we do has been learned and is constantly being relearned (Rogers, 1996: 80).

Similarly, lifelong learning differs from more conventional approaches in the recognition it gives to the diversity in means and methods of teaching. It emphasises “learning to learn” and promotes in learners personal characteristics required for subsequent learning, including the motivation and capacity to engage in self-managed, independent learning (Tuijnman, 1996).

While ideas about lifelong learning may sound like little more than enlightened common sense, in fact they represent a design for the restructuring of educational systems that has revolutionary implications for preparatory as well as adult education. First, the concept of lifelong learning contradicts the tenacious conventional wisdom, and the ramifications thereof, that education is limited to what goes on in schools to prepare children and young people for adulthood. A second profound implication is that society must make adequate provision to meet the educational needs of adults who have left formal schooling. A third implication, and perhaps the most far-reaching, is that the formal educational system must be reorganised so that it is flexible enough to accommodate individual options and to prepare young people to continue their education as self-directed and competent adult learners (Darkenwald and Merriam, 1982:3).

2.5 Conclusion

We have learned from this second chapter that:

- Sustainability is a broad concept that covers a range of issues related to the institutionalisation of change;
- It is essential to take into consideration factors that determine and influence sustainability if one wants any education and training innovative projects to succeed;
- It is important to have a theoretical model when discussing the theoretical framework.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

In this chapter I will start by describing the design of the study. The main focus of this chapter will be to discuss the two paths of data collection. There will be an explanation and discussion of the instruments that were utilised to collect data from different role players in various phases of data collection. I will further explain how the data that has been collected from various phases was analysed using qualitative data analysis methods. The chapter will be concluded by discussing what I call 'reflections', a section which is about my main learning areas and the difficulties that I encountered during the process of this research.

3.2 Design of the study

I decided to undertake a multiple case study to investigate three education and training innovative projects which are the cases of this study. This study has elements of development, implementation and evaluation designs. There has been a description of the three educational projects and the real-life context in which they occurred. In this study every case will serve a specific purpose within the overall scope of inquiry (Yin, 1994).

Below is a diagram which is about the structure of a design of this study:

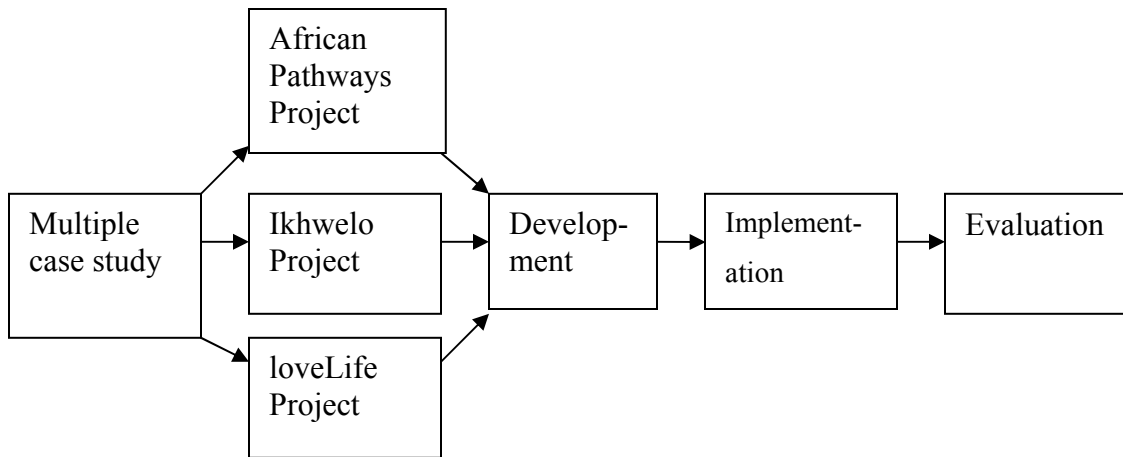


Figure 2: The structure of design of the study

The study has a developmental element because it wishes to develop a model that contains the success indicators which could be useful for the establishment and sustenance of education and training innovative projects in a developing context. An implementation design is used because it seeks to investigate the extent to which the projects have been or are being actually implemented and the hindrances that are being encountered. It also has an evaluation part because it intends to evaluate the successfulness of the projects in terms of aims and objectives, and the stated outcomes (Patton, 1987).

My assumption is that “humans are social actors” who can interpret their surrounding and carry out actions that are meaningful to them. They can modify their actions and contribute to the enactment of a new reality which is meaningful to them. This view is supported by Rossi and Freeman (1993) when they state that evaluations are undertaken to influence the actions and activities of individuals and groups who have, or are presumed to have, an opportunity to tailor actions on the basis of the results of the evaluation effort. It is further supported by Yin when he explains that the essence of a case study is that it tries to illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what results (Yin, 1994: 12).

I decided to choose three different but related projects with respect to approaches, and phases of their life cycle and the fact that all three projects are aimed at addressing problems experienced by young adults. It was my intention to do in-depth investigation and comparison of these projects. After careful considerations, I decided to investigate the African Pathways Youth Development Organisation; a project which, among other things, seeks to empower the unemployed young (graduates) adults with life and entrepreneurial skills, the Ikhwelo Project, a project which offers eight learning areas to young adults, including Agricultural and the Small, Medium and Micro Economic Enterprise skills and I also investigated the loveLife Project, a project which intends to alert the youth about the HIV/AIDS pandemic.

These case studies were chosen to show innovations in exemplary settings and to try to understand the process of innovation in those contexts. This is in line with views expressed by Sturman (1994: 61) when he said that the distinguishing feature of a case study is the belief that human systems develop a characteristic wholeness or integrity and are simply a loose collection of traits. As a consequence of this belief, case study researchers hold that to understand a case, to explain why things happen as they do, and to generalise or predict from a single or multiple examples require an in-depth investigation of the interdependencies of parts and of the patterns that emerge.

Within these projects I reviewed and interrogated the project proposals. A process which has been followed by talking with the projects leaders, change agents who are educators involved at the grassroots level and the learners as beneficiaries of the above-mentioned projects. I have also observed various activities of the above-mentioned projects. It will be important to identify in each case the tensions and contradictions they relate to and how the practices try to manage these with the help of social learning processes. This view is supported by Yin (1994: 13) when he states that a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.

This study has two tracks of data collection, namely: Fieldwork and the mini-conference. The fieldwork track is divided into four phases of data collection. The first phase was more of an introductory phase, while the second phase has been the reviewing and interrogation of the formal project documents, such as project proposals, annual reports, minutes, records, evaluation reports, newsletters and completed evaluation studies. The third phase was extensive fieldwork which has been divided into three stages of data collection. The fourth phase has been that of observations.

The mini-conference track was about the focus group meeting which I had with the Project leaders and Educators who participated in the extensive fieldwork phase of this research project.

3.3 Data-Collection

As I have already indicated above, I decided to classify data collection processes into two tracks. The first track is from the fieldwork while the second one is from the mini-conference or the focus group meeting of the study. The purpose of each will be discussed in detail later on.

3.3.1 Fieldwork

The first track of data collection of this study is from the fieldwork. It is divided into four phases, namely:

3.3.1.1 Introductory phase

The introductory phase was about the exploratory visits to the projects. I did what is called “scouting” the projects, which is basically about site visits to obtain firsthand impressions of how the projects actually operate. This approach is supported by Rossi and Freeman (1993: 148) when they state that the intent is to end up with a description of

the programme as it exists. They further indicate that site visits provide an understanding of the differences between how it is formally pictured and how it is actually conducted, and to explain the differences in the ways it is perceived and valued by the various parties involved. During the initial visits to projects I provided the managers with letters to ask permission to conduct research in their projects. During the process I also gave them a copy of my research proposal. The intention was to enable them to have a clear understanding of what my research was all about.

3.3.1.2 Reviewing and interrogation of documents

After gaining access to conduct my research in the three projects, I went back to the projects to request formal documents such as project proposals, annual reports, minutes, records, evaluation reports, newsletters and completed evaluation studies. This process increased the possibilities of understanding the phenomenon of interest from various points of view and ways of knowing. The information that I gained from the proposals and any other relevant documents enabled me to understand the aims and objectives of each project, the characteristics of each project and the way these projects operate. This is supported by Rossi and Freeman (1993: 147) when they state that the programme description compares how the intervention is supposed to operate with how it actually works.

3.3.1.3 Extensive field work phase

This phase has been divided into three stages of data collection, where I had interview sessions with various role players in these projects. The data that has been collected in one stage formed the basis for further interview questions that were to be asked in the following stages.

3.3.1.3.1 Stage 1: Project leaders/managers

In this first stage of data collection I held interview sessions with all the three project leaders/managers from the three projects. In all these interviews I used open-ended questions when talking to the above-mentioned interviewees. This stage enabled me to understand the characteristics of these education and training innovative projects as project leaders are people who have been tasked to monitor the progress happening within those projects. This view of interviewing the project leaders/managers as “reliable informants” is supported by OECD (1994: 53) when they state that reliable informants know quite a lot about their perceptions of, and feelings about, the situation and events being researched.

One project leader/manager per project was interviewed individually, except in African Pathways where I interviewed individually the skills manager and the IT and Business Development manager. The overall head of African Pathways, who is a Director was not available to take part in the interview session, instead she gave one of the two managers an opportunity to engage with the interviewers since they are the ones who are more familiar with the day to day running of the project. Hence instead of interviewing one of these two managers I decided to interview both separately. The advantage of these individual interviews lies in the absence of group pressure on individual self-disclosure and provision of sufficient “space” for individuals to articulate their experiences and views in depth (OECD, 1994). I also got in this stage of data collection figures about the number of project leaders, educators and learners found in each project.

This stage was probably more empowering for me as meeting with the project leaders/managers gave me insight into the strategies that might be effective when developing and implementing the education and training innovative projects in the Limpopo Province. I also learnt in this stage about the obstacles that are experienced during the implementation of these innovative projects.

3.3.1.3.2 Stage 2: Educators/ Facilitators/Ground breakers

In this second stage of data collection I held interview sessions with two or three Educators/Facilitators/Ground breakers in each of the three projects. These educators were recommended by the project managers.

I made use of the semi structured interview in this stage to collect data from the change agents, who are the educators/facilitators found at grassroots level. My intention was to do an in-depth investigation of the effective strategies for the development and implementation of education and training innovative projects in the post apartheid South Africa. This stage also enabled me to understand the main characteristics of these education and training innovative projects. This view is supported by Patton when he states that In-depth interviewing probes beneath the surface, soliciting detail and providing a holistic understanding of the interviewee's point of view (Patton, 1987: 108).

This stage served both the purposes of comparison with the interviewer's perception and feelings about specific aspects of a situation and of understanding the range and variety of significant experience from the point of view of the interviewees (OECD, 1994). Stringer (1999: 68) further indicates that the interview process not only provides a record of their views and perspectives but also symbolically recognises the legitimacy of their views.

3.3.1.3.3 Stage 3: Learners/Mpitshis

In this third stage of data collection I held interview sessions with two learners/mpitshis⁷ in each of the three projects. I made use of open-ended interview methods to collect data from the learners/mpitshis since they are beneficiaries of the above-mentioned projects. Two (male and female) learners/mpitshis in each project were interviewed.

⁷ Mpitshi is a commonly used name in the loveLife project to refer to their learners

The aim of this stage of data collection was to understand the extent of the impact of these education and training innovative projects from the point of view of learners/teachers. This stage also helped me to understand the role of the local actors or stakeholders towards sustaining these innovations. This is inline with Yin' suggestion when he said that, open-ended interview allows the respondents for facts of a matter as well as for the respondents' opinion about events (1994: 84).

3.3.1.4 Observation phase

Morris (1973) defines observation as “the act of noting a phenomenon, often with instruments, and recording it for scientific or other purposes” (p. 906). Hence the first intention of this phase of data collection was to do site visits to obtain firsthand impressions of how the projects actually operate and also to enable me (the researcher) to have an understanding of the environment under which teaching and learning takes place. These impressions had been collated with information from documents and interviews. This approach is supported by Rossi and Freeman (1993: 148) when they state that the intent is to end up with a description of the programme as it exists. They further indicate that site visits provide an understanding of the differences between how it is formally pictured and how it is actually conducted, and to explain the differences in the ways it is perceived and valued by the various parties involved.

In this phase of data collection, I conducted qualitative observation which is fundamentally naturalistic in essence. It occurs in the natural context of occurrence, among the actors who would naturally be participating in the interaction, and follows the natural stream of everyday life. This view is supported by Denzin and Lincoln (1998: 79) when they mention that:

“For as long as people have been interested in studying the social and natural world around them, observation has served as the bedrock source of human knowledge”.

The second intention of doing observations was to provide additional information about the topic being studied. This view is supported by Patton (1987:90) when he indicates that observing what happens in a group, variations in activities, what people say, what they do, how they interact, and the nature of the physical setting are all important during data collection.

As I went to African Pathways, Ikhwelo and loveLife Project for data collection, I also observed the following issues:

- Venue for the interview
- Infrastructure and space
- facilities/Equipment
- Office furniture
- Availability of teaching and learning materials
- Stationery
- Class attendance and educator-learner ratio
- Lesson presentations
- Learner participation
- Meetings to observe how decisions are made

3.3.2 Mini-Conference

The second track of data collection of this study is from the mini-conference. I had a focus group meeting or a mini-conference with the Project Managers and Educators in the Adult Education Resource Centre of the University of Limpopo. The session was scheduled to start at 09h30 in the morning but due to delays and attendance of funerals in the morning, the session could only start at 12h00.

Litoselliti (2003: 1) defines a focus group as a small structured group with selected participants, normally led by a moderator. They typically consist of between six and ten participants, but the size can range from as few as four to as many as twelve, depending on the research purposes (Goss and Leinbach, 1996). Focus groups are set up in order to explore specific topics, and individuals' views and experiences, through group interaction.

I had invited four participants per project (preferably the Centre/Project Manager and other three participants from those that I interviewed earlier on) to discuss with me what in their view are factors which contribute to success and/or failure of education and training innovative projects.

Out of the 12 participants that I had invited, only eight participated in the mini-conference or focus group session. Two were from Ikhwelo Centre, that is, the centre manager and an educator, two also came from African Pathways, that is, the project manager and an educator, and four came from loveLife Project, that is, the Regional manager (who is also Lenyenye loveLife Centre Manager) and three educators (ground breakers).

I divided the eight participants into two groups as expected, four had to discuss and make a presentation as an attempt to answer the question: What are the factors that contribute to the success of education and training innovative projects in a developing context? The other four had to discuss and make a presentation as an attempt to answer the question:

What are the factors that contribute to failure of education and training innovative projects? In each of these two groups, all the three projects which are the cases of this study were represented by either one or two officials.

The focus group track was essential in the sense that it was a way of listening to people and learning from them. It allowed access to research participants who may find one-on-one, face-to-face interaction “scary” or “intimidating”. This approach is supported by Denzin and Lincoln (2000: 835) when they indicate that:

“By creating multiple lines of communication, the focus group interview offers participants ... a safe environment where they can share ideas, beliefs, and attitudes in the company of people from the same socio-economic, ethnic, and gender backgrounds”.

This focus group meeting or mini-conference was also used as a first step towards developing a model which could be useful for the establishment and sustenance of education and training innovative project in a developing context. Since the participants in the mini-conference or focus group meeting came from the three projects which are the cases of this study, meeting them together provided an opportunity for the researcher to also validate data which has been collected from the individual cases.

This last track of data collection was also used as a learning process for the change agents to improve their own work situations. During the interview I ensured that individuals are able to express their individual views and experiences, and are not inhibited from doing so by peer pressure or other dominant individuals. The use of focus group interview in this track ensured that I got a detailed account of strategies which are useful when implementing education and training innovative projects in a developing educational context. This is in line with views expressed by Patton (1987: 135) when he mentioned that focus group interview provide some quality controls on data collection in that participants tends to provide checks and balances on each other which weed out false or extreme views.

3.4 Data Analysis

When a case approach is used in qualitative analysis, the first step is to pull together the data relevant to each case and write a discrete, holistic case study. Each case study in a report stands alone, allowing the reader to understand the case holistically. I made use of this in order to avoid a situation where some of the data get lost while still investigating the second or next case. This view is supported by Miles and Huberman (1994) when they indicate that in any study that has multiple cases, the meaning of what is happening in each case tends increasingly to get lost in welter of fieldwork, write-ups, coding, and other preliminary analysis.

Once the case data have been accumulated, the first task in case analysis is to write a case record. It pulls together and organises the voluminous case data into a comprehensive, primary resource package. Patton (1987: 148) states that a case study is the descriptive, analytic, interpretive, and evaluative treatment of the more comprehensive descriptive data that are in the case record.

The information gained from reviewing and interrogation of the projects proposals gave the researcher a broader understanding of the aims and objectives of each project. This process provided more insight on how to structure interview questions for the leaders or managers of those three projects. The data collected from the open-ended interviews with the projects leaders or managers has been summarized thematically and then analysed, see Miles and Huberman (1994).

The data collected and documented from the semi structured interviews and open-ended interviews with the educators or facilitators, and learners was grouped into themes, clustered, and its patterns noted, then analysed using the data matrix (Miles and Huberman, 1994).

When analysing the content, I have identified coherent and important examples, themes, and patterns in the data. I have also looked for quotations or observations that go

together, that are examples of the same underlying idea, issue, or concept. I started by pulling together all the data related to a particular issue, and then subdivided that data into coherent categories, patterns, and themes. In analysing this data, I have also relied on the critical factors or variables as mentioned in the theoretical framework, for example, contextualisation, ownership, and cross-sectoral collaboration.

At a later stage during analysis I did cross-case analysis where the intention was to compare and contrast cases while trying to determine effective strategies for the development and implementation of education and training innovative projects in the Limpopo Province. When doing cross-case analysis I utilised a more phenomenological approach called interactive synthesis, which involves both the variable-oriented analysis and case-oriented analysis. I first wrote individual case synopses, then wrote a cross-case narrative based on a series of variables or themes. Then, I composed a “general condensation” depicting the essential personal meanings, then cycled back to the case synopses to see how the condensation was exemplified. This process included an analytic mixture that combines methods, rather than relying on one and adding others essentially as appendages (Denzin and Lincoln, 1998).

While analysing these cases, I began with a partially ordered meta-matrix, which brings the basic information from the three cases into one big chart. Then I did descriptive ordered displays, time-ordered matrices, and composite sequence analysis, showing the flux of different cases through a generally framed flow of events and conditions.

During cross-case analysis I have been careful in preserving an individual case’s uniqueness with the need to understand generic processes at work across cases. This view is supported by Denzin and Lincoln (1998) when indicating that it is important to preserve case uniqueness when making comparisons in order to avoid misinterpretation and superficiality. Case-oriented analysis is good at finding specific, concrete, historically grounded patterns common to small sets of cases, but its findings remain particularistic, although other case writers speciously claim greater generality.

The last step in qualitative data analysis is for the researcher to write what he had heard, read, observed and now understand to create the harmonic sound of data coming together in narrative form to make sense of the phenomenon under study.

Table 1: The following is an example of data matrix used in this study:

Variables	Project Manager/Leader	Educators/Ground breakers	Learners/ Mpitshis
Inception of the project			
Line of management			
Roles and duties			
Number of Educators			
Number of learners			
Learners' age range			
Aims and Objectives			
Programmes offered			
Duration of programmes or modules			
Working hours			
Views about the Project			
Community' views about the project			
Recruitment strategies			
Learner' registration into the project			
Local context			
Ownership			
Bottom-up strategy/Decision-making			
Cross-sectoral collaboration			
Communication channels			
Teaching approach			
Learning Materials			
Training			
Funding			

Sustainability			
Problems and Challenges			
Negative elements of the centre			
Positive elements of the centre			

3.5 Reflections

This section is about my learning experiences and challenges during the process of conducting this research project.

3.5.1 The research proposal

I have learnt that a good proposal is a basis for a good research because as a researcher you can always refer to your proposal as you continue with your research activities, and if you have a good proposal it is much easier to do data collection. Having had an opportunity to go to the Netherlands has greatly improved my understanding of the subject under study. Through their more advanced library I have had an opportunity to access more recent and relevant literature which made it possible to develop good theoretical framework.

I have also learnt that all steps (instrument development, data collection and data analysis) are linked. It is good to make use of flexible instruments during the data collection because it makes one's work easier.

3.5.2 Research experiences

During the research I have learnt that it is important to have more than one supervisor so that in case one goes away, you at least remain with another supervisor. I have realised that sometimes it is important to take a study leave so that one can thoroughly

concentrate on the research project otherwise it might take even longer to finish the research.

Having had an opportunity to supervise students during my research has also helped me a lot because while I was giving them feedback on their research projects, I was also learning how to tackle mine.

3.5.3 About the fieldwork

There were instances where I will make an appointment with an interviewee and when I arrive at the place where the interview session was to take place, only to find that the appointment has not been honored, and there would not be an apology for such actions. Sometimes interview sessions were characterised by disruption and disturbances, where a colleague of the interviewee will just come in to ask the respondent something and later go out. Those instances were really disturbing to the whole interview session.

As a standard procedure I would ask all interviewees to switch off their cell phone. Be that as it may there were instances where an interviewee would not switch off the phone, citing reasons such as his or her superior might phone at any time and they would want them available, hence such an interviewee would not switch off the cell phone. In those instances the flow of discussions during the interview would be greatly compromised particularly as the phone will ring time and again.

Sometimes the respondents will pause during the interview to go to the next room to verify the information asked during the interview session. In most instances such actions affected the flow of discussion during the interview. Some of the interviewees will be afraid of being taped, citing reasons such as they do not want any other person to know the content of their responses. In such instances I was bound to take more time in assuring the respondent about the confidentiality of the interview session. I also had a problem of time constraints during my data collection stages because most interviewees preferred to talk a lot.

Another experience has to do with long distances to places of interview sessions. Upon my arrival to places where interviews has to take place I had to rest a bit before the session could commence. Another disturbing factor has to do with noise of passing cars or music playing nearby. Those instances have the potential of ‘stealing’ one’s attention during the interview session.

Another challenging factor had to do with a demand for food as a condition for interviews. In some projects, the manager will request that I organise catering for learners as a condition to have them coming to the interview session. There were also instances where an appointment would be cancelled or postponed on the last minute of an interview session by participants due to other commitment, e.g. death case. Another challenge has to do with the requirement that I have to arrange transport for interviewees if I want them for example to come to the University for a focus group meeting.

During the process of data analysis I discovered that it is very difficult to analyse different voices.

3.6 Conclusion

When conducting research it is necessary to have a relevant and good design of the study. This study comprised of two tracts of data collection. The first one is what I call the fieldwork. Hence chapter four of this study consists of the responses of different role-players in each project. The analysis of respondents of each project is well-captured in chapter five. The second tract is about the mini-conference where respondents discussed factors that determine the success of education and training innovative projects, and those that contribute to the failure of these innovative projects. In this chapter I also explained how the data that have been collected from various phases have been analysed using qualitative data analysis methods.

The following chapter is about the empirical results of the study. It will give account of the strategies that might be effective when developing and implementing the education

and training innovative projects in the Limpopo Province. It will also show the extent to which the three projects are successful in addressing challenges faced by young adults.

CHAPTER 4: THE PROJECTS

4.1 Introduction

This chapter presents the empirical results of this study. It gives account of the strategies that might be effective when developing and implementing the education and training innovative projects in the Limpopo Province. It also intends to provide answers to the following research questions that are also outlined in chapter one.

The first main research question is as follows:

- What are the effective strategies for the development and implementation of education and training innovative projects in the Limpopo Province?

From this research question, the following sub-questions were asked:

- What are the aims and objectives of the education and training innovative projects which are the cases of this study?
- What are the main characteristics of these education and training innovative projects?
- What obstacles are experienced during the implementation of these innovative projects?

The second main research question is formulated as follows:

- What are the factors that determine the success and failure of education and training innovative projects in a developing context?

From this research question the following sub-questions were asked:

- What is the role of the local actors or stakeholders towards sustaining these innovations?
- What are the participants' views of these education and training innovative projects?
- In what way do the participants benefit from these education and training innovative projects?

In this chapter I will present an overview of the three projects, that is, African Pathways, Ikhwelo and loveLife, which are the cases of this study. I should indicate at this stage that participants in these three projects call their projects differently. Some call them projects, while others call them centres, other even call them organisations. Hence the name projects or centres or organisations will be used interchangeably to refer to these three projects. A description of programmes which are offered in each project of this study is given. I will further indicate the aims and objectives of each project. The chapter will also discuss issues around staffing and learners found in each project. I will also outline in detail the views of the interviewees in relation to the critical factors of this study. The chapter concludes by discussing the findings of observations based on each project of the study.

4.2 AFRICAN PATHWAYS PROJECT

Figure 3: A photo showing African Pathways Project from the ground floor since it is located on the first floor.



Figure 4: A photo showing African Pathways steps into first floor where the project is located.



Figure 5: A photo showing African Pathways building from a distance and the busy road next to it.



4.2.1 Introduction

African Pathways is a non-profit organisation that focuses on Youth, and Rural Development in the Limpopo Province registered as a Section 21 Company, based in Polokwane. It is based on a site where it can be accessible very easily by anyone who is interested in attending their programmes, because it is surrounded by taxi ranks, main bus ranks and a railway station.

4.2.2 An overview of African Pathways

The organisation came into being in 1997 through a merger of two long collaborating community based organisations (Integrated Youth Initiative and Great North Upstarts), which had similar development objectives. African Pathways is located in 10 Rissik Street Plaza 2000, the northern side of the city of Polokwane in Limpopo Province. The main role of African Pathways is to identify and facilitate relevant development activities of and for both rural and urban youth communities. It also provides support and mentorship to youth led initiatives.

4.2.3 Description of the programmes

4.2.3.1 Vision and Mission

The vision of African Pathways is highlighted as follows:

“A Prosperous Youth for South Africa”.

The mission of African Pathways is indicated as follows:

“To give light, and direction regarding life options and provide tools that enable young people to become the best they can be”.

4.2.3.2 Aims and objectives

African Pathway’s aim and objectives is to help in sustainable youth-led initiatives by fostering participation of young people in a holistic development and growth of Limpopo Province. African Pathways provides skills for unemployed young adults by training them so that they may be economically productive individuals. It also provides career counseling, referrals and job preparation for unemployed young adults in order to

produce young adults who are marketable on the job market. The organisation also aims to create effective leadership and management of the youth councils and youth organisations.

It facilitates development research, forums, conferences, workshops and social facilitation of development projects in rural communities, working in partnerships with youth organisations to strengthen and sustain youth sector, by introducing to young people basic computer skills and internet usage. The main aim for learners to attend African Pathway's programmes is to develop skills and create their own jobs. Some of learners are attending these programmes in order to open their own businesses, while others want to be fully skilled and be able to work in the business world e.g. banks and shops.

4.2.3.3 Types of Programmes offered

African Pathways has the following six key programmes, namely: Student Leadership and Management which is aimed at providing training and support for youth organisations and leaders as well as fledgling community based initiatives, Youth information and Skills Network, Young Women's leadership and Democracy Education, Make a Connection, innovation centre for youth in partnership with Umsobomvu Youth Fund, Skills training and information service. The project offers short courses, of which some run for duration of a day while others run for up to three months. African Pathways usually admit young adults who have already completed grade 12.

4.2.4 Staffing

African Pathways has 11 staff in the following hierarchy: Director, life skills manager, IT and business development manager, three facilitators, programme administrator, finance administrator, resource centre coordinator, IT coordinator and a receptionist. In addition to the 11 staff members of the organisation, there is also the board of directors, which are five in number.

In terms of qualifications of staff at African Pathways organisation, some have honours degrees from Universities, while others have diplomas from various tertiary institutions while some have certificates or post matric qualifications. Most of the African Pathways staff including the managers also work as facilitators in the organisation.

All of African Pathways staff are still within the youth category, namely between the age of 18 to 35 years. African Pathways usually refers to their educators as facilitators.

4.2.5 Learners

African Pathways has many learners attending their programmes. The project records approximately 100 learners per day. They have 2100 target per quarter though at times they are unable to reach that target. They usually host around 15 learners per lesson, while in some programmes such as basic computer skills they manage to have around 35 learners per lesson. Learners' age at African Pathways ranges between 16 to 35 years.

4.2.6 Critical factors

As indicated in chapter two, this study aimed at investigating the following factors which need to be taken into consideration, in order to ensure the sustainability of any education and training innovative project. These factors are effective strategies for the development and implementation of education and training innovative projects in the Limpopo Province. They are: local context, ownership, bottom-up strategy, cross-sectoral collaborations and effective communication channels.

Based on the introductory, and reviewing and interrogation of documents phases as outlined in chapter three, I discovered that there are more factors that contribute to effective strategies for the development and implementation of innovative projects in addition to the ones suggested above. On the basis of this discovery, I then decided to also investigate issues related to recruitment strategies, teaching and learning, training,

and funding as other possible factors that might contribute to effective strategies for the developing and implementing education and training innovative projects in the Limpopo Province.

4.2.6.1 Recruitment strategies

In African Pathways recruitment is done through word of mouth, meaning that facilitators and learners do inform other young adults about the activities of African Pathways, and also recruit these young adults into the project. Recruitment is also done through posters and brochures where they distribute them to the youth around communities. It is also done through print and electronic media. One of the managers further indicated that they sometimes advertise the African Pathways programmes on radio stations, such as Thobela FM, Munghana Lonene FM, Phalaphala FM and Radio Turf. African Pathways' programmes are sometimes advertised on the national newspapers such as Sowetan, and the Limpopo Province newspapers such as Review and Observer. They advertise on these newspapers as an attempt to reach even the young adults who live far from Polokwane.

Learner's registration into the project is done through the log book that every learner who comes to African Pathways fill-in at the reception. Learners also fill-in the attendance register as they come to attend the workshops and other African Pathways' programmes.

The facilitators indicated that they sometimes distribute posters and brochures to the young adults around communities as a way of recruiting them to come and attend African Pathways programmes.

One of the facilitators said the following while further indicating that every component of African Pathways has a roll call:

“This starts at the reception, as a learner comes in to request information, we capture his or her details and then refer him or her to the resource centre or a facilitator, who will then assist such

a learner. We have a referral system that enables us to capture learners' details as they come in for assistance”.

At the level of learners, this study found that recruitment in African Pathways is done through the word of mouth, through posters and brochures, and through print and electronic media. Learners also mentioned that they do inform other young adults about the activities of African Pathways, and also recruit these young adults into the project. Other learners came to know about African Pathways through their friends who were attending at African Pathways.

4.2.6.2 Teaching and learning

It is generally agreed by all the participants of African Pathways that the teaching approach which is preferred in the project is the facilitation process where facilitators only serve to facilitate the process of learning. They also make use of group work method to teach the young adults. One of the educators indicated that in the computer lab you will have a person who will teach learners how to utilise a computer. Facilitators and learners in African Pathways find the facilitation process and group work to be effective approaches to teaching and learning.

All the programmes of African Pathways have their own relevant manuals that have been developed by staff and these manuals contain exercises, and learners are taken through those exercises. If they want to teach learners how to enter a job market, they will show them how to write a winning Curriculum Vitae (CV) and do it practically, and then teach them how to conduct themselves in an interview session.

In relation to the availability of learning materials, one of the managers highlighted that:

“We have our own manuals which also contain exercises, and learners are taken through those exercises”.

The said manager mentioned the above statement while emphasizing that in African Pathways they develop their own learning materials. Learners shared the similar view as expressed by the manager that African Pathways has teaching manuals for different modules. One of the learners indicated that:

“We are provided with manuals for different modules.

We are also provided with newspaper articles as learning guides”.

The said learner mentioned the above statement when emphasizing the fact that in African Pathways learning materials are provided to learners.

Other than facilitating lessons in Polokwane, staff in African Pathways do visit other districts as part of their organisation’s community outreach programme, where they offer lessons/modules in those districts.

4.2.6.3 Training

African Pathways has extensive training programme for its staff members in addition to the recognised qualifications that staff hold from institutions of higher learning in South Africa. One of the managers indicated that African Pathways staff have been adequately trained to be able to perform their daily duties. He further highlighted that most of the African Pathways staff have attended a three months programme called ‘Make a Connection’. This programme is offered and facilitated by African Pathways staff. The said manager further indicated that:

“Facilitators are trained intensively on how to facilitate modules and on how to communicate with other young people so that they may be able to perform their duties”.

All the African Pathways staff are of the view that the training that facilitators receive is sufficient particularly because of the skills and intensity that goes into their training

programme. The organisation sometimes conducts a skills audit for its staff, on the basis of which it then sends staff to attend workshops as and when a need arise, for example one staff attended “Train the Trainer workshop” while another attended a workshop on how to develop learning materials in line with units standards as per South African Qualification Authority (SAQA) stipulations.

Facilitators have been well trained to be able to perform their duties well. Most of the facilitators’ training takes the form of workshops where they attend for duration of five days at a particular arranged venue. Facilitators feel that five days duration is sufficient for such workshops. They are of the view that the training workshops which they sometimes attend are necessary and that they benefit a lot from them.

They feel that the aspects which are addressed during these workshops empower them to be able to perform their duties very well. One of the facilitators mentioned that:

“I have been adequately trained though I feel that I can never say that I’m enough with training”.

The facilitator mentioned the above statement to indicate that in this changing world there is always a need for more training.

Learners are of the view that the way facilitators facilitate their modules clearly indicates that they have been adequately trained to perform their duties.

4.2.6.4 Local context

In African Pathways staff have a strategic planning workshop at the end of every year where they all participate in the formulation of plans or programmes of action. The collaborative partners are also invited to participate in the formulation of work plans during the strategic planning workshop.

Learners' inputs, as learners are expected to indicate their views about how the project needs to operate in the suggestion box of the organisation, are taken into consideration during the strategic planning workshops. One of the facilitators highlighted that:

“I must say that the organisation has already done a lot towards reaching majority of the young adults with the aim of imparting skills to them, in trying to improve their lives, in making sure that they get absorbed into the labour market. And at the same time we have lots of young adults who have managed to start their businesses, so it has good impact in young people's lives”.

The facilitator mentioned the above statement while indicating that the output of the organisation demonstrate that African Pathways takes into consideration the interest of their learners and that of the broader community.

All African Pathways stakeholders do participate in the formulation of aims and objectives of the organisation and this helps the project to take into considerations the context of the local people. African Pathways do conduct research that informs the direction which the organisation must take and staff feel that as a result of the research, the project takes into consideration the views of local people in its day to day operations.

The other facilitators mentioned that:

“We do get positive remarks in terms of the work which we are doing here in African Pathways. Learners feel that we are providing information and also improving their lives”.

This facilitator said this when emphasizing that the community and the learners identify themselves with the organisation and that they also appreciate the role played by African Pathways in the society.

Learners are also afforded an opportunity to make comments on how the project must operate through the evaluation forms which they fill at the end of training workshops and contact sessions. One of the learners indicated that the fact that their inputs are taken into consideration is an indication that African Pathways recognizes and acknowledges the views of the local people and its stakeholders.

4.2.6.5 Ownership

African Pathways is an innovative project that imparts skills to young adults and the community actively participates in its activities. The local people have a sense of ownership towards the organisation since their views are taken into consideration within the project. One of the managers indicated that:

“Young adults feel that African Pathways has empowered them with life skills. They really appreciate what the organisation has done for them”.

He said the above statement while indicating that the community has a positive view about African Pathways and the fact that the community has a sense of ownership to the project.

Facilitators feel that the project is very helpful to the young adults and most of these young adults now have jobs because of skills they acquired through African Pathways. One of the facilitators mentioned that:

“As this is an NGO the success of it depends on our hard work, hence we don’t only do what is expected of us in terms of our job description, but we also do almost everything that is done in the organisation”.

He said the above statement while indicating that as facilitators they have a sense of ownership and belonging to the organisation, hence they are doing everything to ensure that the organisation succeeds.

Facilitators also highlighted that the collaborative partners and other stakeholders do offer suggestions of how the project must operate. One of the facilitators further indicated that:

“The organisation has a suggestion box where young adults give comments of what they need to see happening within the organisation”.

The facilitator made the above comments to further indicate that in African Pathways the community has a sense of ownership towards the project. Facilitators are also of the view that most learners appreciate the role that African Pathways play in the community.

Learners are of the view that African Pathways is important in communities because it empowers young adults with various skills which they need in life. They feel that African Pathways teaches people how to be economically active in the society. They further indicated that the project help to reduce the rate of unemployment within the communities. One of learners indicated that:

“Learners are provided with an opportunity to give feedback on how the project must operate”.

The Learner said the above statement to further highlight that learners in the project do have a sense of ownership towards the project, and the fact that their views are seriously taken into considerations.

4.2.6.6 Bottom-up strategy

In the African Pathways project staff utilises bottom-up approach to decision making. The organisation has regular meetings where staff sits together as a team and plan ahead. Facilitators are of the view that through these regular meetings, they are able to come together as a team to discuss various issues that has to do with the running of the organisation. One of the managers mentioned that:

“Decisions at African Pathways are made democratically and collectively”.

He mentioned the above statement while indicating that African Pathways utilises bottom-up approach to decision making.

African Pathways has regular meetings, i.e. monthly management meetings, monthly staff meetings, quarterly programme review meetings, and creative innovators’ meetings. Most of these meetings are chaired by the director.

One of the facilitators mentioned that:

“I never believed that the word democracy exists but after joining African Pathways my hypothesis was proven wrong because what we do in African Pathways is a consultative process. A platform is created for us as junior staff members to actively participate in the process of decision making in the organisation”.

The facilitator mentioned the above statement to emphasize that African Pathways utilises bottom-up approach to decision making and that decisions are arrived at democratically.

Learners sometimes form part of the organisation' meetings but at times they do hold meetings with facilitators during or after the classes to discuss issues that have to do with their attendance of classes.

4.2.6.7 Cross-sectoral collaborations

It is generally agreed by all the participants that African Pathways does have collaborations with Non-Governmental Organisations (NGOs) such as Tlhavhama and Makotse. The project also have collaborations with Department of Health (DoH), Department of Labour (DoL), Capricorn District Municipality and the Umsobomvu Youth Fund. The purpose of these partnerships would be to support and strengthen African Pathways, and some of the partners do assist in recruiting young adults to attend workshops in African Pathways.

African Pathways sometimes have meetings with collaborative partners, particularly with the municipality though such meetings are not regular. In these meetings they discuss mostly youth related programmes of action. There are times when African Pathways staff encounter problems with their collaborative partners though they resolve such problems peacefully.

One of the facilitators indicated that:

“African Pathways is not an island, and we cannot do this work alone, hence we are collaborating with Government departments and NGOs that are working towards addressing problems faced by young adults”.

The facilitator mentioned the above statement while indicating that it is important for organisations such as African Pathways to have collaborative partners.

Learners know African Pathways to be only collaborating with partners such as Umsobomvu Youth Fund and the Capricorn District Municipality. They do not know as to whether there are meetings between African Pathways and its collaborative partners.

4.2.6.8 Communication channels

African Pathways project has effective and user-friendly communication channels, where for instance management communicates their decisions to facilitators both formally and informally. Formally it is done through memorandums and notices, and informally they just talk on person to person basis. Staff in African Pathways including facilitators have easy access to the management, meaning that they do not have strict procedures, where a staff can only talk to a member of management through an appointment.

The board of directors' decisions are communicated to staff through the meetings. One of the managers indicated that:

“We actually don't want to find ourselves in a situation where we are driven by lots of bureaucracy. We don't usually prefer a situation where a board decision is communicated to management through memorandums, and the management communicate it to facilitators through memorandums and so on. That takes a lot of time. We need a situation where decisions are communicated quickly so that there may be implementation. We prefer a free relaxed environment where people can work and be creative not very formal environment”.

The said manager mentioned the above statement to indicate that in African Pathways they prefer team work, and a relationship of being colleagues so that it becomes easy for them to perform their duties.

African Pathways Project has formal procedures of handling grievances amongst the staff, hence when a grievance occur, it will be addressed amicably. The management communicates with their partners through emails and formal letters. Facilitators mostly communicate with learners in the form of announcements in the class room. They also communicate with learners through the radio, newspapers, pamphlets, and posters.

African Pathways has open communication channel that enables learners and community members to easily state their views about range of issues within the organisation. Facilitators highlighted that they communicate with learners in the form of announcements in the classroom. One of the facilitators mentioned that:

“The organisation also communicates with learners through newspapers. We also make use of the media in order to reach them”.

The facilitator said the above statement to indicate that African Pathways utilises various mechanism to reach out to the young adults.

Learners are able to easily communicate their grievances to facilitators during class. They also make use of the suggestion box to communicate their views and worries with the staff in the organisation.

4.2.6.9 Funding

It is generally agreed by all the participants that African Pathways has various sources of funding. Each programme has its own funding, for instance there is Umsobomvu Youth Fund which funds the Innovation centre for youth. There is also Nokia through partnership with Youth Development Trust (YDT) which funds ‘Make a Connection’ programme. The managers indicated that other African Pathways programmes are not funded. These are programmes which they are selling, instead of getting funding they sell them, and get funds out of training specific groups of people.

One of the managers indicated the following when he was asked whether he thinks that the funding which the project receives is sufficient or not:

“There is a need for more funds, you never become fine as an NGO. You can look at your bank statement, and say we are fine but in three to four months time you might even have problems in paying your employees. So we always need more funds. As an NGO you need to constantly market yourselves, you need to constantly raise funds”.

This he said to indicate that there is always a need to get more funding for the organisation. African Pathways always has plans to do more fundraising.

Facilitators highlighted that there is the Capricorn District Municipality which funds the ‘Strive programme’. One of the facilitators mentioned that:

“The funding that the project receives is not sufficient because we have programmes which are not running now due to lack of funds. We also have programmes which are supposed to be taken to the next level but due to shortages of funds we are unable to do that”.

The said facilitator mentioned this statement when indicating that the funding that the project receives is not sufficient.

Facilitators are of the view that there is always a need to generate more funding, this they feel is necessitated by the fact that the building which they are utilising is a hired property and the monthly rates are very high for a non profit making organisation such as theirs.

Learners feel that African Pathways is well-funded organisation. In their view the infrastructure, equipment and resources that African Pathways have clearly indicate that it is a rich organisation.

4.2.7 Observations

I made observations in all the three projects which are the cases of my study, that is, African Pathways, Ikhwelo and loveLife. I will start with the report of observations based on the observations from the African Pathways project. The following were issues/categories for observations, namely:

4.2.7.1 Venue for the interview

Interview sessions with the project managers took place in the organisation's boardroom while interview with the facilitators took place in one of the facilitators' office. The interview session with learners took place in the boardroom where sometimes teaching and learning occurs.

4.2.7.2 Infrastructure and space

The project has a big building in the form of Youth Advisory Centre where most of the activities of African Pathways take place. This advisory centre is located on the first floor whereas the ground floor is occupied by furniture shops. The project has a wonderful resource centre or library which is available to learners for official use or study related utilisation.

I also observed that this project has computer centre with a sufficient number of computers that are easily accessible to learners. Based on the location of African Pathways it becomes evident that the project has inadequate infrastructure. There is a serious inadequate space around the vicinity of the project, particularly since it is located on the first floor next to the busy road. I also observed that there was no enough space to be able to accommodate more learners.

4.2.7.3 Accessibility of the project

African Pathways is easily accessible since it is located between Polokwane main taxi rank, and the bus and railway stations. It is within two kilometers distance away from the taxi rank, bus station or railway station.

4.2.7.4 Facilities/Equipment

This is a premier project which has resource centre with computers and library materials available for utilisation by students. The classrooms of this project have modern chairs and tables adequate for the teaching and learning. The project has modern and sophisticated photocopying machines ideal for a professional organisation.

4.2.7.5 Office furniture

Staff in African Pathways boasts the best office furniture which can hardly be found in other projects. In each office there are modern tables, modern chairs, modern computer sets, telephone and other modern office items that can be available in any executive offices.

4.2.7.6 Availability of teaching and learning materials

African Pathways has adequate teaching and learning materials available to both educators and learners. As learners attend class they are provided with relevant learner support materials for that particular module. Educators also make use of newspaper articles and in certain instances they utilise pamphlets as a form of teaching materials.

4.2.7.7 Stationery

The classes that I have observed has white chalk board which utilises markers. In instances where learners are expected to make group presentations, there were flip charts

together with white board markers available for such purposes. As I observed I could notice that classes has the required stationery conducive for proper teaching and learning.

4.2.7.8 Class Attendance and Educator-Learner ratio

Learners who were attending classes that I observed were males and females. They are young adults whose age ranges from 18 to 35 years. There were sufficient number of learners in the class, they were around 15.

4.2.7.9 Lesson presentations

Lessons were nicely presented with the facilitator utilising learner-centred approaches. In certain instances learners were required to work in groups.

4.2.7.10 Learner participation

Learners participated actively during the activities of the class. When the educator was asking questions most of them were happy to provide answers to those questions though in certain instances their answers were not correct. There were few learners who seemed not to understand what the facilitator was talking about. To my surprise these learners were amongst those who actively participated during group work.

4.2.7.11 Meetings to observe how decisions are made

The two meetings that I observed were run smoothly. The chairperson followed all the procedures of the meeting. Decisions were arrived at mostly through consensus. There was never an item where members had to resort to voting.

4.3 IKHWELO PROJECT

Figure 6: A photo showing Ikhwelo Project office and the primary school where the project is located



4.3.1 Introduction

The Ikhwelo Project has been initiated as a response to providing support to the Eastern Cape (EC) and Limpopo Province (LP) Department of Education in the area of Adult Basic Education and Training.

The project's purpose is to support the EC and LP's Department of Education in the implementation of a pilot project in the two elective sub-fields, Agriculture and Small, Medium and Micro Enterprise over a period of 36 months.

The project commenced operations in April 1999 in the two pilot Provinces. Limpopo Province was allocated 28 pilot centres. These pilot centres were located in semi rural areas. The centres were selected jointly by the Provincial Department of Education and Project Literacy (PROLIT)⁸. The United States Agency for International Development (USAID) used to provide primary funding through a grant to Project Literacy. For effective implementation of the pilot phase educators were trained to facilitate learning programmes in the two electives (Agriculture and SMME) at National Qualification Framework (NQF) level 1.

4.3.2 An overview of Ikhwelo

Rakopi Ikhwelo Centre is one of these 28 centres in the LP. This Ikhwelo centre is different from other Ikhwelo centres in the Province, let alone the ordinary Public Adult Learning Centres (PALCs). It has always enjoyed a reputation of being an example of a "good practice". This centre has been selected as one of the case studies of this research project, and it started operations in 2000.

It is situated between Polokwane and Haenertsburg next to R71 road on the way to Tzaneen. It is situated in a village called Spitzkop. This Ikhwelo centre like all the other Public Adult Learning Centres, is located in Rakopi primary school, hence in the afternoons after school hours it is utilised as a PALC.

⁸ Project Literacy is a non governmental organisation (NGO) which has been contracted by the Department of Education to provide training, learning materials and equipments in Ikhwelo centres.

4.3.3 Description of the programmes

4.3.3.1 Aims and objectives

The aim of the Ikhwelo Project is to implement a pilot project in Agriculture and SMME that will provide access to the General Education and Training Certificate (GETC) for adult learners to enhance their social and economic capacity (Mollel, Anim and Rakoma, 2001: 4). To achieve this goal the Ikhwelo project will accomplish the following core objectives:

- Enhance the skills of adult learners in Agriculture and SMME
- Enhance the skills of adult education practitioners to deliver learning programmes in Agriculture and SMME
- Enhance the capacity of governance structures to effectively and efficiently manage the pilot project
- Establish mechanisms to ensure sustainability and replication of the pilot project

At the level of Rakopi Ikhwelo Centre, the aim and objective is to empower learners with basic education and income-generation skills. The centre also contributes towards eliminating illiteracy and alleviating poverty amongst the community members.

4.3.3.2 Types of Programmes offered

Rakopi Ikhwelo Centre like all the other Ikhwelo centres offers all the eight learning areas, including Agriculture and SMME. They also offer elements of income-generating programmes such as dress and tunic making, bakery, basket making, curtains making, gardening, etc. This centre offers learning areas from level one till level four. These learning areas run for duration of a year, and then if learners pass examination, they will proceed to the next level. Upon completion of level four, learners receive certificates.

4.3.4 Staffing

Rakopi Ikhwelo Centre has five staff members. One of these staff is the Centre Manager and the other four are educators. In terms of qualifications of staff at Rakopi Ikhwelo centre, one has Bachelor of Education degree from the University of Limpopo, while others have teaching diplomas from various colleges of education. All the five staff members of this Ikhwelo centre work as educators in this project.

All of Rakopi Ikhwelo Centre staff are within the age category of 40 years. The staff works for three days per week, that is, on Mondays, Tuesdays and Thursdays. In those three days, they work for two hours per each day. Working hours are from 14h00 to 16h00.

4.3.5 Learners

Rakopi Ikhwelo Centre has a total of around 53 learners. A level has an average of 15 learners. Learners' age at Rakopi Ikhwelo Centre ranges between 20 to 40 years.

4.3.6 Critical factors

As I went to the Ikhwelo Project, I investigated the following critical factors or variables that contribute to effective strategies for the development and implementation of education and training innovative projects in the Limpopo Province. They are: recruitment strategies, teaching and learning, training, local context, ownership, bottom-up strategy, cross-sectoral collaborations, effective communication channels, and funding.

4.3.6.1 Recruitment strategies

There are several ways of doing recruitment in Rakopi Ikhwelo Centre. Staff in the centre sometimes make use of door to door campaigns, where they go from one house to the

other recruiting learners to come and attend adult learning activities taking place at the centre. This was emphasised by one of the educators who highlighted that when they say door to door they mean literally moving from one house to the other recruiting community members to attend the Rakopi Ikhwelo Centre activities. At times Rakopi Ikhwelo Centre make use of pamphlets to recruit learners. They put these pamphlets at the strategic places in the community, such as shops, churches, at the clinic, and at Rakopi primary school.

The centre also make use of the media to recruit and inform the community about the activities of Rakopi Ikhwelo Centre. They mostly make use of Radio Turf community station for such activities. Staff in the centre are of the view that making use of the radio station to inform and update the community about the activities of Rakopi Ikhwelo Centre is a powerful pool which they utilise to always keep in touch with surrounding communities.

The centre also recruits young adults and adult learners by means of writing letters to community organisations. One of the educators indicated that there are number of community organisations which members belongs to, so they sometimes inform these organisation about Rakopi Ikhwelo Centre activities and these organisation will in turn inform its members. Staff also make use of parents' meeting to recruit adults to attend ABET activities in the centre.

Learner's registration into the project is done through a placement test. Staff indicated that when learners first arrive at the centre they administer to them a test which will determine to staff as to at which level must they place those particular learners.

4.3.6.2 Teaching and learning

It is generally agreed by all the participants that the teaching approach which is utilised at

Rakopi Ikhwelo Centre is Outcome-Based Education (OBE), where they allow learners to do work in groups. One of the educators said the following while commenting about the methods which they utilise when teaching learners:

“We encourage group work, in that way learners are learning to do things on their own, and learning things from each other”.

There is a general feeling amongst the educators that the OBE approaches which they utilise are very effective and learners feel interested during lessons. Learners are also of the view that the OBE approaches which are utilised by the educators are relevant and very effective to them.

There is a shortage of learning materials in the centre particularly now that PROLIT has stopped supplying learning materials to the centre.

4.3.6.3 Training

Staff in Rakopi Ikhwelo Centre have recognised teaching qualifications from different institutions of higher learning in the Limpopo Province. The centre manager has a degree from the University of Limpopo while the other educators have diplomas from various Colleges of education. Staff in the centre do attend workshops where they get more training on how to perform their duties. The centre manager indicated that in the recent past (2000 and 2001) they have been trained by PROLIT, and they found such a training to be very useful. He also indicated that he together with members of the Centre Governing Body (CGB) attended a two days training workshop, where they were taught how to evaluate and monitor the activities of their Ikhwelo project. The centre manager and educators also attended a workshop about the Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis.

Educators also attended a workshop on how to develop portfolios. This training workshop was organised and facilitated by ABET coordinators from various districts in

the Limpopo Province, and they found the workshop to be useful since they are now able to develop portfolios.

Most of the training workshops of staff of the Ikhwelo Project are conducted by ABET coordinators from various districts. These workshops usually run for the duration of two to five days. The centre manager highlighted that:

“We still need more training, isn’t it now there is OBE and most of my colleagues need more training on that. Most of my colleagues need it since they are still struggling to make use of it. We need more of OBE training so that we may know how to facilitate teaching and learning”.

He mentioned this while indicating that despite the workshops which they attended they still feel that there is a need for more training especially on OBE approaches. The educators mentioned that there are more changes that are being introduced in the education sector, particularly in ABET, hence there is a need for more training so that they may be conversant with what is always expected from them.

Learners are of the view that staff in Rakopi Ikhwelo Centre has been adequately trained to do their daily job, and this become evident through the way they facilitate their lessons. Another learner indicated that there were times when educators were not available because they were attending workshops, and that to them indicate that educators do receive training so that they may know how to perform their duties well.

4.3.6.4 Local context

It is generally agreed by all the participants that the community participate in the activities of Rakopi Ikhwelo Centre through the CGB. The CGB is comprised of the principal of the local primary school, the centre manager and educators in the centre, learner representatives, representative of traditional leadership, the local counsellor, and

representatives of other community organisations. During the CGB meetings members have a platform to suggest issues that have to do with the running of the centre and as a result the project takes into consideration the views of local people on its daily activities. The centre manager indicated that the community has a say in the running of the centre, since the CGB members are always expected to report back to their organisations which are part of the community.

The educators indicated that learners' views are taken into consideration when planning the activities of the centre. The learners are afforded an opportunity to make comments on how the project must operate through the interaction they have with the educators in the classroom.

One of the learners indicated that the fact that their inputs are taken into consideration is an indication that Rakopi Ikhwelo Centre appreciate the views of the local people and its stakeholders.

4.3.6.5 Ownership

It is generally agreed by all the participants that Rakopi Ikhwelo Centre is a well-managed project that takes into consideration the views of the stakeholders within the project. Most members of the community associate themselves with the project and they have a sense of ownership towards the organisation since their views are taken into consideration. They are also happy with the role that is played by the centre in the community. The centre manager indicated that:

“Most people regard Rakopi Ikhwelo Centre as being useful to them, whereas some take it for granted, saying that this centre won't work. Isn't that we are born here and some people feel jealous, they don't want this project to continue to grow, so they do not want to take part in the activities of the project. But most people do avail themselves in the activities of this project”.

He said the above statement while indicating that most community members are proud to be associated with Rakopi Ikhwelo Centre while some do not want the project to succeed. The collaborative partners and other stakeholders in the community do offer suggestions of how the project must operate.

Stakeholders such as a Civic Association and Traditional Leaders do have plenary meetings with the staff of the centre, and they also share their views on how the project need to operate.

Educators feel that the project is very helpful to the community since it contributes towards the eradication of illiteracy and alleviation of poverty through income-generating projects. One of the facilitators also mentioned that:

“We do work and assist organisations in the community, in terms of how to manage and budget their finances. As they come to the centre, we do share with them our plans for the future”.

He said the above statement while indicating that the community members associate themselves with the centre, and they appreciate the role that is played by the centre in the community. Rakopi Ikhwelo Centre is important in the community because it contribute towards the eradication of illiteracy and alleviation of poverty.

Learners are of the view that those who were not able to read and write, now they can, due to the skills they received in the centre. They feel that the centre empowers the community with income-generating skills and other various skills which they need in life.

4.3.6.6 Bottom-up strategy

Rakopi Ikhwelo Centre utilises bottom-up approach to decision making. The centre has regular meetings where staff sit together as a team and make decisions. The centre manager mentioned that:

“We sit down and discuss everything, so that at the end of the meeting there is an agreement”.

He mentioned the above statement while indicating that in the centre all staff are involved in decision making, and that decisions are arrived at democratically.

Rakopi Ikhwelo Centre has monthly educators meetings, and if a need arise they do hold urgent meetings to make whatever decision required. There are also monthly centre managers meetings which they hold at the Mankweng Circuit. The centre from time to time does receive circulars from the DoE if the department wants to inform them about something.

One of the educators indicated that:

*“The centre manager is more of a coach.
He motivates us but he does not decide for us’.*

He said the above statement when indicating that even their centre manager is very democratic and that he believes in transparency.

Rakopi Ikhwelo Centre also has monthly educators meetings, and if a need arise they do hold urgent meetings to make whatever decision necessary. The Centre Governing Body holds meetings once per quarter.

Educators usually involve learners when there is a need to make a decision that has to do with the running of the centre. Learners also form part of the CGB, and on that basis they participate in the highest decision-making structure of their Public Adult Learning Centre.

4.3.6.7 Cross-sectoral collaborations

It is generally agreed by all the participants that Rakopi Ikhwelo Centre does have collaborations with other centres in the area. Rakopi Ikhwelo Centre collaborates with centres such as Dikolobe Centre in Mankweng Township, Setlhomolo Centre, and they also collaborate with Thušanang Centre in Haenertsburg. The centre manager indicated that in the past Ikhwelo centres including Rakopi used to collaborate with PROLIT though such collaboration has come to an end. They feel that their collaboration with PROLIT was a very good one since they benefited a lot from it.

The centre sometimes have meetings with their collaborative partners, and the purpose of the collaboration with these centres is to share experiences and learn from one another as to how best to deal with problems they might be experiencing in their centres. Through these collaborations they also discuss issues of common interests. One of the educators mentioned that they sometimes encounter problems with their collaborative partners though they resolve such problems amicably. Educators indicated that some of the causes of these problems have to do with their partners not adhering to agreed upon meetings, and not indicating that they won't manage to attend such a meeting.

4.3.6.8 Communication channels

Rakopi Ikhwelo Centre has open communication channel amongst the staff members. Staff make use of meetings to communicate decisions amongst each other. The centre manager indicated that the DoE mostly communicate with the centre through circulars and memorandums. Educators often communicate their grievances to the DoE through marches and demonstrations where they submit memorandums. This seems to be the only way through which educators can get the attention of the Department of Education in the Province.

Educators highlighted that they communicate with learners mostly through learner representatives who form part of the CGB. They also communicate with learners in the

form of announcements and related decisions that occur between educators and learners in the classroom. Educators sometimes have meetings with learners where they discuss everything openly. Staff of the centre communicate with the community through various community representatives who form part of the CGB. The CGB is always requested to go back and report to its constituencies. The centre also communicate with the community through Turf FM, a local radio station which is popular amongst the community members.

Rakopi Ikhwelo Centre has open communication channel that enables learners and community members to easily state their views about various issues within the organisation. Staff within the centre communicate with the collaborative partners through meetings which they sometimes have with each other. They sometimes make use of posters to announce issues to the community members.

Learners are able to easily communicate their grievances to facilitators during class. They also communicate with educators through formal meetings which they sometimes have with them.

4.3.6.9 Funding

Rakopi Ikhwelo Centre receives funding from the DoE in the form of salaries which educators earn at the end of the month. Other than salaries there is no other funding which the centre receives from DoE. The centre manager mentioned that:

“Recently we are not being funded. PROLIT stopped funding us in April 2003, and since then we have never been funded. Every year we are being promised money by the DoE for norms and standards but up to this far we are still waiting”.

He said this when indicating that the centre has no source of funding and that makes their work very difficult.

Educators are of the view that there is a need for more funding of the centre so that they may be able to run the activities of the centre very well. They feel that there is a need to do fundraising for the centre though they would need to first get the permission from the DoE since it is stipulated in the policy⁹. The centre generates little funds from the vegetables and other products which they sometimes sell in the centre.

Learners are of the view that the centre is not funded, particularly since PROLIT terminated its partnership with Ikhwelo centres at the end of 2002. They feel that there is a need for more funding so that they may have equipments for Agriculture and SMME.

4.3.7 Observations

I made observations in all the three projects which are the cases of my study, that is, African Pathways, Ikhwelo and loveLife. This is the report of observations based on the observations from the Ikhwelo Project. The following were issues/categories for observations, namely:

4.3.7.1 Venue for the interview

All interview sessions with the participants of Rakopi Ikhwelo Project took place in the office of the centre manager which is commonly referred to as the project office. The office was poorly resourced. It lacked basic office equipment such as telephone, computer, and cabinet.

4.3.7.2 Infrastructure and space

Rakopi Ikhwelo Centre as one of the public adult learning centres is located in Rakopi

⁹ The Limpopo Province multi-year implementation plan (1998) stipulate that every Public Adult Learning Centre need to get permission from the Provincial Department of education before they can start conducting fundraising for their respective centres.

Primary School. Hence the entire infrastructure which they utilise is of this primary school except the project office, which also has a section that is utilised as a store room. Most of the buildings in this centre are not in good condition. In most classes there are small chairs that are only suitable for children, the same applied to the classroom tables and in some instances the classroom desks. I also realised that ABET activities take place in those classes that one might say they need to be upgraded, and where there is no proper furniture. Adult learners in this centre are subjected to sit in those small chairs and tables, a situation which in my view is not conducive for the teaching and learning of adults.

The centre has sufficient space that can be utilised for gardening, sewing and other income generating activity. This centre like most village primary schools has a very big yard that can be used for any innovative activities.

4.3.7.3 Accessibility of the project

Rakopi Ikhwelo Centre is not easily accessible, since it is located at Spitzkop village. The village is on top of the mountainous area. The road that lead to the centre is gravel and in very bad condition, ideally for the 4 x 4 cars. There is no taxi rank or bus stop within the vicinity of the project.

4.3.7.4 Facilities/Equipment

The facilities/equipment of the Ikhwelo project are ordinary equipments that one can find in any primary school located within a rural area or village, hence there is no single computer or photocopying machine. The centre has ordinary tables and chairs. The project has a reasonable number of equipments for gardening, sewing and baking though as one compares these equipments with the number of learners one can realise that those equipments are not sufficient.

4.3.7.5 Office furniture

The office has an old fashioned table and chairs. There is no computer set or telephone or any modern furniture in the office.

4.3.7.6 Availability of teaching and learning materials

Rakopi Ikhwelo Centre has insufficient teaching and learning materials for both educators and learners. Educators also make use of learner support materials such as photocopied articles of newspapers.

4.3.7.7 Stationery

As I observed classroom activities I could notice that Ikhwelo Centre relies on Rakopi Primary School for most of the stationery. The centre hardly has their own stationery since they lack funds to purchase it.

4.3.7.8 Class Attendance and Educator-Learner ratio

Learners who were attending class that I observed were both male and female. Some were young adults while others were adult learners. Their age ranged between 30 to 50 years. Learners in this class were around 16 in number.

4.3.7.9 Lesson presentations

In this centre lessons were nicely presented with the facilitator utilising learner centred approaches. At certain instances learners were required to work in groups.

4.3.7.10 Learner participation

Learners participated actively during the activities of the class. When the educator was

asking questions most of them were happy to provide answers to those questions though in certain instances their answers were not correct.

4.3.7.11 Meetings to observe how decisions are made

Both of the meetings that I participated in were run smoothly. The chairperson followed all the procedures of the meeting. Decisions were arrived at mostly through consensus. There was never an item where members had to resort to voting.

4.4 LOVELIFE PROJECT

Figure 7: A photo showing loveLife Project building and its play ground



4.4.1 Introduction

The word loveLife is written differently by different people. Some write it as LoveLife, others write it as Love Life, some write it as Lovelife, and others as loveLife. Hence, in this study the word is written as loveLife with small 'l' for love and capital 'L' for Life. This is in line with many of their national surveys, annual reports, and television advertisements.

loveLife is South Africa's national HIV prevention programme for youth. It has brought together a broad based coalition of international foundations working in HIV/AIDS

prevention, major South African media organisations and private corporations, the government of South Africa, and leading South African non-government organisations with one shared goal - to turn back the epidemic of HIV/AIDS, and related epidemics of teenage pregnancy and sexually transmitted infections, among South Africa's young people.

4.4.2 An overview of loveLife

South Africa is in the grips of a devastating HIV/AIDS epidemic in which the peak incidence occurs among 15-24 years old. loveLife is the largest youth focused intervention aimed at HIV prevention in South Africa. It is a national initiative of unprecedented scale combining a sustained multi-media awareness and education campaign with comprehensive youth-friendly sexual services in public clinics nationwide, and countrywide outreach and support programmes. It is a joint initiative between government, non-government organisations (NGOs) and academic institutions aims to reduce HIV, other sexually transmitted infections and unwanted pregnancy among South African youth (Reproductive Health Research Unit of the University of Witwatersrand and loveLife, 2004).

loveLife Projects were launched in September 1999, and in 2001 it was introduced at the Lenyenye Y-Centre. loveLife Y-Centres are located in all districts of the republic of South Africa. The Lenyenye Y-Centre or loveLife Project is located within a township called Lenyenye. The project is easily accessible since it is located on the other end of the township next to the main busy tarred road.

4.4.3 Description of the programmes

4.4.3.1 Aims and objectives

The project seeks to substantially reduce the HIV infection rate among young South Africans, and to establish at the same time a new model for effective HIV prevention

among young people. loveLife also seeks to disseminate information about sexual reproduction health to the young adults. It also intends to reduce the high rate of teenage pregnancy amongst the young adults. It also intends to motivate young people to live a positive lifestyle.

loveLife's approach integrates the following three key components:

- **Innovative nationwide media campaigns of unprecedented scale and intensity**, including youth-focused television and radio programming, weekly news sheets, billboards and taxis that promote sexual responsibility and link young people to counseling and clinical services.
- **Service and support programmes**, including a network of youth centres that provide HIV prevention services, and accessible adolescent health services in public clinics nationwide. loveLife also works with over 100 community-based organisations known as loveLife franchise-holders.
- **Extensive monitoring and evaluation** of the programme's impact and results, with independent external oversight.

4.4.3.2 Types of Programmes offered

loveLife Organisation at the Lenyenye Y-Centre offers the following programmes: Body-wise, which is about health and sexuality, and sports and recreation modules. Sports and recreation includes: Netball, volleyball, drama, dance, and karate. It also offers debates, and cyber-Y modules, which are about computer skills programme. It further offers motivation modules such as: Talk about it, get an attitude, and guide to action. Lastly loveLife also offers radio-wise modules.

Modules such as health and sexuality, and motivation run for a period of approximately 45 minutes. Others like cyber-Y run for one hour and 30 minutes a day which is mostly between 10h30 to 12h00. The whole cyber-Y programme run for four weeks. Sports and

recreation programmes usually run for one hour and 30 minutes, and it is a continuous programme.

4.4.4 Staffing

loveLife has the following hierarchy of staff: Nationally there is a board of directors, Chief Executive Officer (CEO), Managing Director (MD), heads of sections such as finance, human resource, marketing and advertisement, etc. Provincially in the Limpopo Province, there is a provincial director who is a support structure to regions. Each region has its Y-Centre where there is Regional Campaign Manager (RCM), Regional Campaign Leaders (RCL), ground breakers and mpitshis; hence Lenyenye Y-Centre which is one of the cases of this study has such a regional hierarchy of staffing. Lenyenye Y-Centre has eight (8) educators whom in their own language are called ground breakers. These ground breakers serve as facilitators in this loveLife centre.

In terms of qualifications of staff in the Lenyenye Y-Centre, the regional campaign manager has a University degree while regional campaign leaders and some ground breakers have diplomas from various colleges and other accredited institutions. All staff of loveLife are still within the youth category, namely between the age of 18 to 35 years.

4.4.5 Learners/Mpitshis

Lenyenye Y-Centre has many learners though it differs according to programmes. loveLife organisation usually refers to their learners as mpitshis. Learners' age at loveLife ranges between 12 to 28 years. Programmes such as Cyber-Y has an average of eight learners attending per day, while other programmes has an attendance of 10 to 15 learners per day. In schools where ground breakers often facilitate loveLife modules to learners the attendance rate is around 30 to 50 learners per lesson.

4.4.6 Critical factors

As I went to loveLife Project, I investigated the following critical factors or variables that contribute to effective strategies for the development and implementation of education and training innovative projects in the Limpopo Province. They are: recruitment strategies, teaching and learning, training, local context, ownership, bottom-up strategy, cross-sectoral collaborations, effective communication channels, and funding.

4.4.6.1 Recruitment strategies

In Lenyenyé Y-Centre or loveLife recruitment is done through the word of mouth, meaning that ground breakers and mpitshis go around communities informing young adults about loveLife activities and recruiting them into the project. Recruitment is also done through pamphlets and brochures where they distribute them to young adults around communities. Recruitment in Lenyenyé Y-Centre or loveLife is also done through visiting schools where ground breakers offer lessons to learners during school periods. One of the ground breakers indicated that loveLife programmes are also advertised nationally through the use of both print and electronic media. As people watch television they get to know about loveLife activities.

Learner's registration into the project is done through the attendance register which learners fill-in as they attend modules.

4.4.6.2 Teaching and learning

In the loveLife Project ground breakers make use of the facilitation and group work methods when teaching the young adults. When ground breakers visit schools during normal school hours to disseminate information about HIV/AIDS to learners, they are usually given life orientation periods for such purposes. In addition to offering classes at schools loveLife have their own structured learning programmes at the Y-Centres.

Ground breakers highlighted that they find the facilitation and group work methods as useful approach to teaching and learning, which also enable them to make follow-ups after learners have completed the programme. Mpitshis shared the similar view when they indicated that they find the facilitation and group work methods to be interesting and useful approaches to teaching and learning.

In relation to the availability of teaching and learning materials, the regional campaign manager highlighted that:

“We have our own manuals for different modules”.

She mentioned the above statement while emphasizing that loveLife has its own teaching and learning materials. Mpitshis indicated that loveLife has its own learning materials. One of the mpitshis further indicated that:

*“We are provided with learning manuals for different modules.
We are also provided with study guides which has sections
that need to be filled”.*

This learner mentioned the above statement while emphasizing the fact that in loveLife learners are supplied with learning materials.

One of the ground breakers indicated that in cyber-Y programme they make use of computers and white board makers, while in sport and recreation they make use of balls.

4.4.6.3 Training

In the loveLife Project staff members have recognised qualifications from institutions of higher learning in South Africa. The regional campaign manager has a degree from a University while other staff members have diplomas from Colleges and Technical colleges. loveLife also have extensive training programme for its staff members, for

example, the regional campaign manager regularly attends training workshops to enable her to perform her duties well. The regional campaign manager indicated that:

“Ground breakers are trained intensively on how to facilitate modules and on how to communicate with other young people so that they may be able to perform their duties”.

There is a general feeling amongst the staff in loveLife that the training that ground breakers receive is sufficient particularly because of the quality and intensity that goes into their training programme. Ground breakers have also been trained about the combinations of all programmes but they are also trained on different specific programmes such as ‘Motivation’ while others are trained on ‘Health and Sexuality education’. During the time when they were still mpitshis, ground breakers attended training on how to write a report and how to manage programmes. They have also been trained about how to handle stress and on conflict resolution.

Most of the ground breakers training workshops are arranged by loveLife and facilitated by regional campaign managers and regional campaign leaders of all regions of the Limpopo Province. These workshops usually run for a duration of four to five days, and are facilitated at a particular arranged venue. The last workshop which they attended took place at Tshipise Aventura and it was for the duration of four days. Ground breakers are of the view that the workshops which they attend are necessary and aspects which are addressed in the workshops empower them to be able to perform their duties very well.

The way ground breakers facilitate their lessons and how the learners responds to these lessons shows that ground breakers have been adequately trained to perform their duties.

Mpitshis are of the view that the way ground breakers facilitate their modules clearly indicates that they have been adequately trained to perform their duties.

4.4.6.4 Local context

In loveLife there is massive community participation in the project. The manager indicated that:

“The project has community outreach committee that mainly consists of parents and this committee provide continuous advice to the project, also in terms of what need to be improved”.

She mentioned the above statement to indicate that loveLife take into consideration the views of local people on its day to day operations.

The regional campaign manager also highlighted that while the local community may not participate in the formulation of aims and objectives of the project, they are however encouraged to participate in the structures of the project so that they may also express their views on how the project must operate. In loveLife they do conduct research that informs the direction which the project must take, and as a result of the research, the project does take into consideration the views of the local people on their day to day operations.

Mpitshis are of the view that members of the community do give inputs on how the project need to operate, especially since loveLife Project work directly with the community. Mpitshis have an opportunity to share their views on how the project must functions and also on how it has to take the context of the learners into considerations when making decisions. They do this through the evaluation forms which they fill at the end of training workshops and contact sessions. One of the mpitshis indicated that the fact that their inputs are taken into consideration is an indication that loveLife appreciate the views of the local people and its stakeholders.

4.4.6.5 Ownership

It is generally agreed by all the participants that loveLife is a very educative project and the community actively participates in its activities. The local people's views are accommodated within the project. The regional campaign manager indicated that:

*“People feel that loveLife has changed their lives.
It has done a lot for them”.*

She mentioned the above statement when indicating that the community has a positive view about loveLife and the fact that they have a sense of ownership towards the project. The project is very helpful to the young adults since it provide them with information about sexuality education and teenage pregnancy. loveLife equip young adults with skills which enable them to get employment. Ground breakers highlighted that community members do offer suggestions of how the project must operate. One of the Ground breakers further indicated that:

*“The organisation has a suggestion box where young
adults give comments as to what is going well and what
need to be improved in the organisation”.*

She mentioned the above statement to further indicate that in loveLife the community has a sense of ownership to the project.

It is believed that most learners and community members appreciate the role that loveLife play in the community.

Mpitshis feel that loveLife is important in communities because it teaches people how to take care of themselves. They are of the view that loveLife provide sexuality education to members of the community. The project helps to reduce the rate of teenage pregnancy amongst the young adults. One of the mpitshis indicated that:

“Learners are provided with an opportunity to give feedback on how the project must operate, and they sometimes have an opportunity to plan together with the ground breakers”.

He mentioned the above statement to further highlight that learners have a sense of ownership towards the project, and the fact that their views are seriously taken into considerations. Mpitshis also feel that most people particularly the youth do take loveLife message seriously because now there is reduction in teenage pregnancy.

4.4.6.6 Bottom-up strategy

In loveLife Project there are regular meetings where staff sit together as a team and draw up plans together. loveLife have regular meetings between ground breakers, the line manager, regional campaign leaders and the regional campaign manager. A ground breaker has weekly meetings with a group of five mpitshis who work under him or her, and as ground breakers they have two meetings per week. Ground breakers also have weekly meetings with the line manager.

The organisation utilises bottom-up approach to decision making. One of the ground breakers indicated that:

*“Decisions are arrived at mostly through consultations.
There are meetings once every month“.*

A ground breaker mentioned the above statement to emphasised that loveLife utilise bottom-up approach to decision making.

Mpitshis usually hold meetings with the ground breakers and there are instances where they meet with the line manager. There are also instances where mpitshis have meetings with ground breakers and regional campaign leaders to discuss the programme of action or any matter which might concern them as learners.

One of the mpitshis indicated that as learners there are instances where they are just told what to do by the management of the organisation. They feel that there are certain meetings which only concern the regional campaign manager and regional campaign leaders not learners, hence if there might be a need they will only be informed about decisions of such meetings.

4.4.6.7 Cross-sectoral collaborations

loveLife Project have collaborations with the Department of Health (DoH), Department of Education (DoE), the Greater Tzaneen Municipality, Non-Governmental Organisation (NGOs) such as Hlayiso and choice community care givers, and the Youth Commission. The purpose of these collaborations is to strengthen loveLife Organisation, and to enable loveLife to have easy access to resources, for instance loveLife sometimes request the municipality to fund or provide food for some of its events, and at the same time request the Department of Health to provide ambulances and the first aid facilities.

The regional campaign manager indicated that:

“I find working with other organisation as a pillar of strength for loveLife”.

She said the above statement while indicating that one of the main strength of loveLife is its ability to collaborate with other organisations that work towards addressing problems faced by young adults.

loveLife has regular meetings with its collaborative partners, particularly with the Mayor and the Youth Commission. In most of the meetings with the collaborative partners they discuss issues such as events or functions of loveLife and the programmes for the youth. They also have meetings with their collaborative partners more especially when they want to plan youth celebrations programmes.

Staff members in loveLife Project sometimes have conflicts with their collaborative partners but they always find easy way to resolve those conflicts.

4.4.6.8 Communication channels

It is generally agreed by all the participants of loveLife that the organisation has effective communication channels, for instance the regional campaign manager communicate her decisions to youth mostly through the ground breakers and mpitshis. The regional campaign manager also receives messages from the provincial director through meetings which they often have, but also through a formal memorandum, and sometimes through a formal phone call.

The regional campaign manager indicated that if ground breakers have grievances they usually talk to the line manager, its only if the line manager cannot solve the problem that such a problem would have to be addressed by the regional campaign manager. loveLife has open communication channel that allow learners and community members to easily express their views about range of issues within the organisation.

Ground breakers indicated that the project has a protocol of addressing grievances where a ground breaker will communicate the problem to the line manager, and if the line manager fails to solve the problem he or she will take it to the regional campaign manager who will make sure that the problem is addressed. Ground breakers communicate decisions to learners in the form of announcements which they make in the class.

Mpitshis highlighted that if they have a problem, they can easily write a memorandum to the regional campaign manager who will in turn do her best to solve that particular problem. If there can be a problem between mpitshis and ground breakers they themselves do attempt to solve it but if they fail, then they will refer the matter to the line manager, and if the line manager fails to solve the problem, then they will ask the regional campaign manager to intervene.

4.4.6.9 Funding

Lenyenye Y-Centre get its funding from the national office (head office) and the national office receive funding from the Kaiser foundation in the United States of America (US). They also receive funding from the Bill and Melinda Gates Foundation. loveLife also receives its funding from the Global fund to fight HIV/AIDS. Additional funding is provided by the South African Government, the Global fund to fight HIV/AIDS, Tuberculosis (TB) and malaria, and the Nelson Mandela Foundation. Locally the organisation sometimes receives small donations for a particular event. The regional campaign manager indicated that:

“The project is well-funded though a person cannot reach a stage where you say I’m well-funded hence I no longer need funding”.

She mentioned the above statement when affirming that loveLife is a well-funded organisation. She also highlighted that there is a need to do more things in the organisation but due to the fact that funds are limited and budgeted to particular activities they are unable to do more things which they might want to do as a Y-Centre.

Ground breakers indicated that Anglo-American is responsible for the ground breakers monthly stipend which amount to R880-00. There is a general agreement amongst the participants that loveLife is a well-funded organisation, hence they have sufficient funds to be able to perform their duties.

4.4.7 Observations

I made observations in all the three projects which are the cases of my study, that is, African Pathways, Ikhwelo and loveLife. This is the report of observations based on the observations from loveLife Project. The following were issues/categories for observations, namely:

4.4.7.1 Venue for the interview

The first interview session was with the Lenyenye project manager who is also the regional campaign manager. The interview session took place in her office. The interview sessions with educators and learners took places at the studio of the organisation. In that place there were sufficient number of chairs and tables.

4.4.7.2 Infrastructure and space

The project has a very big and beautiful building where most of the activities of loveLife take place. The project has a wonderful resource centre or library which learners are encouraged to utilise. I also observed that loveLife Project has computer centre with a sufficient number of computers that are easily accessible to learners.

Based on the location of Lenyenye loveLife Centre it becomes evident that the project has adequate infrastructure. This project has a very huge space for its various activities. There is a basket ball court which is mostly utilised by learners who participate in the activities of the project. There is sufficient space for the project studio. There is also space within the yard for other sporting activities. There is another space within the yard which is not being utilised.

4.4.7.3 Accessibility of the project

Lenyenye loveLife is located within a township called Lenyenye. The project is easily accessible since it is located on the other end of the township next to the main busy tarred road. Both taxis and buses travel to and fro on this busy road.

4.4.7.4 Facilities/Equipment

loveLife is a well-resourced reputable organisation. It has well equipped studio with

powerful music system. This project has a resource centre with computers and library materials available for utilisation by students. The classrooms of this project have modern chairs and tables adequate for the teaching and learning. The project has modern and sophisticated photocopying machine ideal for a professional organisation.

4.4.7.5 Office furniture

loveLife Project has modern and beautiful furniture for its staff members. In each office there are modern tables, modern chairs, modern computer sets, telephone and other modern office items that can be available in any management offices. The office of the regional campaign manager is highly and beautifully furnished. She is also provided with a lap-top as it is a common practice amongst the senior managers in most organisations of South Africa.

4.4.7.6 Availability of teaching and learning materials

The project has good and sufficient teaching and learning materials available to both educators and learners. When ground breakers visit schools, they take along big quantity of pamphlets which they distribute to school children. Most of their teaching materials have been developed by their national coordinators. These materials are then distributed to various loveLife centres.

4.4.7.7 Stationery

This project has sufficient quantity of stationery since it is supplied by their national office. The class that I observed has white chalk board which utilise markers. In instances where learners are expected to make group presentations, there were flip charts together with white board markers available for such purposes. As I observed I could notice that classes have the required stationery conducive for proper teaching and learning.

4.4.7.8 Class Attendance and Educator-Learner ratio

Sufficient number of learners come to the centre for sexuality education lessons and also for more information. The age of young adults who visit this centre ranges from 13 to 30 years. Learners that I observed attending Cyber-Y class were around 15 in number.

There are also instances where ground breakers offer modules at public schools where a class would have 30 to 40 learners.

4.4.7.9 Lesson presentations

The lesson was presented very well with the facilitator utilising learner-centred approaches. At certain instances learners were required to work in groups.

4.4.7.10 Learner participation

There was active participation of learners during the class. When the educator was asking questions most of them were happy to provide answers to those questions though at certain instances their answers were not correct. There were learners who seemed to have difficulties in understanding what the facilitator was talking about. This is despite the fact that some of these learners were amongst those who actively participated during group work.

4.4.7.11 Meetings to observe how decisions are made

I observed two meetings, and both meetings were run smoothly. The chairperson followed all the procedures of the meeting. Decisions were arrived at mostly through consensus. There was never an item where members had to resort to voting. All staff members in the project participated in these meetings.

4.4.8 Conclusion

Chapter four was about the empirical results of the study. It provided an overview of the three projects which are the cases of this study, that is, African Pathways, Ikhwelo and loveLife. It also focused on the findings as gathered from the fieldwork track of this study. A description has been made about programmes which are offered in each project of the study. Aims and objectives of each project have also been indicated. It also discusses issues around staffing and learners found in each project.

The chapter further established that initially this study was aimed at investigating about five factors which need to be taken into considerations in order to ensure the sustainability of any education and training innovative project but after an introductory, and reviewing and interrogation of documents phases as outlined in Chapter three, additional factors that contribute to effective strategies for the development and implementation of education and training innovative projects in the Limpopo Province were also investigated.

The chapter has managed to answer all the research questions of this study except the second main research question which has been formulated as follows:

- What are the factors that determine the success and failure of education and training innovative projects in a developing context?

This second main research question will be attended to in chapter six. This chapter has also been able to discuss the findings of observations based on each project of the study. The following chapter is about the cross-case analysis of the three projects which are the cases of this study.

CHAPTER 5: CROSS – CASE ANALYSIS OF PROJECTS

5.1 Introduction

The previous chapter gave a detailed presentation of the findings of the study at the level of individual cases; hence this chapter presents a cross-case analysis of the findings. In presenting findings in this chapter both the research questions and the critical factors/variables originating from the theoretical framework will be used to present cross-case data. The intention is to compare and contrast cases based on the critical factors of the study, while trying to determine the effective strategies for the development and implementation of education and training innovative projects in the Limpopo Province. During this process, I will be careful in preserving each individual case's uniqueness with the need to understand generic processes at work across cases. This will be done in order to avoid misinterpretation and superficiality.

A data matrix below has been utilised to summarise the findings of cross-case analysis of the three projects.

Table 2: Data matrix on cross-case analysis of the three project

Variables	African Pathways Project	Ikhwelo Project	loveLife Project
Inception of the project	In 1997 through a merger of two long collaborating community based organisations (Integrated Youth Initiatives & Great North Upstarts)	Year 2000	loveLife started in September 1999, but Lenyenye Y-centre started in 2001
Location of the project	African Pathways is located in 10 Rissik Street Plaza 2000, the northern side of the city of	Rakopi Ikhwelo Centre is situated between Polokwane and Haenertsburg next to R71 road on	loveLife Y-Centres are located in all districts of the republic of South Africa. The

	Polokwane in Limpopo Province.	the way to Tzaneen. It is situated in a village called Spitzkop. This Ikhwelo centre is located in Rakopi primary school hence in the afternoons after school hours it is utilised as a Public Adult learning centre.	Lenyenye Y-centre or loveLife project is located within a township called Lenyenye. The project is easily accessible since it is located on the other end of the township next to the main busy tarred road.
Aims and Objectives	To help in sustainable youth-led initiatives by fostering participation of young people in a holistic development and growth of LP, It provides skills for unemployed young adults by training them so that they may be economically productive individuals, It also provides career counseling and job preparation for unemployed young adults, It create effective leadership and management of youth councils.	To enhance the skills of adult learners in Agriculture and SMME, to empower learners with basic education and income-generation skills, to contributes towards eliminating illiteracy and alleviating poverty amongst the community members.	To reduce the HIV infection rate amongst young SA, to disseminate information about sexual reproduction health to the young adults, to reduce high rate of teenage pregnancy amongst the young adults, to motivate young people to live positive lifestyle.
Programmes offered	Student leadership and management, youth information and skills network, young women's leadership and democracy education, make a	Eight learning areas, including Agriculture and SMME. It offers elements of income-generating programmes such as dress and tunic	Body-wise, which is about health and sexuality, and sports and recreation modules. Sports and recreation includes: Netball, volleyball, drama, dance, and

	connection, innovation centre for youth in partnership with Umsobomvu Youth Fund, skills training and information service.	making, bakery, basket making, curtains making, gardening, etc. This centre offers learning areas from level one till level four.	karate. It also offers debates, and cyber-Y modules, which are about computer skills programme. It further offers motivation modules such as: Talk about it, get an attitude, guide to action, etc. Lastly loveLife also offers radio-wise modules.
Staffing	African Pathways has 11 staff in the following hierarchy: Director, life skills manager, IT and business development manager, three facilitators, programme administrator, finance administrator, resource centre coordinator, IT coordinator and a receptionist. In addition to the 11 staff members of the organisation, there is also the board of directors, which are five in number.	It has five staff members, one of these staff is the Centre Manager and the other four are educators.	Nationally there is a board of directors, Chief Executive Officer (CEO), Managing Director (MD), heads of sections such as finance, human resource, marketing and advertisement, etc. Provincially in the Limpopo Province, there is a provincial director who is a support structure to regions. Each region has its Y-Centre where there is Regional Campaign Manager (RCM), Regional Campaign Leaders (RCL), ground breakers and mpitshis, hence Lenyenye Y-centre which is one of the cases of this study has such a regional hierarchy of staffing. Lenyenye Y-centre has eight (8) educators whom

			in their own language are called ground breakers. These ground breakers serve as facilitators in this loveLife centre.
Learners' age range	16 to 35 years	Mostly between 20 to 40 years, though some are 50 years.	12 to 28 years.
Recruitment strategies	Through the word of mouth, through pamphlets and brochures, through print and electronic media.	Through door to door campaign where they go from one house to the other, through pamphlets, letters to community organisations, through the community radio station, through parents' meetings	Through the word of mouth, pamphlets and brochures, through visiting schools where they offer lessons to learners during school periods, through print and electronic media.
Teaching and Learning	Facilitation process, group work, the method is effective and useful, there is sufficient learning materials,	OBE approach where learners work in groups, they find the teaching method to be very effective, there is shortage of learning materials,	Facilitation process, group work, they find the teaching method to be effective and interesting, there is sufficient learning materials,
Training	Staff has recognised qualifications, i.e. Diplomas, degrees & honours degrees, most attended 3 month Make a Connection Programme of African Pathways, the organisation sends staff to attend workshops as & when a need arise, e.g. one staff attended Train the Trainer workshop	Amongst the 5 staff one has a degree with UL & other educators have diplomas with various Colleges, the centre, Manager Centre attended 2 days workshop with the CGB, they attended SORT analysis workshop, they also attended a workshop on how to develop portfolios, it was facilitated by	Ground breakers are trained intensively on how to facilitate modules and on how to communicate with other young people so that they may be able to perform their duties. RCM feels that the training that Ground breakers receive is sufficient particularly because of the skills and intensity that goes

	<p>while another attended a workshop on how to develop learning materials in line with units standard as per SAQA stipulations, another attended Project management course, etc, facilitators has been well trained to do their job, most of these training last for 5 days, staff feel that such a duration is sufficient,</p>	<p>ABET coordinators from various districts, the workshop was for five days though it was not enough, there is a need for more training especially on OBE approaches.</p>	<p>into their training programme. Ground breakers are also trained on the combination of all programmes but they are also trained on different specific programmes such as Motivation while others are trained on Health and Sexuality Education. When they were still mpitshis they attended training on how to write a report & how to manage programmes, they were also trained about leadership & about how to handle stress & conflict resolution, the last training was conducted by RCLs (one from each region of Limpopo), it took place at Tshipise Aventura, and it lasted for 4 days.</p>
Local context	<p>At the end of every year there is a strategic planning workshop where all staff participate in the formulation of plans, collaborative partners also participate in the planning of activities of the project, learners &</p>	<p>There isn't much local participation on how the project must operate, the community mostly participates through its representation in the CGB, they mostly make use of the CGB where community members are</p>	<p>There is massive community participation in the project, though not in the formulation of aims and objectives of the project. The project has community outreach committee that mainly consists of parents, and this</p>

	<p>other stakeholders make use of the suggestion box to communicate their views, hence all African Pathways stakeholders participate in the formulation of aims & objectives, they also conduct research that informs the direction which the project must take. There is a plan to have AGM where all the project stakeholders can come together to discuss issues, learners also make comments on how the project must operate through evaluation forms they fill at the end of workshops,</p>	<p>represented. The community participate in special functions of the centre, functions such as certificates giving ceremony.</p>	<p>committee gives continuous advice to loveLife, also in terms of what need to be improved. Learners make use of the suggestion box to communicate their views. The project takes into consideration the views of local people on its day to day operations.</p>
Ownership	<p>All African Pathways staff do give feedback on how the project must operate, learners & other stakeholders does give feedback on how the project must operate through the suggestion box, collaborative partners also has a say on how the project must operate,</p>	<p>Most community members associate themselves with the centre through their participation in the CGB, also stakeholders such as Civic Association and Traditional Leaders does have plenary meetings with the staff of the centre, some distance themselves from the activities of the centre, the community also participate in</p>	<p>The community actively participates in loveLife and its events. Local people's views are accommodated within the project, Community members do offer suggestions of how the project must operate. The project has a suggestion box where young adults give comments as to what is going well and what needs to be improved.</p>

		functions of the centre,	
Bottom-up strategy	Decisions are made collectively, staff take their recommendations to the management meeting & management takes theirs & staff recommendations to the board of directors, there are regular meetings, i.e monthly management meetings, monthly staff meetings, quarterly programme review meetings, creative innovators /strategic meetings, the Director chairs these meetings.	They have regular & transparent monthly educators meetings, there are monthly centre managers meetings at Mankweng circuit, they also have urgent meetings if a need arise, decisions are made democratically, At DoE level they mostly receive circulars, they have monthly educators meetings, the CGB meet once per quarter to discuss the activities of the centre,	There are regular meetings where staff sit together as a team and draw up plans together. Decisions are arrived at mostly through consultations. There are meetings once every month. The project utilises bottom-up approach to decision making, There are regular meetings between the Ground breakers, line manager, RCLs and RCM. A ground breaker has weekly meetings with a group (5) of mpitshis who works under him or her. As ground breakers they have 2 meetings per week. Ground breakers have weekly meetings with the line manager.
Cross-sectoral collaborations	Yes, the project has collaborations with other organisations such as: Tlhavhama & Makotse NGOs, With DoH, DoL, Municipalities, e.g Capricorn Municipality, Umsobomvu Youth Fund, Youth Development Trust,	The centre used to collaborate with PROLIT though such a collaboration has come to an end, the purpose was to fight illiteracy & to impart income-generating skills, the centre collaborate with other centres such as Dikolobe,	loveLife does have collaborations with DoH, DoE, the local Municipality, and Youth Commission. Purpose: to strengthen loveLife and to enable it to have easy access to resources, e.g., If they have an event, especially during

	<p>SAPS, Purpose: Some of these partners helps in recruiting young adults for African Pathways, they sometimes have meetings with the collaborative partners such as the Municipality where they discuss youth related programmes, at times there are problems encountered with the partners but they resolve them peacefully.</p>	<p>Thušanang and Setlhomolo, Purpose: To share experiences and discuss issues of common interest, they sometimes experience problems with their collaborative partners such as partners not adhering to agreed upon meetings, they resolve such problems amicably.</p>	<p>the week they ask DoE to release learners to the event, sometimes they request the municipality to fund or provide food for the event, and ask the DoH to provide ambulances and first aid facilities. They have regular meetings with their partners, particularly with the Mayor and the Youth Commission. In these collaborative meetings they mostly discuss events/functions and programmes for the youth. They also discuss better ways to reach or impact a broader community. They sometimes have conflicts with partners but they often find easy way to solve those conflicts.</p>
<p>Communication channels</p>	<p>Management communicates their decisions to educators both formally & informally. Formally through memos & notices, informally on person to person basis, there is easy communication channels between</p>	<p>Staff communicate decisions to learners mostly through learner representatives, they communicate with the community through representatives in the CGB who must go back & report to their constituencies, there are also all</p>	<p>The RCM communicate her decisions to the youth mostly through Ground breakers and Mpitshis. If Ground breakers have grievances they usually talk to the Line Manager, it is only if the Line Manager can't solve</p>

	<p>facilitators and management where they can always discuss on person to person basis, the project has also a formal procedure of handling grievances, the board of directors decisions are communicated to staff through the meetings that staff have, the management communicate with their collaborative partners through emails or formal letters, management communicate their decisions to learners through radio, newspapers, posters, announcement in a class, etc, the project has effective communication channels.</p>	<p>learners meetings with educators where everything is discussed openly, they also communicate with the community through pamphlets, radios, etc, educators also make use of meetings to communicate amongst each other, they communicate with the DoE mostly through circulars or educators submitting memorandum to DoE, educators do have discussions either in the form of meetings or individually, they make use of learners formal meetings to communicate with learners,</p>	<p>the problem that it can be referred to the RCM. The project has a protocol of addressing grievances where a Ground breaker will communicate the problem to Line Manager, and if the Line Manager fails to solve the problem then she will take it to the RCM who will make sure that the problem is addressed. Ground breakers communicate decisions to learners in the form of announcement in a class; the project has effective communication channels.</p>
Funding	<p>There are different programmes, each has its own funding, e.g., Innovation centre for youth is funded by Umsobomvu Youth Fund, Make a Connection programme is funded by Nokia through a partnership with YDT, Capricorn District Municipality funds Strive programme,</p>	<p>From 2000 to 2001 the centre used to receive funding from DoE through PROLIT but now they have no source of funding, DoE only pays for salaries of educators, there was a promise for norms and standards funding by DoE but such funds have not been received, the centre also sell items they produced</p>	<p>The Y-centre get funding from the national office and the national office get funding from Henry J. Kaiser family Foundation based in the US, and also by the Bill and Melinda Gates Foundation, Additional funding is provided by the South African Government, the Global Fund to fight HIV/AIDS, TB and</p>

	<p>funding is sufficient though it is for a short duration, generally there is a need for more funds, there are plans to do more fundraising,</p>	<p>in order to generate funds, there is a need to write a business proposal so that they may get skills through which they can generate more money, there is a need to do fundraising though there must be a permission for such from the DoE.</p>	<p>Malaria, and Nelson Mandela Children Fund. Anglo-American is responsible for the Ground breakers stipend which amount to R880. Locally loveLife sometimes receive small donation for a particular event from organisations such as Tzaneen Municipality, Eskom, etc. The project is well-funded though a person cannot reach a stage where you say I'm well-funded hence I no longer need more funding. There is a need to do more things but due to limited funds they are unable to do more.</p>
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As indicated earlier on, three cases were studied, and from all the cases a total of six learners, six educators and four managers were interviewed. Apart from the interviews in the three projects, I reviewed and interrogated formal documents such as project proposal, annual reports, evaluation reports, newsletters and completed evaluation studies. I also conducted observations in order to understand the difference between how the projects are formally pictured and how they are actually conducted, and to explain the differences in the ways they are perceived and valued by the various parties involved. The second intention of doing observations was to provide additional information about the topic being studied.

5.2 Critical factors

When doing cross-case analysis I utilised the critical factors or variables to capture the views of participants or role-players of each case in relation to those critical factors.

5.2.1 Staffing

All the three projects have sufficient number of staff, be it managers, educators or admin staff. Staff members within these three projects are relatively within the young adults category, particularly those of African Pathways and loveLife, hence they perfectly understand young adults and problems which they might be faced with. Staff members in these three projects, particularly educators are well-qualified and have been adequately trained to be able to perform their duties.

5.2.2 Recruitment strategies

All the three projects have comprehensive recruitment strategies in order to reach learners. The use of electronic and print media by all the three project play an important role towards enabling them to reach even the socially excluded young adults located in far remote areas. African Pathways has the most advantages of attracting more learners since it is located in an urban area, next to the Central Business District (CBD). Recruitment in African Pathways is also done through posters and brochures where they distribute them to the youth around communities. They make a special effort when recruiting young adults by advertising their programmes on the national newspapers such as Sowetan, and the Limpopo Province newspapers such as Review and Observer.

In addition to using posters and pamphlets for recruitment, the Ikhwelo Project makes use of door to door campaign. They show great commitment to their aims and objectives of their project. Moving from one house to the other has advantages, since they are able to explain in detail what the project is about, and the prospective learners have an opportunity to ask questions and interact with the educators.

The location of the Ikhwelo Project in a rural setting makes it possible for their educators to move from one door to the other recruiting learners. The same cannot be said about African Pathways and loveLife since these two are located in an urban area; hence it becomes difficult for them to do door-to-door visits, however they have other advantages when recruiting learners, since by virtue of being located in an urban area makes them even more popular.

Though loveLife staff members do make use of the word of mouth when recruiting young adults into their project, their greatest advantage lies in the fact that, as compared to the other two projects, they do massive media campaigns, utilising both the electronic and print media. loveLife has also an advantage of reaching a bigger audience since ground breakers have an opportunity of visiting schools where they offer lessons to learners during school periods.

The strategy utilised by African Pathways and loveLife of learners filling in their details on a log book or attendance register when they attend lessons is a very professional and efficient one, since it enables these projects to have reliable statistics about their learners. Ikhwelo learners make use of class registers, since they are attending learning areas for full year's duration. The idea by the Ikhwelo project to make use of placement text is a commendable approach since these learners come into the centre without results or documents that shows highest grade passed.

Learners in these three projects are satisfied with the recruitment strategies utilised by their projects to recruit learners, as most people in communities are aware of the activities of these projects.

5.2.3 Teaching and learning

In both African Pathways and Lenyenye Y-Centre the teaching method which is utilised by educators or facilitators when teaching learners is that of facilitation. Staff in these two projects also highlighted that they also make use of group work method when teaching learners. The teaching method which is utilised by educators in the Ikhwelo

Project is group work method, where they allow learners to work in groups so that they may also learn from each other. Staff in all the three projects find the teaching methods which they utilise in their respective projects to be useful, relevant and effective.

Learners in all the three projects are of the view that the teaching methods utilised in their respective projects are relevant and very effective. They find these teaching methods to be good and make learning much interesting.

African Pathways and loveLife develop their own learning materials such as manuals and learning guides. These manuals and learning guides has exercises which need to be filled by learners as part of their learning process. Both African Pathways and loveLife have sufficient learning materials while the Ikhwelo Project has a serious shortage of learning materials. The shortage of learning materials in the Ikhwelo centre is due to inability by the Provincial Department of Education to supply Public Adult Learning Centres with materials since they are required by law to do.

Learners in African Pathways and loveLife Projects have sufficient learning materials for different modules which they receive for the purposes of teaching and learning, while learners in the Ikhwelo project have serious shortage of learning materials.

5.2.4 Training

Staff members in all the three projects have recognised qualifications from institutions of higher learning in South Africa. Both the African Pathways and loveLife Projects have internal extensive training programme for its staff members. Staff members of Ikhwelo Project do attend workshops where they get more training on how to perform their duties. African Pathways has a three months 'Make a Connection' training programme which is facilitated by the African Pathways staff. Most of African Pathways staff has attended this three months training programme. African Pathways sometimes sends away staff to attend training workshops as and when a need arise, for example, one attended 'Train the

Trainer' workshop while another attended a workshop on how to develop learning materials in line with unit standards as per SAQA stipulations.

Rakopi Ikhwelo Centre do not have internal training programme for its staff members, but their staff do attend workshops where they get more training on how to perform their duties, for example, the centre manager together with the CGB attended a two days training workshop in 2001 where they were taught how to evaluate and monitor the activities of their Ikhwelo Project. They also used to attend training in 2000 and 2001 organised and facilitated by PROLIT¹⁰, and they found such a training to be very useful. The fact that they do not attend training regularly, and that they last benefited from these regular trainings in 2001, is a clear indication that staff in the project need continuous training to be able to cope with the changes that are taking place in the ABET sector.

Staff in the loveLife Project regularly attends training workshops to enable them to perform their duties well, for example ground breakers have also been trained about the combinations of all programmes, and they have also been trained on different specific programmes such as motivation while others have been trained on health and sexuality education. Lenyenye Y-Centre workshops are usually facilitated by the regional campaign managers and regional campaign leaders in the Limpopo Province.

To a greater extent, staff members in the three projects including educators have been well-trained to be able to perform their duties, though educators in Rakopi Ikhwelo Centre have not attended any training in recent years. The training that staff members receive is sufficient particularly due to the quality and intensity that goes into their respective training programmes, hence they feel empowered by aspects which are addressed during workshops. These trainings usually take the form of workshops where they attend for the duration of two to five days. The duration of these workshops is sufficient as demonstrated by the knowledge which they acquire during training, be that

¹⁰ Educators in Ikhwelo centres received a lot of training between the year 1999 to 2001, when PROLIT was still contracted to offer such by the Department of Education

as it may, staff in these three projects still require continuous training since one can never say I'm enough with training in this fast changing world.

Learners in all the three projects find their respective educators to have been adequately trained to do their daily work. They feel that the way educators facilitate their lessons clearly indicates that they have been adequately trained to perform their duties.

5.2.5 Local context

In all the three projects there is active participation of community members and learners on how their respective projects need to operate. African Pathways has a strategic planning workshop at the end of every year where all staff staff participates in the formulation of plans or programmes of action. Collaborative partners in African Pathways also participate in the formulation of work plans during the end of the year strategic planning workshop.

All stakeholders in African Pathways do participate in the formulation of aims and objectives of the project and this enables the project to take into considerations the context of the local people. African Pathways and loveLife do conduct research that informs the direction which their respective organisation must take, and they feel that as a result of the research, their projects do take into consideration the views of the local people on their day to day operations.

The local community participates in the activities of the Ikhwelo Project through their involvement within the CGB. During the CGB meetings members has a platforms to suggest issues that has to do with the running of the centre and as a result the project takes into consideration the views of the local people on its daily activities.

In the loveLife Project there is massive community participation in their daily activities. Though the local community may not participate in the formulation of aims and objectives of the project, they are however encouraged to participate in the structures of

the project so that they may express their views on how the project needs to operate. The project has a community outreach committee that mainly consists of parents. This committee gives continuous advice to the project, also in terms of what need to be improved. Through this committee, community members have an opportunity to express their views on how the project needs to operate.

Learners' views in all the three projects are taken into consideration as or when they make suggestions of how best their respective projects need to operate, as a result all the three projects take into consideration the context of their learners and that of their broader community. African Pathways' learners' inputs as they put their views about how the project need to operate in the suggestion box of the organisation are taken into consideration during the strategic planning workshop. In African Pathways learners are also afforded an opportunity to make comments on how the project must operate through the evaluation forms which they fill at the end of training workshops and/or contact sessions.

The views of learners in the Ikhwelo Project are taken into consideration when planning the activities of the centre. These learners are afforded an opportunity to make comments on how the project must operate through the interaction they have with educators in the classroom. Mpitshis in loveLife are given an opportunity to share their views on how the project must function and also on how it has to take into considerations the context of the learners when making decisions.

5.2.6 Ownership

In all the three projects, the views of learners and the broader community are taken into consideration, hence the surrounding communities easily associate themselves with the activities of their respective projects. Staff in all the three projects find their respective projects to be helpful to the young adults.

Staff in African Pathways find their project to be innovative, hence it impact job preparation and income-generating skills to young adults. Staff in African Pathways feel that most of these young adults now have jobs because of skills they acquired through African Pathways. Learners in African Pathways are of the view that their project is important in communities because it empowers young adults with various skills which they need in life. According to learners African Pathways help to reduce the rate of unemployment within the communities.

Rakopi Ikhwelo Centre is a well-managed project that take into consideration the views of the stakeholders within the project. Rakopi Ikhwelo Centre contribute towards the eradication of illiteracy and the alleviation of poverty through the income-generating projects. The project also empowers the community with income-generating skills and various other skills which the young adults require.

loveLife Project is very educative, and helpful to young adults since it provide them with information about sexuality education and teenage pregnancy. Staff within loveLife Project feel that the project has changed people' lives for the better. They feel that loveLife has done a lot for the community, including making the community aware of problems such as HIV/AIDS, teenage pregnancy, Sexual Transmitted Infections (STIs), etc. Learners in loveLife are of the view that the project teaches people how to take care of themselves, and it is contributing towards the reduction in teenage pregnancy.

According to staff in all the three projects, surrounding communities around these projects have a sense of ownership towards their respective projects, particularly since their views are taken into considerations within the projects. Staff within African Pathways and loveLife find their surrounding communities to have a positive view about their respective projects, except in Ikhwelo where most community members are proud to be associated with Rakopi Ikhwelo Centre while some do not want the project to be successful.

Staff members in all the three projects have a sense of ownership towards their respective projects, hence staff in African Pathways feel that since African Pathways is an NGO, its success depends on their hard work. Staff in Ikhwelo project work hard towards the success of their project. They do assist other organisations in the community, and as these organisations come to the centre, they do discuss with them the future plans of the project.

Learners in all the three projects have a sense of ownership towards their respective projects. They are given an opportunity to give feedback to their respective projects on how these projects need to operate and such feedback is seriously taken into consideration. African Pathways and loveLife have suggestion boxes where learners are given an opportunity to give inputs of what they would want to see happening within their respective projects.

5.2.7 Bottom-up strategy

All the three projects utilise bottom-up approach to decision-making. In African Pathways decisions are arrived at democratically and collectively. A platform is created for junior staff members to actively participate in the process of decision making in the project. In the Ikhwelo Project staff sit together as a team and discuss everything and arrive at a decision democratically. All staff are involved in the process of decision-making. In loveLife staff members come together as a team and draw up plans. Decisions are arrived at mostly through consultations.

In all the three projects there are regular meetings where staff come together as a team to discuss various issues that has to do with the running of their respective organisation. In African Pathways there are monthly management meetings, monthly staff meetings, quarterly programme review meetings, and creative innovators meetings. In the Ikhwelo Project there are monthly educators meetings, and if a need arise they do hold urgent meetings to make whatever decisions necessary. As Rakopi Ikhwelo Centre is a part of

Public Adult Learning Centres, they do have monthly centre managers meetings which are held at the Mankweng circuit.

It is unfortunate that there are hardly any meetings between Rakopi Ikhwelo Centre and the Department of Education except that they do receive circulars from the DoE if the department wants to inform them about something.

In loveLife there are meetings between ground breakers, the line manager, regional campaign leaders and the regional campaign manager. A ground breaker in loveLife has weekly meetings with a group of five mpitshis who works under him or her. Ground breakers have two meetings per week amongst each other while as ground breakers they have weekly meetings with the line manager.

Learners in all the three projects believe that their respective projects utilises a bottom-up approach to decision making. Learners in African Pathways agree that in their project there are regular meetings, however they are not required to form part of these meetings though at times they do hold meetings with facilitators during or after the class to discuss issues that have to do with their attendance.

Learners in the Ikhwelo Project do form part of meetings which make decisions that has to do with the running of their project. They also form part of the quarterly CGB meetings.

Mpitshis do not always form part of meetings in loveLife Project, there are instances where they are just told what to do by the staff within the project, and there are instances where they have meetings with ground breakers and regional campaign leaders to discuss the programme of action or any matter which might concern them as learners.

5.2.8 Cross-sectoral collaborations

All the three projects do collaborate with Government departments such as the DoH,

DoL, and DoE. These projects also have collaboration with NGOs, for instance, African Pathways collaborate with the Umsobomvu Youth Fund, Tlhavhama and Makotse NGOs. Rakopi Ikhwelo project collaborate with Thusānang centre, an NGO located in Haenertsburg. loveLife collaborate with NGOs such as Hlayiso and Choice community care givers.

Both the African Pathways and loveLife also collaborate with the municipalities within their surroundings. African Pathways collaborate with Capricorn District Municipality while loveLife collaborate with the Greater Tzaneen Municipality. Both African Pathways and loveLife also have collaborations with the Youth Commission.

Staff members in African Pathways believe that the purpose of their collaborations is to strengthen their project and to access support of their activities by the collaborative partners. Some of the partners of African Pathways do assist in recruiting young adults to attend their workshops. The Ikhwelo Project gets into collaboration with other centres such as: Dikolobe and Setlhomolo, in order to share experiences and discuss issues of common interests. Through these collaborations they are able to learn from one another. Some of the purposes of loveLife's collaboration are to strengthen their project and also to strengthen their relationship with the partners. These collaborations also enable loveLife to have easy access to resources, for example loveLife sometimes request the municipality to fund or provide food for some of its events, and at the same time request the DoH to provide ambulances and the first aid facilities.

Staff in all the three projects do have meetings with their collaborative partners, though African Pathways and Ikhwelo project' meetings with their partners are occasional or not frequent. loveLife' meetings with their collaborative partners are very regular or frequent, particularly with the Mayor and the youth commission. In African Pathways' meetings with their collaborative partners, they mostly discuss youth related programme of action while in Ikhwelo project's meetings with their collaborative partners they share experiences and learn from one another. In loveLife's meetings with their collaborative partners, they mostly discuss issues such as functions or events of loveLife and

programmes for the young adults. They also discuss with their partners better ways to reach or impact the broader community.

Staff members within these three projects do sometimes encounter problems with their collaborative partners and they do resolve them peacefully after having meetings to discuss such problems. Some of the causes of problems have to do with inadequate communication between partners, collaborative partners not adhering to agreed upon meetings, and not indicating in advance that they won't manage to attend such meetings.

5.2.9 Communication channels

In African Pathways there is effective communication channel amongst the staff members. There is easy access to one another including the management of the project, staff can also communicate on person to person basis. Decisions that concern staff are easily communicated in the project both through meetings and amongst individuals. Staff in the project prefer a situation where decisions are communicated quickly so that there may be proper implementation.

There is open communication channel in Rakopi Ikhwelo Centre where staff members make use of meetings to communicate decisions amongst each other. The DoE mostly communicate with the centre through circulars and memorandums while educators often communicate their grievance to the DoE through marches where they submit memorandums. This clearly shows the difference between African Pathways and Ikhwelo, where African Pathways is just one project with the management as part of the staff operating in the same building. Rakopi Ikhwelo Centre is one centre amongst many other Public Adult Learning Centres that belongs to the Department of Education. The management of Ikhwelo Centres is situated at the head quarters which is the provincial DoE. As such there is hardly interaction between the management and educators at the Rakopi Ikhwelo Project.

In loveLife there is open and effective communication channels amongst the staff. The regional campaign manager easily has meetings with the ground breakers and mpitshis. The provincial Director is also easily accessible to the Lenyenye Y-Centre, where the RCM can easily have a meeting with the provincial Director and sometimes they can discuss things through formal phone calls.

African Pathways has formal procedures of handling grievances amongst the employees. It has easy and effective communication channels with their partners, mostly through emails and formal letters. Staff within the project has open communication channel that enables learners and community members to easily state their views about issues within the project. A platform is created for learners to have interaction and open communication with facilitators about whatever educational issues they might wish to discuss with their facilitators. Learners easily communicate their grievances to facilitators during class.

Learners in African Pathways and loveLife also make use of the suggestion boxes to communicate their views and worries with the staff in their respective projects. Staff in these two projects also communicates with learners and the community through the electronic and print media.

Learners and community stakeholders in the Ikhwelo project form part of the CGB as a result they have easy access to information and they can easily state their views within the project. Educators also communicate with learners through announcements and related decisions that are made in the classroom. The staff sometimes holds meetings with all learners in the project to discuss everything openly. Just like the African Pathways project, Ikhwelo also communicate with the learners and community members through Turf FM, a local radio station which is popular amongst the community members.

All the three projects have open communication channels with their respective collaboration partners through meetings which they sometimes have amongst each other.

loveLife just like African Pathways has formal procedures for handling grievances amongst the employees. There is a protocol of addressing grievances, where a ground breaker will communicate the problem to the line manager, and if the line manager fails to solve the problem he or she will take it to the regional campaign manager who will make sure that the problem is addressed.

In loveLife learners and community members have a platform to express their views about range of issues within their organisation.

5.2.10 Funding

Each of African Pathways programmes have its own funding. Unlike the other two projects, African Pathways has no external source of funding. They generate funds out of selling programmes by training specific groups of people. As an NGO which depends on its own activities to generate funds, staff feel that they constantly need more funds to be able to run the project very well. There are plans to do more fundraising in African Pathways. Despite the need to do more fundraising, African Pathways has sufficient resources and funding.

Unlike African Pathways, the Ikhwelo Project as a Public Adult Learning Centre get salaries of staff from the DoE as they are remunerated through the claim forms which they fill at the end of every month. Except the remuneration of educators, Rakopi Ikhwelo Centre receive no other funding from the Department of Education. For them to purchase stationery such as chalks, dusters and pens, they have to sell vegetables which they sow in their gardens. The lack of funds makes the work of staff in the Ikhwelo Project very difficult. For Ikhwelo to generate funds, they have to think of conducting fundraising activities.

Unlike African Pathways and loveLife Projects which are NGOs, Ikhwelo Project has to first get permission from the DoE in order to conduct fundraising. While African Pathways sells programmes to generate funds, Ikhwelo sells vegetables and other items to

be able to generate funds. Due to lack of funds Ikhwelo learners don't have sufficient equipments for Agriculture and SMME.

Staff in loveLife feels that the project is well-funded though one can never say I'm enough when it comes to funding. They also indicated that though they are well-funded, there are other activities that they are unable to do due to limited funds which they have. There are dissatisfactions in the Lenyenye Y-Centre about the duration of the ground breakers internship programme. The feeling by the ground breakers was that one year duration is not enough; others also felt that R880-00 stipend which they receive every month end as remuneration is not enough. No figure was suggested but interviewees highlighted that they would need more than what they are currently getting.

5.3 Observations

The following were issues/categories for observations, namely:

5.3.1 Venue for interviews

I had all the interview sessions in a conducive office environment, for example, at African Pathways they utilised venues such as the organisation's boardroom and a facilitator's office. In Rakopi Ikhwelo Centre interviews were held in the office of the centre manager commonly referred to as the project office. In the loveLife Project interviews with the regional campaign manager were held in her office while interviews with ground breakers and mpitshis were held in the studio of the organisation.

5.3.2 Infrastructure and space

African Pathways has a big building in the form of Youth Advisory Centre where most of the activities take place. This advisory centre is located on the first floor while ground floor is occupied by furniture shops. As a result one could easily notice that African

Pathways has a serious inadequate or limited space around the vicinity of the project, particularly since it is located on the first floor next to a noisy busy road. I also observed that there was no enough space to be able to accommodate more learners. The building which African Pathways utilise for its activities is a rented one from some property owners.

Both the Ikhwelo and loveLife Projects have a very huge space for their various activities. The Ikhwelo project as one of the Public Adult Learning Centres is located in Rakopi Primary School; hence the entire infrastructure which they utilise is of this primary school except the project office, which also has a section that is utilised as a store room. Most of the Ikhwelo project' buildings are not in good condition. I also realised that in most classes there are small chairs which are only suitable to be utilised by children, the same applied to the classroom tables and, in some instances, the classroom desks.

ABET activities take place in these classes that clearly need to be upgraded since there is no proper furniture. Adult learners in this centre are subjected to use these small chairs and tables. This situation is not conducive for the teaching and learning of adults. This centre like most village primary schools has a very big yard that can be used for any innovative activities, for example, Ikhwelo uses some of its space for gardening purposes.

loveLife also has a very big and beautiful building where most of its activities take place. They have a very big sport grounds. It has a basket ball court which is mostly utilised by learners who participant in the activities of the project. There is sufficient space for the project studio. There is also space within the yard for other sporting activities. There is another space within the yard which has not been utilised. Based on the location of lovelife it becomes evident that the project has adequate infrastructure.

Both African Pathways and loveLife Projects have a wonderful resource centres or libraries which are available to learners for official use or study related utilisation. Both

African Pathways and loveLife Projects have computer centres with a sufficient number of computers that are easily accessible to learners.

5.3.3 Accessibility of the projects

Both African Pathways and loveLife Projects are easily accessible to their respective staff, learners and the surrounding communities while the Ikhwelo Project is not easily accessible. African Pathways is located between Polokwane main taxi rank, and the bus and railway stations. It is within two kilometers distance away from the taxi rank, bus station, and railway station.

The Ikhwelo Centre is located at Spitzkop village. The village is on top of the mountainous area. The road that lead to the centre is gravel and in very bad condition, ideally for the 4 x 4 cars. There is no taxi rank or bus stop within the vicinity of the project. Lenyenye Y-Centre is located within Lenyenye township. It is located on the eastern side of the township next to the main busy tarred road. Both taxis and buses travel to and fro on this busy road.

5.3.4 Facilities/Equipment

African Pathways is a premier project which has a resource centre with computers and library materials available for utilisation by students. The facilities/equipment of the Ikhwelo Project are ordinary and they can be found in any primary school located within a rural area or village, hence there is no single computer or photocopying machine in the centre. loveLife Project is a well resourced reputable organisation which has well-equipped studio with powerful music system. loveLife has resource centre with computers and library material available for utilisation by students.

The classrooms of African Pathways and loveLife Projects have modern chairs and tables adequate for the teaching and learning. Both African Pathways and loveLife Projects have modern and sophisticated photocopying machines ideal for a professional

organisation. The Ikhwelo Project has a reasonable number of equipments for gardening, sewing and baking though as one compares these equipments to the number of learners one can realise that these equipments are not sufficient.

5.3.5 Office furniture

Both the African Pathways and loveLife Projects have the best office furniture which can hardly be found in other projects. In each office of both African Pathways and loveLife Projects there are modern tables, modern chairs, modern computer sets, telephone and other modern office items that can be available in any executive offices. While the Ikhwelo Project has an old fashioned table and chairs. There is no computer set, telephone or any modern furniture in their office.

In loveLife, the office of the regional campaign manager is highly and beautifully furnished. She is also provided with the lap-top as it is a common practice amongst the senior executives in many organisations of South Africa.

5.3.6 Availability of teaching and learning materials

Both the African Pathways and loveLife Projects have sufficient and good teaching and learning materials available to both educators and learners. The Ikhwelo Project has insufficient teaching and learning materials for both educators and learners.

Educators in all the three projects also make use of photocopied newspaper articles and in certain instances they utilise pamphlets as an additional learner support materials.

5.3.7 Stationery

Both the African Pathways and loveLife Projects have sufficient stationery conducive for proper teaching and learning. The Ikhwelo Project has serious shortages of stationery, hence it relies on Rakopi Primary School for assistance when it comes to stationery. Both

the African Pathways and loveLife Projects have white chalk board which utilises markers. In instances where learners are expected to make group presentations, there were flip charts together with white board markers available for such purposes.

5.3.8 Class Attendance and Educator-Learner ratio

In all the three projects, learners who were attending classes that I observed were of both genders. In African Pathways they were young adults whose age ranged between 18 to 35 years. They were around 15 in number. In the Ikhwelo Project some learners were young adults while others were adult learners. Their age ranged between 30 to 50 years. There were about 16 learners in the class. In the loveLife Project the age of young adults who visit the centre ranges from 13 to 30 years. Learners that I observed attending Cyber Y class were 15 number. There are also instances where ground breakers visit schools where a class would have 30 to 40 learners.

5.3.9 Lesson presentations

In all the three projects, lessons are being presented very well with educators utilising learner-centred approaches. In certain instances learners were required to work in groups.

5.3.10 Learner participation

In all the three projects, there was active participation of learners during the lessons. When educators asked questions most of these learners were happy to provide answers to those questions though at certain instances some answers were not correct.

5.3.11 Meetings to observe how decisions are made

In all the three projects meetings that I have participated in have been run very smoothly. The chairpersons followed all the procedures of meetings. Decisions were arrived at

mostly through consensus. There was never an item where members had to resort to voting.

5.4 Concluding remarks

Chapter five was about the analysis of the three projects which are the cases of the study. In this chapter I managed to compare and contrast cases based on the critical factors of the study, while trying to determine the effective strategies for the development and implementation of education and training innovative projects in the Limpopo Province. The chapter also provided cross-case analysis of findings based on the observations from the three projects. In this chapter I have managed to show or provide effective strategies for the development and implementation of education and training innovative projects in the Limpopo Province.

From the cross-case analysis I have observed the similarities in terms of the fact that all the three projects work hard towards achieving/adhering to their respective aims and objectives. All the three projects have adequate staff to be able to perform their duties well, and these staff members have recognised qualifications from institutions of higher learning in South Africa. Another similarity is the fact that the projects work towards addressing problems faced by the young adults, and they have comprehensive recruitment strategies in order to reach the learners. Educators in the three projects make use of facilitation and group work methods when teaching the young adults. In all the projects there is active participation of community members and learners on how their respective projects need to operate.

I have also observed differences in relation to the fact that African Pathways and loveLife Projects utilises bottom-up approach to decision-making while in the Ikhwelo Project, official from the Department of Education mostly make use of circulars and memorandum to communicate to PALCs. African Pathways and loveLife Projects have formal procedures of handling grievances amongst their respective staff members while the Ikhwelo Projects do not have such procedures. Staff in the Ikhwelo Project usually

resort to marching and demonstrations in order to get the attention of their managers in the Provincial Department of Education. Another difference is about the fact that both the African Pathways and loveLife have sufficient teaching and learning materials which these projects develop for themselves. The Ikhwelo project which relies on the Department of Education for the teaching and learning materials do not have sufficient teaching and learning materials.

The following chapter is about the empirical results of the study based on the focus group meeting or mini-conference which I held with the Project leaders and Educators who participated in the initial stages of this research project.

CHAPTER 6: TOWARDS A MODEL

6.1 Introduction

This chapter discusses further the empirical results of the study. It gives account of the factors that determine the success and failure of the education and training innovative projects in a developing context. The chapter is also used as a first step towards developing a model which could be useful for the establishment and sustenance of education and training innovative projects in a developing context. It also provides answers to the second main research question of the study which is also outlined in chapter one:

The second main research question is formulated as follows:

- What are the factors that determine the success and/or failure of education and training innovative projects in a developing context?

This chapter is based on the focus group meeting or mini-conference that I held with the Project leaders and Educators who also participated in the earlier phases of this research project as interviewees. These participants have been working in education and training innovative projects for several years, hence due to such experiences one regards them to be having extensive knowledge about factors that determine the success and/or failure of education and training innovative projects.

I divided the participants into two groups as expected, one group had to discuss and make a presentation as they address the question: What are the factors that contribute to the success of education and training innovative projects in a developing context? The other group had to discuss and make a presentation as they address the question: What are the factors that contribute to failure of education and training innovative projects in a developing context?

Figure 8: A photo showing people who participated in the focus group meeting or mini-conference of this study.



6.2 Factors that determine the success of education and training innovative projects in a developing context.

Figure 9: A photo showing participants in the first group.



Participants in this first group mentioned and discussed the following as factors that contribute to the success of education and training innovative projects in a developing context:

- **Proper and strategic planning and review**

The group felt that proper planning play an important role towards ensuring the success of the project. It was further indicated that being strategic when planning will contribute to the success of such innovative projects. The group also felt that reviewing the activities of the project, either annually, monthly or weekly is an important yardstick towards making sure that the project succeeds.

- **Consultation on decision making**

The group felt that consultation amongst the participants of a project is essential when making a decision. It is necessary to make decisions in a transparent way so that all members of a project may rally behind such a decision. Consulting other members of the project make them feel valuable thus becoming important stakeholders within the project. Democratic decision making brings a sense of ownership towards the decisions of the project. When relevant people are bypassed or not consulted when a decision is made, that makes such members of the group to distance themselves from negative consequences of such a decision.

- **Coaching and Mentoring**

Coaching and Mentoring is an important aspect of a project which can ensure success. In any company, organisation or project one will find that there are young and less experienced employees or participants, and there are also elder and more experienced participant, hence it is necessary for those who have more knowledge to coach and mentor the less experienced ones. This in a way is transference of knowledge and expertise from one group to the other. So for any project so succeed, it becomes imperative that coaching and mentoring must occur.

- **Evaluation and Monitoring**

Evaluation and Monitoring are very important ingredients for the success of education and training innovative projects. It helps managers of a project to know whether the project is still in line with the aims and objectives or not. Evaluation and Monitoring need to regularly take place if an innovative project is to succeed.

- **Research**

Conducting research helps to inform the participants of the project, about the local people or the community's views and their perception about such a project. This also assists the participants of the project to improve their programmes in line with the needs and views of the community. When you conduct research you afford different stakeholders of the community an opportunity to state their views about what they think of your project,

hence enable the project managers an opportunity to improve what they are offering in the project.

- **Proper administration system (record keeping)**

It is essential for any project which aspires to succeed to have proper administration system. The general staff members who work in the project need to be clearly informed about the chain of command, the hierarchy and all the operational procedures that exist within the project.

For any project to succeed in its objectives there has to be proper records of all the activities kept accordingly within it. If the records are kept well that will even assist when members are to write the newsletters or have their activities or finances audited.

- **Resources, for example, finance, and equipment**

Resources such as finances and equipment play an important role towards ensuring that a project succeeds in its endeavours. A project obviously requires finances in order to meet its financial obligations, and also for purposes of paying its staff members. For any education and training innovative project to be successful there is a need for required equipments to be available. This will motivate staff and actually makes it easier for them to do their job effectively.

- **On-going organisational development**

Organisational development is one of the essential characteristic of a successful innovative project. Any project that has potentials for success needs to have a clear strategy for development. Staff members within the project need to be regularly trained so that they may be able to do their expected job very well. Aims and objectives of a project needs to be continuously assessed to enable managers an opportunity to verify whether the current activities contribute towards the organisation' development or not.

- **Proper management**

For any education and training innovative project to be successful there is a need for proper management of such a project. Proper management includes transparency, accountability, and democratic decision making; hence, it is essential for managers to take all these factors into consideration if they want their project to be successful.

- **Team work**

Staff within the project needs to continuously work as a team. It is a well-known fact that as individuals we are not perfect in any way; hence there is need for people within an organisation to learn to work together. Team work plays an important role towards ensuring that the aims and objectives of a project are achieved.

- **Collaboration or Networking with other structures**

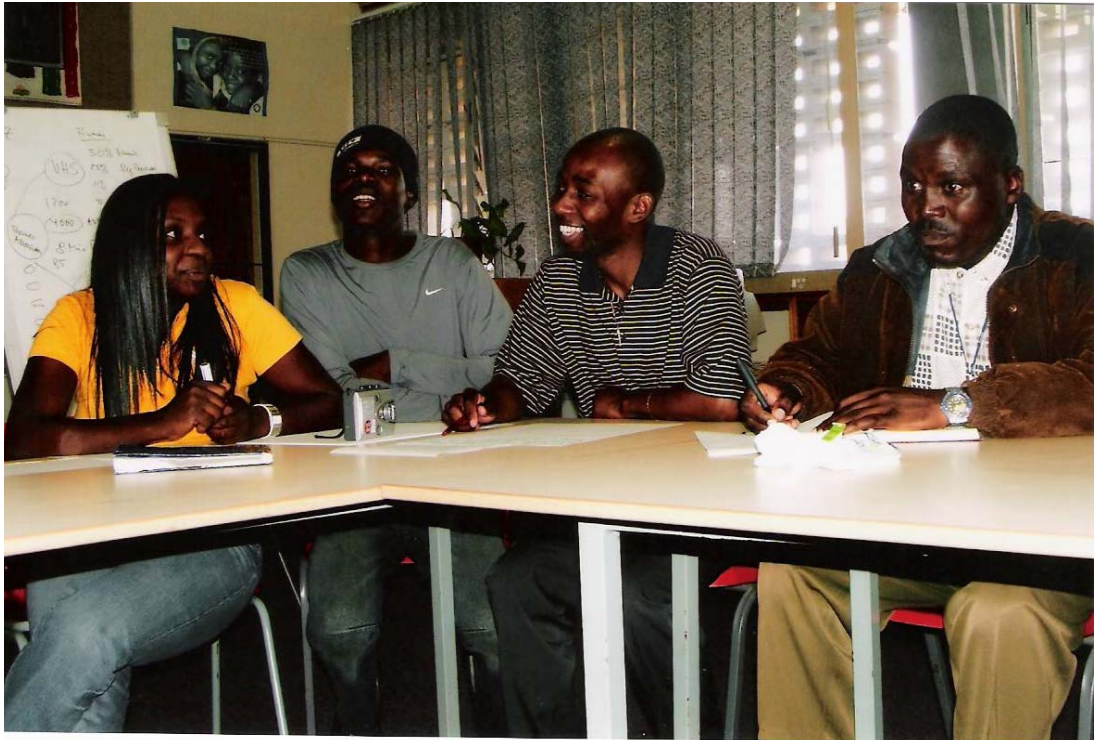
For any education and training innovative project to succeed, there should be collaboration or networking with other projects that are doing the same or similar job. Networking will afford staff an opportunity to discuss issues of common interest and how to deal with similar problems that they are experiencing. It also provides an opportunity for staff to learn from one another, thereby improving the quality of the services which they are rendering.

- **Acknowledging the involved staff**

It is important for the managers in the project to appreciate the staff they are working with. One way of doing this is through performance appraisal mechanisms for staff that are doing their work with dedication. General staff members need to be appreciated, and their rights and working conditions need to be respected. Staff needs to be sometimes taken to workshop so that they may improve their expertise. It is necessary for the management to show through the salaries which they pay general staff members that they value their services.

6.3 Factors that contribute to failure of education and training innovative projects in a developing context.

Figure 10: A photo showing participants in the second group.



Participants in this second group mentioned and discussed the following as factors that contribute to the failure of education and training innovative projects in a developing context:

- **Lack of resources to implement initiatives and programmes**

Lack or shortage of resources makes the success of education and training innovative project impossible. Without sufficient resources any innovative project will result in

failure. Facilities and equipments play an important role towards the success of project without which the innovation will collapse.

- **Lack of or poor accountability**

Most education and training innovative projects largely depend on the donor funding for their survival without which it will be extremely difficult to survive. These donors expect the managers of the project to account on how they have utilised the finances as part of the funding agreement, hence failure of managers to be accountable on how they have utilised the funds will result in the donors discontinuing funding to such a project. Without such donor funding a project will definitely collapse. Another factor that contributes to failure is lack or poor accountability to the collaborative partners who as part of the agreement would like to be continuously updated in terms of what is happening within the project. So if the managers of the project fail to account the project may not succeed.

- **Lack/Insufficient funding**

Lack or insufficient funding often makes it difficult for education and training innovative project to run smoothly. Without funds it becomes almost impossible to sustain any innovation. Most staff who works in a particular project depends upon such a project for salaries, hence without funds the project will definitely result in failure.

- **Poor Management/Administration**

Good management or administration is central to the success of any innovative project without which the project will result in failure. Any education and training innovation requires team work since it requires collective effort but without team work which can only be brought about by good management any innovative project will fail. If a project is managed poorly such a project will definitely fail. A project also requires proper planning without which such a project will collapse.

- **Lack of capacity building**

Staff of the education and training innovative project does not start the project with the same clear understanding of what need to happen. In the beginning of the project participants has different expertise and knowledge of what need to happen. Hence the gap in knowledge and understanding of what need to happen within a project could result in the failure of such a project. Shortage of relevant skills and lack of capacity of most participants within the project could lead to failure of such a project.

- **Poor implementation strategies of the project**

Poor implementation strategies of an innovative project might lead such a project to failure. By implementation strategies, the group referred to factors such as: Transparent decision making, clear identification of who is supposed to implement what aspects of the projects, and getting the community to be involved in the running of the project. If such strategies are not taken into consideration the project will result in failure. Most projects start with the aims and objectives and it becomes the responsibility of all the staff members of the project, led by their managers to develop effective implementation strategies, and if implementation strategies are not effectively developed such a project could easily result in failure.

- **Lack of collaboration or poor working relations with stakeholders**

Most education and training innovative projects has collaborative partners and sometimes stakeholders whom they work with, hence if there are poor working relations with the stakeholders or collaborative partners the project will easily result in failure. The managers of an innovative project have a task of regularly providing information to the project stakeholders and if there is poor working relations with such stakeholders the project might collapse.

- **Lack /Insufficient monitoring and evaluation of projects**

It is necessary to have any innovative project regularly evaluated to ensure that it is in line with its aims and objectives. So if a project is not regularly evaluated, such a project can easily result in failure. It is imperative for the activities of the participants of any

education and training project to be continuously monitored, since without such monitoring the project could result in failure.

It is essential for an innovative project to have evaluation systems in place so that participants of the project might get to know whether they are moving towards the right direction or not.

- **Centralising information**

Any project involves people, and it is important for all the people within the project to share information. If any level of staff within the hierarchy decides to keep information about the project to themselves, such actions could lead to failure of the project. If central information about the vision and mission of the project, information about funding, and knowledge about the objectives of the project, is not made available to all staff within the project, then the project might result in failure.

- **Lack of policies**

Policies are very important towards guiding the activities of projects, and without them every staff member within the project will do things as he or she sees fit. In the absence of policies a well intended project will definitely result in failure. If an innovative project has a policy, such should be made available to all staff members so that their activities should be in line with the policy of the project.

- **Lack of support from community members**

Innovative projects are developed for the community, and are located within the community. So if the community does not support such innovation, then the project could easily result in failure. Most participants of education and training innovative projects are members of the same community; hence without their full commitment and support to the project, such a project will definitely collapse.

6.4 Conclusion

Chapter six was based on the focus group meeting or mini-conference which I held with the Project leaders and Educators who initially participated in this research project. The chapter has managed to establish the following:

- Factors that determine the success of education and training innovative projects in a developing context?
- Factors that contribute to failure of education and training innovative projects in a developing context?

This chapter was also used as a first step towards developing a model which could be useful for the establishment and sustenance of education and training innovative projects in a developing context. The following chapter will present final conclusion and recommendations of this research project.

CHAPTER 7: CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

In the previous chapters I have attempted to provide answers to the research questions of this study. I have discussed and described situations as they have manifested themselves. From the data collected in the different phases of this study, it can be concluded that the critical factors suggested in chapters two and four of this study contribute to effective strategies for the development and implementation of education and training innovative projects in the Limpopo Province.

Chapter five presents some conclusions of this study based on the cross-case analysis of the projects. However, in this chapter I will present the final conclusion and recommendations of this study. The results of this study could have an important exemplarian value for other Projects in the Limpopo Province. However, I do not wish to over-generalise because the projects could differ from one another, for example, with respect to approaches, donor support in terms of funding and/or expertise, phases of their life cycle, their location, and the type of programmes offered.

Initially this study aimed at investigating the following factors which need to be taken into consideration, in order to ensure the sustainability of any education and training innovative project. These factors are effective strategies for the development and implementation of education and training innovative projects in the Limpopo Province. They are: local context, ownership, bottom-up strategy, cross-sectoral collaborations and effective communication channels.

Based on the introductory phase, and reviewing and interrogation of documents phase as outlined in chapter three, I discovered that there are more factors that contribute to effective strategies for the development and implementation of innovative projects in addition to the ones suggested above. On the basis of this discovery, I then decided to also investigate issues related to recruitment strategies, teaching and learning, training,

and funding as other possible factors that might contribute to effective strategies for developing and implementing education and training innovative projects in the Limpopo Province.

7.2 Conclusion

7.2.1 Staffing

The issue of staffing is a very important component for the success of any project. As already indicated in chapter four, the three projects which are the cases of this study have sufficient staff to be able to perform their duties well. Both African Pathways and loveLife projects are aimed at addressing the needs and problems faced by young adults, and the fact that staff of these three projects is young makes them more relevant facilitators of teaching and learning in those projects.

7.2.2 Recruitment strategies

For any education and training innovative project to be able to attract sufficient number of learners, there has to be good recruitment strategies. The three projects which are the cases of this study make use of effective recruitment strategies, such as the door-to-door campaign utilised by the Ikhwelo Project. Both African Pathways and loveLife Project often utilise pamphlets, radio stations, and newspapers to recruit learners into their respective projects.

Staff in all the three projects utilise detailed and proper registration processes to register learners in their respective projects, hence, it enables staff within those projects to have reliable statistics about the number of learners in their respective projects.

7.2.3 Teaching and learning

In any education and training innovative project, for learners to succeed well in their

endeavour to acquire knowledge, there has to be effective teaching approaches. Hence it was interesting to note that in all the cases of this study, educators utilise the facilitation process when teaching young adults. The educators also make use of group work when teaching the learners and this process allows learners to learn from one another. If the response of learners is anything to go by, one can easily say that the teaching methods which are utilised in the three projects are relevant and effective.

The issue of methodologies used when teaching learners is very important because if learners are not properly taught, it can result in them dropping out from the learning programmes. Staff in these three projects utilise effective methodologies such as facilitation and group work methods, when teaching their respective learners and their good work is in line with views expressed by Sandhaas when he indicated that:

“The programme must offer skills which can be applied at the household level or used to produce something marketable and in demand, first of all within the environment of the trainees, but not necessarily restricted to local use or consumption” (Sandhaas, 2005:56).

Staff also made reference to the availability of the learning materials. Based on the responses of interviewees from the African Pathways and loveLife, these two projects have well-trained staff to enable them to develop their own learning materials such as manuals and learning guides. This is a step in the right direction because if projects are able to develop their own materials, one can be assured that such materials will definitely be developed to the context of the local people. The learner support materials which will be produced will be suitable to the local learners.

I noted how the shortage of learning materials has negative effects on the teaching and learning of learners at Rakopi Ikhwelo Centre. The Department of Education’s failure to provide such learning materials hamper the process of teaching and learning of the learners, be that as it may, one can further say that educators themselves have a

responsibility to develop the learner support materials for their learners. As a matter of urgency, educators need to be trained on how to develop learner support materials.

7.2.4 Training

Staff members in all the three projects have recognised qualifications from institutions of higher learning in South Africa. For staff to have been well-qualified in order to perform their duties properly is a good approach, since the issue of training plays an important role towards the success of a project. I believe that since both African Pathways and loveLife projects have internal extensive training programmes for its staff members, this ensures that these projects have well-trained staff to be able to do the required work. Due to the internal training programme for staff members, these projects would never have problems of lack of capacity amongst its staff members.

It was interesting to note that staff in the Ikhwelo centre do attend workshops where they get more training on how to perform their duties. The training that staff of Ikhwelo project attended in 2000 and 2001 organised and facilitated by PROLIT was very effective and it enabled them to be able to perform their duties very well. This view is supported by Mellema when he indicated that:

“Educators who took part in the training offered by PROLIT were highly satisfied with the organisation of the training activities, and they were positive about the relevance of the training” (Mellema, 1999:31).

The workshops that educators in the Ikhwelo centre attend now are arranged and conducted by the ABET coordinators from various districts. On face value, it appears to be a positive thing when one looks at the fact that these coordinators know the training needs of educators, but in reality it is very difficult for these coordinators to offer quality

training, since they themselves received such training through a Cascade Training Programme¹¹ from the Provincial ABET trainers.

The internal regular training workshops that staff in the loveLife project attend are very helpful, since they empower staff to be able to perform their duties very well. As I observed lessons and the participation of learners, I observed that the ground breakers have been well-trained to be able to teach.

Staff members in the three projects including facilitators feel that they have been adequately trained on how to perform their duties and they feel empowered by aspects which are addressed during workshops. They feel that the training that staff receives is sufficient particularly due to the quality and intensity that goes into their training programmes. Staff in all the three projects indicated that most of their respective training takes the form of workshops where they attend for the duration of two to five days. They feel that this duration is sufficient and that the workshops which they attend are necessary and that they benefit a lot from them. Be that as it may, they feel that they still need training as training is always needed in this fast changing world.

Learners in all the three projects find their respective educators to have been adequately trained to do their daily work. They feel that the way educators facilitate their lessons clearly indicates that they have been adequately trained to perform their duties.

Research (Mellema, 1999, Mabasa, 2002 and Rampedi, 2003) has shown¹² that in instances where staff have not been adequately trained, they do experience problems in relation to performing their duties well. Be that as it may, it was interesting to note that staff in the three projects have been well-trained and they regularly attend workshops which empower them to perform their duties.

¹¹ Cascade Training Programme is an initiative of the National ABET Directorate, where the National trainers train about ten Provincial trainers. These then become trainers in their respective provinces where district coordinators are trained to do training of educators in their respective districts.

¹² These are some of the Masters and PhD studies done in the context of our Department research programme entitled: From social exclusion to lifelong learning. The Department for many years has had close collaboration (which included exchange programmes between staff and students) with the University of Groningen in The Netherlands.

7.2.5 Local context

It was interesting to note that in all the three projects there is active participation of community members and learners on how their respective projects need to operate.

The participation of learners and community members within projects ensures that the context of the local people is taken into consideration during the activities of such projects. The three projects which are the cases of this study directly benefit the local people, and such an endeavour is guaranteed through the inputs of learners and community members on how the projects need to operate.

African Pathways' strategy of involving collaborative partners during their strategic planning workshop at the end of every year is commendable, since their inputs on how African Pathways needs to operate further ensures that the context of local people is taken into consideration. It is interesting to note that managers, educators and learners do participate in one way or the other in the formulation of aims and objectives of their respective projects. The example of African Pathways and loveLife in conducting research that informs the direction which their respective projects needs to take is an impressive one, since research ensures that organisations take well-thought and well-calculated decisions and directions. This approach is a classic example for other projects to learn from, particularly those who are involved in the education and training of young adults.

The approach of doing research that informs delivery is supported by (Rakoma, 2000) who indicated that it is important to do a needs assessment before a programme is developed so that it may be able to meet the needs of those it has been developed for.

These three projects have community based committees that advice their activities, a process which ensures that these projects continues to work towards achieving their aims and objectives.

It was interesting to note that all these three projects take into consideration the views of their respective learners of how best the projects has to address the needs of these learners. In this way, all these three projects take into consideration the context of the learners and that of the broader community.

7.2.6 Ownership

For any project to succeed in its aims and objectives, it is imperative that staff within the project, learners and the community at large have a sense of ownership towards their project. All the staff of the three projects have a strong sense of ownership towards their respective projects. The following words of one facilitator attest strongly to this claim:

“As this is an NGO the success of it depends on our hard work, hence we don’t only do what is expected of us in terms of our job description, but we also do almost everything that is done in the organisation”.

He made the above statement while indicating that, as facilitators, they have a sense of ownership and belonging to the organisation, hence they are doing everything to ensure that the organisation succeeds.

Through the responses of learners, it became clear to me that they too, together with the local people have a sense of ownership to their respective projects. They indicated that they are given an opportunity to express their views on how their respective projects need to operate and such feedback is seriously taken into consideration by the managements of the projects.

The opportunity that educators and learners have to give inputs on the direction which their respective projects need to take ensures that everybody involved within the projects work very hard towards ensuring that those projects run smoothly, and that at the end of the day their aims and objectives are being achieved.

7.2.7 Bottom-up strategy

Staff within all the three projects indicated that their respective projects utilise bottom-up approach to decision-making. They are of the view that decisions are arrived at democratically, collectively and through consultations. The fact that platforms are created for educators and other junior staff members to actively participate in the process of decision making in their respective projects clearly attest to the fact that there is a bottom-up approach to decision-making in these projects.

Staff in all the three projects indicated that their respective projects have regular meetings where they come together as a team to discuss various issues that have to do with the running of their respective projects. I believe that the opportunity for staff to have regular meetings clearly demonstrates that in these projects everyone has right to state their views in relation to the running of their respective projects.

The Department of Education does not have a platform where educators can easily meet with the management to discuss issues that affect the running of their centres. It is my belief that the unavailability of such a platform always creates misunderstanding between employers and employees. It is unacceptable that educators only have to rely on marches and demonstration in order to get the attention of the DoE managers because such tendencies definitely affect the working morale of those educators.

I feel that for learners in all the three projects to have an opportunity to take part in meetings of their respective projects is a step in a right direction. This demonstrates the extent to which these three projects are democratic, and the fact that they utilise the bottom-up approach to decision making.

7.2.8 Cross-sectoral collaborations

Noteworthy was the fact that all the three projects have some form of collaboration with other organisations. They all have collaborations with various government departments

such as Department of Education and Department of Health. They all collaborate with Non-Governmental Organisations which are doing similar work to them. African Pathways and loveLife projects also collaborate with their respective local municipalities.

Based on the responses of staff, one can conclude that collaboration play an important role towards assisting a project to achieve its aims and objectives. Most of the tasks of these projects were made easier by the fact that they worked with collaborative partners. Working with partners who have similar objectives makes it easier for a project to succeed in achieving its aims and getting necessary assistance from the partners. It is important for people to realise that there is no one person or project that can work alone to solve all the problems which are faced by the young adults, but any intentions to work with others who have similar interest will ensure in alleviating some of the problems which are experienced by young adults.

7.2.9 Communication channels

It has been clearly indicated by all the interviewees in all the three projects that their respective projects have open communication channels which ensures that learners and community members are easily able to express their views within the projects. Such platforms are necessary in order to ensure the smooth running of activities within those projects, and also to ensure that all the misunderstandings are adequately addressed as and when they arise.

The formal procedures for handling grievances ensure that employees' problems are easily addressed. It also makes it possible for staff to stay focused on their work, unlike spending unnecessary time marching or demonstrating to get the attention of their employers. African Pathways and loveLife have formal procedures for handling grievances amongst the staff and their respective managements. It is unfortunate that the DoE do not have such procedures which would ensure that educators such as the ones working at Rakopi Ikhwelo Centre have a platform to highlight whatever difficulties they face at their place of work.

7.2.10 Funding

African Pathways has no source of funding except the programmes which they are selling through training specific groups of people. Despite the fact that they are an NGO that has to work very hard to generate funding, on paper they are doing well, since they are able to pay the salaries of staff and they have all kinds of equipment which they require for the project. Education and training innovative projects must not only rely on donor funding to sustain their programmes but they also have to do more in order to generate funding.

Ikhwelo project relies on the Department of Education for salaries of its staff, and other than such remuneration they do not have additional source of funding. I am of the opinion that while it is understandable that the DoE must provide for them, they also have to do additional work in order to sustain themselves. As a project, they need to come up with ways and means of fundraising so that they are able to generate funds to purchase stationery and other related equipment.

loveLife project is well-funded with multiple donors. They are able to pay salaries of staff and provide funds for advertisements and food during events. All this clearly indicates that they are well-funded. One can further indicate that the availability of funds does ensure that a project reaches its stated aims and objectives, as loveLife can bear witness to this.

7.2.11 Infrastructure and space

Availability of infrastructure and space is one of the most important considerations when one intends to develop education and training innovative projects. All the three projects which are the cases of the study have infrastructure though the level of its suitability varies. African Pathways has a building in the form of a Youth Advisory Centre where most of their activities take place. The fact that the centre is located in the first floor while ground floor is occupied by furniture shops, and that the building does not have

enough space to be able to accommodate more learners, makes one conclude that African Pathways do not have sufficient or adequate infrastructure.

It is important for African Pathways to find means to get a bigger venue so that they can accommodate learners who find it impossible to access the classrooms. For a non-profit making organisation such as African Pathways, to rent a venue has a serious negative implication on their financial resources. Renting a venue in a city such as Polokwane is expensive, and linking that with the responses of staff about the need to do fundraising to generate funds, one can conclude that African Pathways needs to buy or build its own and stop renting buildings.

There is a need for Ikhwelo project to find a way to renovate their buildings, since they are no longer in good condition. One of the problems which are experienced by Rakopi Ikhwelo Centre is the fact that they do not have their own infrastructure. They rely on Rakopi Primary School for infrastructure and stationery. As a result, they are not in any position to make the necessary renovations required. Another element was the realisation that in most classes there are small chairs that are only suitable to be utilised by children, the same goes for classroom tables and, in some instances, the classroom desks. It was surprising to realise that ABET activities take place in these classes that clearly need to be upgraded since there is no proper furniture. Adult learners in this centre are subjected to use these small chairs and tables. This situation is not conducive for the teaching and learning of adults.

The fact that staff and learners of Rakopi Ikhwelo Project can only utilise facilities of Rakopi Primary School after hours makes it difficult for staff to do much as they would want to do with learners due to limited time at their disposal. Besides the aspect of having their own building, the place they are using has got enough space which they can use for any of their income generating projects.

loveLife project does not experience the kind of problems which are experienced by both African Pathways and Ikhwelo projects in relation to infrastructure and space. It has

adequate infrastructure and a very big space that can be utilised for different activities. Since one of loveLife's aim is to encourage young adults to live a healthy lifestyle, that echoes well with the fact that they have a very big sport grounds and basket-ball court that learners can make use of during sporting activities.

7.2.12 Facilities/Equipment

African Pathways and loveLife projects have sufficient facilities/equipment which are utilised by staff and learners. It is interesting to note that these two projects have resource centres with computers and library material available for utilisation by students. The fact that they have modern and sophisticated photocopying machines ideal for a professional organisation makes it easy for these projects to perform their duties well. African Pathways and loveLife also have modern chairs and tables adequate for teaching and learning of learners.

The facilities/equipment of the Ikhwelo project are ordinary and can be found in any primary school located within a rural area or a village, hence there is no single computer or photocopying machine in the centre.

The small chairs which are utilised in Rakopi Ikhwelo Centre are only suitable to be utilised by children, the same applies to the classroom tables and in some instances the classroom desks, hence all this equipment is not suitable for young adult learners. The Ikhwelo project does not have sufficient number of equipments for gardening, sewing and baking.

The fact that these three projects take into consideration the critical factors as outlined in chapter two under section 2.2 and chapter four under section 4.2.6, makes them to be sustainable. Hence, other existing and potential projects can learn from these three projects, that if you want your project to be sustainable and successful, you have to apply those critical factors.

Based on the presented data from the three projects, one can conclude that a Department of Education project, such as Rakopi Ikhwelo Centre, which they consider to be an example of good practice¹³ can learn a lot from Non-Governmental Organisations projects such as African Pathways and loveLife, in terms of how best to coordinate their activities, collaboration with partners doing similar work, procedure of handling grievances, training of staff, open communication with the management and how to develop teaching and learning materials.

7.3 Recommendations

7.3.1 Learning materials

The shortage of learning materials has negative effects on the teaching and learning of learners at Rakopi Ikhwelo Centre, hence it is recommended that the Provincial Department of Education must ensure that there are sufficient learning materials available at Rakopi Ikhwelo Centre. This in turn will ensure that there is proper and effective teaching and learning in this Ikhwelo centre.

7.3.2 Training

There is a need to have regular training of staff, particularly in the Ikhwelo centre so that educators will be able to perform their duties very well. It is recommended that the Department of Education should ensure that there is training on how to develop the learner support materials, since educators in the Ikhwelo centre indicated that they need such training.

7.3.3 Bottom-up strategy

The Department of Education needs to create a conversation space that will enable the

¹³ In Mabasa (2002) study, the Limpopo Provincial Department of Education, ABET section referred to Rakopi Ikhwelo Centre as a centre of good practice which could serve as an example to other PALCs.

employees to easily discuss issues that affect the running of their centres. It is recommended that there should be a union that will represent ABET educators in meetings with the officials from the provincial Department of Education.

7.3.4 Communication channels

The DoE needs to create communication channels or possibilities for educators to raise their grievances to the management at the provincial DoE in a conducive manner without educators having to march to the Department. The Department needs to create a platform for dialogue with adult learning centres. There should be a possibility for management to have dialogue with educators. The Department of Education must create formal procedures for educators to raise issues and have their grievances handled.

7.3.5 Funding

It is recommended that there be funding of the Ikhwelo project so that they may be able to run their activities very smoothly and also to buy equipment for Agriculture and SMME. There is a need for Rakopi Ikhwelo Centre to get permission from the DoE so that they may be able to conduct fundraising activities for their project.

7.3.6 Infrastructure and space

African Pathways needs to secure a space/yard of its own, where they can have their own buildings because the present arrangement of renting a building from property owners is not cost effective, especially when one looks at the fact that they are a non-profit making organisation.

Ikhwelo project needs to find ways to renovate their buildings since they are no longer in good condition.

7.3.7 Facilities/Equipment

Rakopi Ikhwelo Centre needs to have its own equipment such as computers and photocopying machines so that they will be able to perform their duties. It is essential for Rakopi Ikhwelo Centre to have a resource centre which will contain learning materials that educators and learners can make use of. It is recommended that the Ikhwelo centre must have facilities/equipment for income-generating projects, such as gardening and sewing equipment.

7.4 Recommendation for further study

Since the dawn of the new democracy in South Africa, foreign governments, international companies, and established foundations, have donated funds to various South African projects, be it governmental, NGOs or municipalities, to address problems that affect South Africans in general, and young adults in particular. Currently some of these projects are unsustainable, hence I conducted a study which generated more insight into current practices and strategies which might be effective when developing and implementing the education and training innovative projects in the Limpopo Province of South Africa. In this study, I also investigated the factors that determine the success and failure of education and training innovative projects in a developing context.

Although I have covered many issues in this study, I still feel that there are many aspects under the sustainability of education and training innovative projects that still need to be investigated. There is a need to do more research which will give more insight into factors that contribute to the success of education and training innovative projects.

There is also a need to do a comprehensive study about factors that contribute to failure of education and training innovative projects in the Limpopo Province. I also feel that there is a need to conduct evaluation research of the education and training innovative projects, particularly on whether these projects are able to achieve their aims and objectives. It is also essential to conduct research which will be aimed at getting more

insight into why some innovative projects are not sustainable in the Limpopo Province, for instance, Baswa¹⁴ at Risk Project, a Project which started in 2001 and collapsed at the end of 2004.

Based on the Provincial multi-year implementation plan which stated that:

“As the Limpopo province has one of the largest illiterate and semi-literate populations, research which will inform delivery is crucial...” (1998: 39).

There is a need to conduct a study which will investigate problems which affect the sustainability of income-generating projects in Public Adult Learning Centres.

7.5 Conclusion

This chapter contained the conclusion and recommendations of this thesis. Although a cross-case analysis of the three projects which are the cases of this study has been done in chapter five, the chapter provided detailed final conclusion of this study in line with the critical factors/variables investigated in chapter four of the study. It further discussed recommendations of this research project. The chapter concludes with the discussion about recommendations for further study.

In conclusion, it is good that in South Africa and in the Limpopo Province there are projects such as African Pathways, Ikhwelo and loveLife which are working towards addressing problems faced by the young adults. It was interesting to note that African Pathways has programmes that are meant to assist unemployed young adults and other youth categories by training them so that they may be economically productive individuals. It also provides career counseling, referrals and job preparation for unemployed young adults in order to cultivate youth who are marketable.

¹⁴ Baswa means Youth in Northern Sotho

Research (Mabasa, 2002) has further shown that the Ikhwelo project is doing important work towards addressing problems faced by (young) adults. The fact that they empower learners with basic education and income-generation skills, and that they also contribute towards eliminating illiteracy and alleviating poverty amongst the community members, clearly indicate that they are contributing towards improving people's quality of life.

This study has also demonstrated that loveLove project is working towards addressing problems faced by young adults by substantially reducing the HIV infection rate among young South Africans, and by establishing a new model for effective HIV prevention among young people. It also seeks to disseminate information about sexuality education to the young adults. loveLife further intends to reduce the high rate of teenage pregnancy amongst the young adults. Based on this research, it became clear that the three projects do contribute towards improving people's quality of life, reduce numbers of HIV infections, provide vocational and agricultural skills, and also towards positive self-image of the (young adults) in line with the envisaged outcomes as stated in chapter two under the theoretical model of the study.

In line with the main aim of the study, this research project has enabled me to have insight into practices and activities of African Pathways, Ikhwelo and loveLife projects. One has managed to establish strategies which might be useful when developing and implementing education and training innovative projects in the Limpopo Province.

Despite the fact that these three projects are facing immense challenges, one can conclude that their contributions towards educating South Africans in general and young adults in particular are very important towards empowering and improving people's quality of life.

This is in line with views expressed by Olinga and Lubyayi (2002: 150) when they indicated that:

“Education is a very powerful tool of liberation. Educated people can analyse situations, define strategies, draw up programmes of action, and opt for a better deal on any socio-economic and indeed political matter”.

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LIST OF ACRONYMS

ABET:	Adult Basic Education and Training
AET:	Adult Education and Training
AIDS:	Acquired Immune Deficiency Syndrome
CBD:	Central Business District
CEO:	Chief Executive Officer
CGB:	Centre Governing Body
CV:	Curriculum Vitae
DoE:	Department of Education
DoH:	Department of Health
DoL:	Department of Labour
ETQA:	Education and Training Quality Assurer
EC:	Eastern Cape
EU:	European Union
FET:	Further Education and Training
GEAR:	Growth, Employment and Redistribution

GETC:	General Education and Training Certificate
HIV:	Human Immune Virus
IEB:	Independent Examination Board
MD:	Managing Director
MEC:	Member of the Executive Council
NGO:	Non Governmental Organisation
LP:	Limpopo Province
NQF:	National Qualification Framework
OBE:	Outcomes Based Education
OECD:	Organisation for Economic Co-operation and Development
PALC:	Public Adult Learning Centre
PPMC:	Provincial Project Management Committee
PROLIT:	Project Literacy
RCM:	Regional Campaign Manager
RCL:	Regional Campaign Leader
SA:	South Africa

SADC:	Southern Africa Development Community
SAQA:	South African Qualification Authority
SGB:	School Governing Body
SMME:	Small Medium and Micro Enterprise
STI:	Sexual Transmitted Infections
SWOT:	Strengths, Weaknesses, Opportunities and Threats
USA:	United States of America
USAID:	United States Agency for International Development
TB:	Tuberculosis
YDT:	Youth Development Trust

APPENDICES

Appendix 1: A letter of request to conduct research in the organisation/ Project



FROM SOCIAL EXCLUSION
TO LIFELONG LEARNING

UNIVERSITY OF LIMPOPO

Turfloop Campus

Adult Education Department

Private Bag X1106, SOVENGA 0727

Tel: +27 15 268 3371
Fax: +27 15 268 3371
e-mail: abet@ul.ac.za



To: The Project Leader/Coordinator

African Pathways

From: Mr Mabasa H.D

Lecturer & Student: Adult Education

Date: 11 May 2005

Subject: Request to conduct research in your Project/Organisation

I Hlulani Dennis Mabasa Student Number 9300397 hereby request permission to conduct my research activities in order to complete my PhD studies.

I wish to conduct a research project entitled: Towards effective strategies for the development and implementation of education and training innovative projects in the Limpopo Province. My aim is to gain insight into current practices and strategies which might be useful when developing education and training innovative projects in the Province.

It is the objective of my study to develop a model based on your responses, which could be useful for the establishment and sustenance of innovative projects, such as Love Life project.

For more insight please read the attached copy of my research proposal.

Yours in anticipation of a positive response.

Hlulani Dennis Mabasa

Appendix 2: Invitation to the mini-conference/focus group phase of my research Project



FROM SOCIAL EXCLUSION
TO LIFELONG LEARNING

UNIVERSITY OF LIMPOPO

Turfloop Campus

Adult Education Department

Private Bag X1106, SOVENGA 0727

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e-mail: abet@ul.ac.za



To: The Project Leader/Coordinator

Ikhwelo

From: Mr Mabasa HD

Student: Adult Education

Date: 19 October 2005

Subject: Invitation to the mini-conference/focus group phase of my research Project

As a follow-up to my letter dated May 2005, I hereby invite you to a focus group meeting in order to finalise my data collection activities.

As you could have noticed from my research proposal submitted to your project/organisation, focus group is my sixth/last phase of data collection. In this phase I intend to bring together the participants/interviewees of my research project (**Preferably yourself and other 3 participant from those that I interviewed**) to discuss with me

what in their view are **factors which contribute to success and/or failure of education and training innovative projects.**

My wish is to bring together participants from African Pathways, Ikhwelo and loveLife projects to the University of Limpopo where we can have thorough discussions on this matter.

I would like us to meet as follows:

Venue: Old-R Block, Room 204, Second floor, Adult Education Resource Centre

Date: 29 October 2005 (Saturday)

Time: 09H30

Yours in anticipation of your presence without which the meeting cannot take place.

Hlulani Dennis Mabasa

Appendix 3: Interview guide for project leaders

FIGURES AND FACTS

1. When did this project start?
2. When did you join this project?
3. When were you appointed as the project leader?
4. What are the aims and objectives of the project?
5. What are the characteristics of this education and training innovative project?
6. What kinds of programmes are offered in this project?
7. What are your roles and duties in this project?
8. What are your views and feelings about this project?
9. What is your starting and knocking-off time?
10. How is the structure of management in this project?
11. Who determines your working hours?
12. How many educators do you have in this project?
13. How many learners do you have in this project?
14. What is their age range?
15. What is the level of drop-outs amongst these young adults?

RECRUITMENT

1. How do you recruit young adults learners into this project?
2. In your view is that method of recruitment effective?
3. How do you register them in your project?
4. What are educational needs of the learners in the project?
5. How do you address the educational needs faced by these young adults learners?
6. Do you think this project sufficiently meet the needs of these young adults?

LOCAL CONTEXT

1. Did the educators/facilitators participate in the formulation of the aims and objectives of the project?
2. Did the local actors participate in the formulation of the aims and objectives of the project?
3. Are local people involved in the activities of this project? If yes, how?
4. How do you ensure that the way the project operate take into consideration the local context?

OWNERSHIP

1. Is there participation of local actors on how the project must operate?
2. In your view, how can the participation of local (rural) people in developing and implementing the programmes that are expected to benefit them be assured and sustained?
3. Do all the participants have a sense of ownership of this project?
4. In your view, what are the local people and learners' perception and views about this project?

BOTTOM-UP STARTEGY

1. How are decisions made in this project?
2. Will you classify the decision making approach as bottom-up or top-down, and why?
3. How often do you hold meetings in this project?

CROSS-SECTORAL COLLABORATION

1. Do you have any collaboration with NGOs, Government Departments, other innovative projects, local groups etc? If yes, which ones are those?
2. What is the purpose of such collaboration?

3. How often do you have meetings with your collaborative partners?
4. What is usually the content of these meetings?
5. Do you sometimes encounter differences/problems with your collaboration partners?
If yes, what kinds?
6. How do you resolve such differences?

COMMUNICATION CHANNELS

1. How do you communicate the management decisions to the “grass roots” level?
2. How do educators communicate their grievances in this project?
3. How do you disseminate decisions which are made in your meetings to the ‘lower rank’ officials in this project?
4. Do you see a need to disseminate the results (successes or failures) of the project to the local people around, if yes how?

TEACHING AND LEARNING

1. How does learning of young adults occur in this project?
2. Do you think this ‘type’ of learning is useful to the young adults?
3. When and how do you they attend lessons?
4. Which teaching method do you use to teach these learners?
5. How long are your lessons (class)?
6. Usually how many learners participate in a lesson?
7. What is the duration of your training programmes?
8. Do you make any follow ups after the completion of programmes?
If yes, what kind of follow up programmes do you make?
If not, why?
9. Do you think this project meet the needs of the young adults?

TRAINING

1. What kind of training did u leaders undertake in order to match the challenge of developing and implementing this innovation?
2. In your view, do you think the training was sufficient?
3. How are educators trained/ capacitated to do their daily work?
4. Who conduct such training?
5. Do you think educators have the capacity to perform their duties?
6. What is being taught during the training?
7. What is the duration of their training?
8. Is the duration enough for this training?
9. What is the actual teaching load allocated to each educator?
10. In your view, what kinds of challenges are faced by educators in the project?

FUNDING

1. How is the project funded?
2. Do you think the funding that the project receives is sufficient?
If not, what else do you do to generate more funds?
3. How are available resources allocated and utilised?
4. How is the utilization of funds coordinated and monitored?

SUSTAINABILITY

1. What kind of problems and challenges do you face as a project leader?
2. Do you sometimes encounter problems during the implementation of the programmes?
 - a). If yes, what kind?
3. What would you consider as positive elements of this project?
4. What would you consider as negative elements of this project?
5. How do you think these negative elements can be improved?

6. Since its inception, do you think the programmes of this project has benefited the young adults?
 - (a) If yes, how?
 - (b) If not, why?
7. As a project leader how do you hope to sustain the activities of this project?
8. What is the role of the local actors or stakeholders towards sustaining these innovations?
9. Do you think active participation in developing and implementing the expected programmes can lead to the project being sustainable?

Appendix 4: Interview guide for educators/facilitators

FIGURES AND FACTS

1. When did this project start?
2. How long have you been in this project?
3. When were you appointed as the educator (facilitator) in this project?
4. What are the aims and objectives of the project?
5. What are the characteristics of this education and training innovative project?
6. What kinds of programmes are offered in this project?
7. At what time do you start and knock-off in this project?
8. Which programmes do you facilitate?
9. Are there other roles and duties you perform in this project?
10. What are your views and feelings about this project?
11. How is the structure of management in this project?
12. Who determines your working hours?
13. How many educators do you have in this project?
14. How many learners do you have in the project?
15. What is their age range?
16. What is the level of drop-outs amongst these young adults?

STAFFING

1. How is the structure of management in this project?
2. How many employees are there in this project?
3. How many educators are there in this project?
4. What are the educational qualifications of the employees in this project?

RECRUITMENT

1. How do you recruit young adults into the project?
2. In your view is that method of recruitment effective?
3. How do you register them in your programmes?
4. Do you sometimes experience absenteeism of learners in programmes?
5. In your view, what are the educational needs of learners who attend in your project?
6. Do you think the programmes offered in this project meet the needs of these learners?

TEACHING AND LEARNING

1. How does learning of young adults occur in this project?
2. Do you think this 'type' of learning is useful to the young adults?
3. How and when do these learners attend classes?
4. Which teaching method do you use to teach these learners?
5. How long are your lessons (class)?
6. Usually how many learners participate in a lesson?
7. What is the duration of your training programmes?
8. Do you make any follow ups after the completion of programmes?
If yes, what kind of follow up programmes do you make?
If not, why?
9. How do you motivate the less committed young adults in each programme?
10. What type of teaching aids do you use for motivation during lessons?
11. Are there learning support material available for these young adults. If yes, what type?
12. Does your project support the learners with learning problems? If yes how?
13. What do you think motivate young adults to attend programmes in this project?
14. As an educator, what challenges or problems do you encounter when performing your duties?

TRAINING

1. How were you trained/capacitated to do your daily job in this project?
2. In your view, do you think the training was sufficient?
3. Who conducted such training?
4. What was taught during the training?
5. What was the duration of this training?
6. In your view, do you think the duration was enough?
7. Do you think educators have the capacity to perform their duties?
8. What is the actual teaching load allocated to each educator?

LOCAL CONTEXT

1. Did you participate in the formulation of the aims and objectives of this project?
2. Did the local actors participate in the formulation of the aims and objectives of this project?
3. Are local people involved in the activities of this project? If yes, how?
4. How do you ensure that the way the project operate take into consideration the local context?

OWNERSHIP

1. Is there feedback from learners on how the project must operate?
2. Is there participation of local actors (the community) on how the project must operate?
3. In your view, how can the participation of local (rural) people in developing and implementing the programmes that are expected to benefit them be assured and sustained?
4. In your view, what are the local people and learners' perception and views about this project?

BOTTOM-UP STRATEGY

1. How are decisions made in this project?
2. Will you classify the decision making approach as bottom-up or top-down, and why?
3. How often do you hold meetings in this project?

CROSS-SECTORAL COLLABORATION

1. Do you have any collaboration with NGOs, Government Departments, other innovative projects, local groups etc? If yes, which ones are those?
2. What is the purpose of such collaboration?
3. Do you sometimes have meetings with your collaborative partners?
If yes, how often?
4. What usually do you discuss in those meetings?
5. Do you sometimes encounter differences/problems with your collaboration partners?
If yes, what kinds?
6. How do you resolve such differences?

COMMUNICATION CHANNELS

1. How do you communicate your grievances in this project?
2. How are management decisions communicated to you?
3. How do you disseminate decisions which are made in your meetings to the learners and other stakeholders?
4. Do you sometimes disseminate the results (successes or failures) of the project to the Donors, collaborative partners, local people (the community), etc?
If yes, how?
If not, why?

FUNDING

1. How is the project funded?
2. Do you think the funding that the project receives is sufficient?
If not, what else do you do to generate more funds?
3. How are available resources allocated and utilised?
4. How is the utilization of funds coordinated and monitored?

SUSTAINABILITY

1. What kind of problems and challenges do you face as educators/facilitators?
2. What would you consider as positive elements of this project?
3. What would you consider as negative elements of this project?
4. How do you think these negative elements can be improved?
5. Since its inception, do you think the programmes of this project have benefited the young adults?
 - (a) If yes, how?
 - (b) If not, why?
6. As educators how do you hope to sustain the activities of this project?
7. What is the role of the local actors or stakeholders towards sustaining these innovations?
8. Do you think active participation in developing and implementing the expected programmes can lead to the project being sustainable?

Appendix 5: Interview guide for learners

FIGURES AND FACTS

1. How long have you been attending classes in this project?
2. What are your reasons for attending in this project?
3. What kinds of programmes are offered in this project?
4. Which programmes do you attend?
5. At what time do you start and knock-off with your lessons?
6. What are you intending to do after completion of the programme?
7. What are your views and feelings about this project?
8. How is the structure of management in this project?
9. How many educators do you have in this project?
10. Do you enjoy attending in this project? Give reasons for your answer.
11. Do you think the offered programmes are relevant to you? Elaborate.
12. What are the practical difficulties you are experiencing when attending lessons?
13. How do you think these difficulties can be addressed?

RECRUITMENT

1. How were you recruited into this project?
2. Are you registered into this project? If yes, how?
3. What are your reasons for attending lessons in this projects?
4. Do you think the programmes offered meet your educational needs?
If yes, How?

TEACHING AND LEARNING

1. When and how do you attend your lessons/classes in this project?
2. In your view which teaching method are used to teach learners?

3. How long is your lesson (class)?
4. Usually how many learners participate in a lesson?
5. What is the duration of the training programmes?
6. How much time do you spent in each programme?
7. Are there follow ups after the completion of programmes?
If yes, what kind?
If not, why?
8. Are there learning support material provided to learners?
9. What motivate you to attend programmes in this project?
10. As learners what kind of challenges or problems do you encounter when attending lessons in this project?

TRAINING

1. In your view, how are educators trained to do their daily work?
2. Do you think such training is sufficient?
3. Do you have any idea as to who conducted such training?
4. Do you think educators have the capacity to perform their duties?

LOCAL CONTEXT

1. Did you participate in the formulation of the aims and objectives of this project?
2. Are local people involved in the activities of this project? If yes, how?

OWNERSHIP

1. Is there feedback from learners on how the project must operate?
2. Is there participation of local actors (the community) on how the project must operate?
3. In your view, how can the participation of local (rural) people in developing and implementing the programmes that are expected to benefit them be assured and

sustained?

4. In your view, what are the local people's perception and views about this project?

BOTTOM-UP STRATEGY

1. How are decisions made in this project?
2. As learners do you sometimes participate in meetings which make decisions that has to do with your lessons?
3. Do you sometimes hold meetings? If yes, which issues do you discuss in those meetings?

CROSS-SECTORAL COLLABORATION

1. In your view does this project have any collaboration with NGOs, Government Departments, other innovative projects, local groups etc? If yes, which ones are those?
2. What is the purpose of such collaboration?
3. Do you have ideas about how often the project management has meetings with their collaborative partners?

COMMUNICATION CHANNELS

1. How do you communicate your grievances in this project?
2. How are management decisions communicated to you?

FUNDING

1. How is the project funded?
2. Do you think the funding that the project receives is sufficient?

SUSTAINABILITY

1. What kind of problems and challenges do you face as learners?

2. What would you consider as positive elements of this project?
3. What would you consider as negative elements of this project?
4. How do you think these negative elements can be improved?
5. Since its inception, do you think the programmes of this project has benefited the young adults?
 - (a) If yes, how?
 - (b) If not, why?
6. What is the role of the local actors or stakeholders towards sustaining these innovations?
7. Do you think active participation in developing and implementing the expected programmes can lead to the project being sustainable?

Appendix 6: Interview guide for African Pathways skills manager

STAFFING

1. How is the structure of management in this project?
2. How many employees are there in this project?
3. How many educators are there in this project?
4. What are the educational qualifications of the employees in this project?

TRAINING

1. How were you trained/capacitated to do your daily job in this project?
2. Do you think the training was sufficient?
3. Who conducted such training?
4. What was taught during the training?
5. What was the duration of this training?
6. In your view, do you think the duration was enough?
7. Do you think educators have the capacity to perform their duties?
8. What is the actual teaching load allocated to each educator?

LOCAL CONTEXT

1. Did you participate in the formulation of the aims and objectives of this project?
2. Did the local actors participate in the formulation of the aims and objectives of this project?
3. Are local people involved in the activities of this project? If yes, how?
4. How do you ensure that the way the project operate take into consideration the local context?

OWNERSHIP

1. Is there feedback from learners on how the project must operate?
2. Is there participation of local actors (the community) on how the project must operate?
3. In your view, how can the participation of local (rural) people in developing and implementing the programmes that are expected to benefit them be assured and sustained?
4. In your view, what are the local people and learners' perception and views about this project?

BOTTOM-UP STRATEGY

1. How are decisions made in this project?
2. Will you classify the decision making approach as bottom-up or top-down, and why?
3. How often do you hold meetings in this project?

CROSS-SECTORAL COLLABORATION

1. Do you have any collaboration with NGOs, Government Departments, other innovative projects, local groups etc? If yes, which ones are those?
2. What is the purpose of such collaboration?
3. Do you sometimes have meetings with your collaborative partners?
If yes, how often?
4. What do you discuss in those meetings?
5. Do you sometimes encounter differences/problems with your collaboration partners?
If yes, what kinds?
6. How do you resolve such differences?

COMMUNICATION CHANNELS

1. How do you communicate your grievances in this project?
2. How are board directors decisions communicated to you?

3. How do you disseminate decisions which are made in your meetings to the learners and other stakeholders?
4. Do you sometimes disseminate the results (successes or failures) of the project to the Donors, collaborative partners, local people (the community), etc?
If yes, how?
If not, why?

FUNDING

1. How is the project funded?
2. Do you think the funding that the project receives is sufficient?
If not, what else do you do to generate more funds?
3. How are available resources allocated and utilised?
4. How is the utilization of funds coordinated and monitored?

SUSTAINABILITY

1. What kind of problems and challenges do you face as a manager/director?
2. What would you consider as positive elements of this project?
3. What would you consider as negative elements of this project?
4. How do you think these negative elements can be improved?
5. Since its inception, do you think the programmes of this project have benefited the young adults?
(a) If yes, how?
(b) If not, why?
6. As manager/director how do you hope to sustain the activities of this project?
7. What is the role of the local actors or stakeholders towards sustaining these innovations?
8. Do you think active participation in developing and implementing the expected programmes can lead to the project being sustainable?

Appendix 7: Observation instruments

Aspects / issues to observe

- Venue for the interview
- Infrastructure and space
- Facilities/Equipment
- Office furniture
- Availability of teaching and learning materials
- Stationery
- Class attendance and educator-learner ratio
- Lesson presentations
- Class participation
- Meetings to observe how decisions are made

Appendix 8: Mini-conference / Focus group meeting with Project leaders and Educators

The meeting attempt to answer the following main research question:

- What are the factors that determine the success or failures of education and training innovative projects in a developing context?

There will be two groups, Group A and Group B

- Group A will discuss the factors that contribute to the success of education and training innovative projects in a developing context?
- Group B will discuss the factors that contribute to failure of education and training innovative projects in a developing context?

Appendix 9: Data matrix used in this research based on interviews with the Project Managers/Leaders, Educators/Facilitators and Learners of African Pathways project.

Variables	Project Managers/Leaders	Educators/Facilitators	Learners
Inception of the project	In 1997 through a merger of two long collaborating community based organisations (Integrated Youth Initiatives & Great North Upstarts)	In 1997 through a merger of two long collaborating community based organisations (Integrated Youth Initiatives & Great North Upstarts)	In 1997
Line of management	11 staff, i.e Director, Life skills manager, IT & Business Development Manager, 3 facilitators, programme administrator, finance administrator, receptionist, resource centre coordinator, IT coordinator, Board of directors	Roughly 11 or 12 staff, i.e Director, Life skills manager, IT & Business Development Manager, Admin & Finance manager (vacant), 3 facilitators, programme administrator, finance administrator, receptionist, resource centre coordinator, IT coordinator, Board of directors	Not sure of the number, Board of Directors, managers, facilitators, receptionist, resource centre coordinator,
Roles and duties	Develop programmes, manage programmes, ensures that all programmes are running smoothly, supervise staff, facilitate workshops, train learners,	Coordinate resource centre activities, facilitates workshops & programmes, train learners, any other tasks they might be required to do, i.e being a receptionist, etc	Attend lessons & participate in activities
Number of Educators	3 facilitators but almost all the 11 does train learners	3 facilitators but almost all the 11 does train learners	Not sure of the number but they are many
Number of learners	±100 per day, 2100 target per quarter though at times, they are unable to reach the target ± 15 per lesson	±100 per day, 2100 target per quarter though at times, they are unable to reach the target, ±15 per lesson	In some programmes such as basic computer course they are ±35, while in some programmes such as life skills they are about 15 learners

Learners' age range	16 to 35 years	16 to 35 years	16 to 35 years
Aims and Objectives	The organisation offers training on various issues, such as: To provide skills training & development, to produce economically productive individuals, to cultivate youth who are marketable on the job market, create effective leadership & management of the youth council & youth organisation, create platform for information, knowledge & open debate, create awareness about young women's rights,	The organisation offers training on various issues, such as: To provide skills training & development, to produce economically productive individuals, to cultivate youth who are marketable on the job market, create effective leadership & management of the youth council & youth organisation, create platform for information, knowledge & open debate, create awareness about young women's rights,	The organisation offers training on various issues, such as: To provide skills training & development, to produce economically productive individuals, to cultivate youth who are marketable on the job market, create effective leadership & management of the youth council & youth organisation, create platform for information, knowledge & open debate, create awareness about young women's rights,
Programmes Offered	The organisation has 6 key programmes, namely: Student leadership & management, Youth information and skills network, Young women's leadership & democracy education, Make a Connection, Innovation centre for youth in partnership with Umsobomvu Youth Fund, Skills training & information service,	The organisation has 6 key programmes, namely: Student leadership & management, Youth information and skills network, Young women's leadership & democracy education, Make a Connection, Innovation centre for youth in partnership with Umsobomvu Youth Fund, Skills training & information service,	The organisation has 6 key programmes, namely: Student leadership & management, Youth information and skills network, Young women's leadership & democracy education, Make a Connection, Innovation centre for youth in partnership with Umsobomvu Youth Fund, Skills training & information service,
Duration of programmes or modules	Make a Connection programme is for 3 months duration, Basic computer training skills	Make a Connection programme is for 3 months duration, Basic computer training skills	Make a Connection programme is for 3 months duration, Basic computer

	is for 2 days, while others like job preparation are for one day only,	is for 2 days, while others like job preparation are for one day only,	training skills is for 2 days, while others like job preparation are for one day only,
Working Hours	08h30 till 16h30 between Mondays to Fridays, sometimes staff work up to late in the evening depending on the amount of work, over weekends they conduct outreach to reach people at far places	08h30 till 16h30 between Mondays to Fridays, sometimes staff work up to 22h00 depending on the amount of work, over weekends they conduct outreach to reach people at far places	08h30 till 16h30 between Mondays to Fridays, some learners comes in for a day while others for few hours, some comes to the organisation from Monday till Friday,
Views about the Project	The project is good as it is able to provide skills to young adults,	The project has programmes that addresses problems faced by young adults,	The project is good, the environment is good, the staff are much helpful
Community' views about the project	People are quite happy about African Pathways	They get positive remarks based on the good work that they are doing,	People says that the project is good & helpful to unemployed young adults,
Recruitment Strategies	Through media, word of mouth, through posters,	Through media both newspapers & radio, through posters, pamphlets, word of mouth,	Through a newspaper, others heard about African Pathways from friends,
Learner' registration into the project	There is a log book that every learner who comes to African Pathways fill, as learners attend programmes & workshops they register,	There is a log book that learners fill at the reception as they come into the project, they fill in registers as they attend programmes,	As they arrive at reception they fill in their particulars in a log book, they also register as they attend programmes,
Local context	At the end of every year there is a strategic planning where all staff participate in the formulation of plans, collaborative partners also participate in the planning of activities of the project, learners' views are taken into considerations as put	At the end of every year there is a strategic planning where all staff participate in the project participate in the formulation of plans, collaborative partners also participate in the planning of activities of African Pathways, learners & other	Learners make suggestions on how the project must operate through the suggestion box, learners also make comments on how the project must operate through evaluation forms they fill at the end of workshops,

	<p>their suggestions in their suggestion box, all African Pathways stakeholders participate in the formulation of aims & objectives, they also conduct research that informs the direction which the project must take,</p>	<p>stakeholders make use of the suggestion box to communicate their views, there is a plan to have AGM where all the project stakeholders can come together to discuss issues, learners also make comments on how the project must operate through evaluation forms they fill at the end of workshops,</p>	
Ownership	<p>All African Pathways staff do give feedback on how the project must operate, learners & other stakeholders does give feedback on how the project must operate through the suggestion box, collaborative partners also has a say on how the project must operate</p>	<p>All African Pathways staff do give feedback on how the project must operate, learners & other stakeholders does give feedback on how the project must operate through the suggestion box, collaborative partners also has a say on how the project must operate</p>	<p>Learners give feedback on how the project must operate through the suggestion box, also through evaluation forms which they fill at the end of workshops</p>
Bottom-up strategy/Decision-making	<p>Bottom-up, decisions are made collectively, Staff takes their recommendations to the management meeting & management takes theirs & staff recommendations to the board of directors, There are regular meetings, i.e monthly management meetings, monthly staff meetings, quarterly programme review meetings, creative innovators meetings, Director chairs these meetings</p>	<p>Bottom-up, decisions are made collectively, There are regular meetings, i.e monthly management meetings, monthly staff meetings, quarterly programme review meetings, creative innovators meetings / strategic planning meetings, Director chairs these meetings</p>	<p>Staff of the organisation sometimes have meetings, no meetings with staff except when a facilitator during lesson has discussions with learners about a particular issue,</p>
Cross-sectoral	<p>Yes, the project has</p>	<p>The organisation has</p>	<p>Yes, the organisation</p>

collaboration	collaborations with other organisations such as: Tlhavhama & Makotse NGOs, With DoH, DoL, Municipalities, e.g Capricorn Municipality, Purpose: To assist in recruiting young adults for workshops, they sometimes have meetings with the collaborative partners such as the municipality where they discuss youth programmes, at times there are problems encountered with the partners but they resolve them peacefully,	collaborative partners, such as Umsobomvu Youth Funds, DoH, DoL, Municipalities, Youth development trust, SAPS, Purpose: some of these partners helps in recruiting young adults for African Pathways, they sometimes have meetings with the collaborative partners though not regularly, at times there are problems encountered with the partners but they resolve them peacefully,	has partners such as Umsobomvu Youth Funds, the other one is the municipality, no idea in terms of whether African Pathways does have meetings with the partners nor problems that might be encountered
Communication Channels	Management communicates their decisions to educators both formally & informally. Formally through memos & notices, informally one to one talk, facilitators also has easy access to the management, the project has also a formal procedure of handling grievances, the board of directors decisions are communicated to staff through the meetings that staff has, the management communicate with their partners through emails or formal letters, management communicate their decisions to learners	The project has a formal procedure of handling grievances, there is easy communication channels between facilitators and management where they can always discuss on person to person basis, the board of directors or management decisions are communicated to facilitators or staff through staff meetings, facilitators communicate their decisions to learners through radio, newspapers, posters, notices on the notice board, announcement in a class, etc,	Learners easily communicate their grievances to facilitators during class, they also make use of the suggestion box to communicate their views, facilitators communicate their decisions to learners through radio, newspapers, posters, notices on the notice board, announcement in a class, etc,

	through radio, newspapers, posters, announcement in a class, etc,		
Teaching approach	Facilitation process,	Facilitation process, facilitators feel that this approach is effective	Facilitation process, group work,
Learning Materials	Manuals with exercises,	Manuals, computers, sufficient materials,	Manuals, computers, newspaper articles,
Training	Staff has recognized qualifications, i.e. Diplomas, degrees & honours degrees, most attended 3 month Make a Connection Programme of African Pathways, the organisation sends staff to attend workshops as & when a need arise, e.g. one staff attended Train the trainer workshop while another attended a workshop on how to Develop learning materials in line with units standard as per SAQA stipulations, another attended Project management course, etc, facilitators has been well trained to do their job, most of these training last for 5 days, staff feel that such a duration is sufficient,	Staff has recognized qualifications, i.e. Diplomas, degrees & honours degrees, most attended 3 month Make a connection Programme of African Pathways, the organisation sends staff to attend workshops as & when a need arise, facilitators has been adequately trained though they feel that a person can't say I'm enough with training, African Pathways has a skills audit for its staff, staff are sometimes send to capacity building workshops,	Staff has recognized qualifications, i.e. Diplomas, degrees & honours degrees, they aren't sure of where staff attends their training but they think that staff has been trained since they facilitate very well,
Funding	There are different projects, each project has its own funding, e.g., Innovation centre for youth is being funded by Umsobomvu, Make a Connection programme is funded by Nokia through a	There are different projects, each project has its own funding, e.g. Innovation centre for youth is being funded by Umsobomvu, Make a Connection programme is funded by Nokia	They are funded by Umsobomvu Youth Fund, the municipality, they feel that the project is well funded,

	partnership with YDT, funding is sufficient though it is for a short duration, generally there is a need for more funds, there are plans to do more fundraising,	through a partnership with YDT, Capricorn district municipality funds Strive programme, generally there is a need for more funds, there are plans to do more fundraising,	
Sustainability	Fundraising activities, improving the image of the project, marketing the project further, continuously improving the quality of programmes,	Fundraising activities, By sharing information, staff support by the management,	They are not aware,
Problems and Challenges	Shortage of funds at times, effective ways of improving programmes,	Insufficient space for the project, shortage of funds, they are hiring the building they are occupying & the rates are very high,	None
Negative elements of the project	There could be a perception that they aren't serious with their work since the project is comprised of young people, shortage of funds	Not having enough funds to run other programmes,	They are not aware,
Positive elements of the project	The project addresses the needs of young adults, improving young adults' lives, providing skills to young adults, staff in the project is young, creativity, democratic & relaxed style of management, instead of instructing staff it motivates them to do their job,	There is a pool of staff who are loyal & committed to the organisation, the fact that the project has funds & resources, outreach activities which enable them to reach young adults who lives far from African Pathways,	The fact that staff are well trained & are accessible, the project is well-funded, the project has good resources,

Appendix 10: Data matrix used in this research based on interviews with the Centre Manager, Educators/Facilitators and Learners of Ikhwelo project.

Variables	Centre Manager	Educators/ Facilitators	Learners
Inception of the project	Year 2000	Year 2000	Year 2000
Line of management	5 staff, centre manager plus 4 educators	5 staff, centre manager plus 4 educators	5 staff, centre manager plus 4 educators
Roles and duties	To ensure the smooth running of the centre, to ensure that educators are doing their job properly, proper coordination of activities, facilitate meetings, facilitate lessons,	facilitate lessons, sewing and baking, helps in the garden	Attend lessons, and participate in income generating skills
Number of Educators	Five including the Centre manager	Five including the Centre manager	Five including the Centre manager
Number of learners	53 in the whole centre, a level has between 10 to 15 learners	53 from level 1 to level 4, a level has around 15 learners,	Above 50 learners, a level has roughly 15 learners
Learners' age range	Around 40 years	Between 30 to 40 years	Mostly between 20 to 30 though some are up to 50 years
Aims and Objectives	To empower learners with basic education, to empower learners with income-generating skills	To alleviate poverty, to eliminate illiteracy, to empower learners with income-generating skills, to empower learners with learning skills,	To eliminate illiteracy, to gain income-generating skills,
Programmes offered	All the 8 learning areas, income-generating programmes such as dress making, bakery, basket making, etc.	All the 8 learning areas, income-generating programmes such as sewing, gardening on the satellite centre, bakery, etc,	All the 8 learning areas, income-generating programme such as dress and tunic making, plant vegetables, making curtains,
Duration of programmes	Level 1 till level 4	Level 1 till level 4	Level 1 till level 4

Working hours	Mondays, Tuesdays & Thursdays, 2 hours each of these 3 days, from 14h00 till 16h00, e.g say level 3 on a Monday one educator would teach Natural Science for an hour and another educator would teach English in the other hour.	Mondays, Tuesdays & Thursdays, 2 hours each of these 3 days, from 14h00 till 16h00, e.g an educator will teach 1 learning area for an hour and the other educator would teach another learning area for another hour.	Mondays, Tuesdays & Thursdays, 2 hours each of these 3 days, from 14h00 till 16h00
Views about the Project	It runs very well	It runs smoothly	They are happy with the centre, they are learning lots of things, the programmes are relevant and helpful
Community' views about the project	Most community members regard the centre as being useful, whereas some take it for granted	Most members takes ABET seriously & regard it as useful more specially learners of age ranging from 30 to 40, while learners of age ranging from 20 to 30 do not take it seriously, some community members do not take the project seriously, while others sees the centre as a place of entertainment,	Most members of the community regard the project as relevant and helpful.
Recruitment strategies	Door to door recruitment, through pamphlets, through radio,	Door to door, through pamphlets, letters to community organisations	Through parents' meetings, door to door recruitment,
Learner' registration into the project	First placement test, then place them according to their rightful levels,	First placement test, then place them according to their rightful levels,	First placement test, then place them according to their rightful levels,
Local context	Not much, the community mostly participate through its representation in the CGB	There isn't much local participation on how the project must operate, they mostly make use of the CGB where community members are	There is participation by the community particularly when the centre is having functions such as certificates giving ceremony,

		represented.	
Ownership	Most community members associate themselves with the centre, they find it useful, some distance themselves from the activities of the centre	Most community members associate themselves with the centre also through their representation in the CGB, stakeholders such as Civic association and traditional leaders does have plenary meetings with the staff of the centre, these stakeholders also participate in functions of the centre,	The community or learners' way of giving feedback to the centre is through the CGB, not aware of another form,
Bottom-up strategy/Decision-making	They have regular & transparent monthly educators meetings, there are monthly centre managers meetings at Mankweng circuit, they also do have urgent meetings if a need arise, decisions are made democratically, At DoE level they mostly receive circulars,	They have monthly educators meetings, the CGB meet once per quarter to discuss the activities of the centre, they also do have urgent meetings if a need arise, decisions are made democratically, At DoE level they mostly receive circulars,	The CGB meet once per quarter to discuss the activities of the centre, there are regular meetings for educators, learners does have meetings to plan their activities such as functions, the price of products, etc, decisions are made democratically,
Cross-sectoral collaboration	The centre used to collaborate with PROLIT though such a collaboration has come to an end, the purpose was to fight illiteracy & to impact income-generating skills, the centre works with other centres such as Dikolobe centre, they sometimes experience problems with their collaborative partners such as partners not adhering to agreed upon meetings, the purpose of the collaboration is to	The centre used to collaborate with PROLIT though such a collaboration has come to an end, the purpose was to fight illiteracy & to impact income-generating skills, they used to work with Thušanang centre, the centre works with other centres such as Dikolobe centre, the centre also collaborate with Setlhomolo centre, they sometimes experience problems with their collaborative	They sometimes work with Setlhomolo centre, they used to work with Thušanang centre, They also used to work with PROLIT,

	share ideas as they are doing similar work,	partners such as partners not adhering to agreed upon meetings, the purpose of collaboration is to discuss issues of common interest,	
Communication channels	The staff communicate to their learners mostly through learner representatives, they communicate with the community through representatives in the CGB who must go back & report to their constituencies, there are also all learners meetings with educators where everything is discussed openly, they also communicate with the community through pamphlets, radios, etc, educators also make use of meetings to communicate amongst each other, they communicate with the DoE mostly through circulars or educators submitting memorandum to DoE	Educators do have discussions either in the form of meetings or individually, they communicate with the community through representatives in the CGB who must go back & report to their constituencies, they also communicate with the community through pamphlets, radios, etc, they make use of learners formal meetings to communicate with learners, they communicate with the DoE mostly through circulars or educators submitting memorandum to DoE	Learners communicate with educators mainly through the CGB who always bring back the report to learners, they also have formal meetings with educators where they discuss issues of common interest,
Teaching approach	Mostly group work, Individually in income-generating skills,	Outcome-based education approaches,	Mostly group work
Learning Materials	There is a shortage of learning materials especially now that PROLIT has stopped supplying learning materials to centre.	There is a shortage of learning materials especially now that PROLIT has stopped supplying learning materials to centre.	There are insufficient learning materials.
Training	Has a degree with UL & other educators has diplomas with various Colleges, attended 2	Educators has diplomas with various Colleges, they have also been trained by PROLIT,	Educators has diplomas with various Colleges, learners feel that

	<p>days workshop with the CGB, attended SORT analysis workshop, they also attended a workshop on how to develop portfolios, it was facilitated by ABET coordinators from various districts, the workshop was for five days though it was not enough, there is a need for more training especially on OBE approaches,</p>	<p>they also attended a workshop organised by the DoE, the workshop was for one day only, they feel that it was not sufficient, hence they need more training,</p>	<p>educators have been adequately trained</p>
Funding	<p>Educators receive salaries from DoE, there is no other funding that the project receives, there was a promise for norms and standards funding by DoE but such funds have not been received, there is a need for more funding, they feel that there is a need to do fundraising though there must be a permission for such from the DoE</p>	<p>From 2000 to 2002 the centre used to receive funding from PROLIT but now they have no source of funding, Educators receive salaries from DoE, the centre also sell items they produced in order to generate funds, the centre still needs more funding, there is a need to write a business proposal so that they may get skills through which they can generate more money,</p>	<p>Educators receive salaries from DoE, they generate some funds from the vegetables and clothes they sell to the community, there is a need for more funding,</p>
Sustainability	<p>By hard work of both educators & learners, more recruitment of learners,</p>	<p>Hard work, fundraising, improve the teaching approach, encourage learners who passed level 4 to continue with their studies,</p>	<p>More recruitment of learners</p>
Problems and Challenges	<p>Un-attendance of learners during certain seasons such as during harvest time which also makes the ABET Coordinator to doubt the enrolment figure of</p>	<p>Shortage of learning materials in the centre, low morale of educators due to late payment of salaries by DoE, insufficient training, lack of</p>	<p>Shortage of learning materials</p>

	the centre, irregular attendance of educators in the satellite centres,	employment contracts, limited hours 6 per week which makes it impossible to finish the syllabus,	
Negative elements of the centre	Insufficient support by the community,	Lack of finance, 6 hours of contact sessions per week which is insufficient,	Lack of finance, shortage of learning materials,
Positive elements of the centre	The fact that the centre is well known even DoE officials usually remarks about it, the smooth running of the centre,	Learners also learn income-generating skills, reducing poverty in the community, opportunities for learners after completing level four, e.g assisting in clinics, etc,	They learn how to read & write, the offering of income-generating skills, eradication of illiteracy,

Appendix 11: Data matrix used in this research based on interviews with the Project Manager/Leader, Educators/Ground breakers and Learners/ Mpitshis of loveLife project.

Variables	Project Manager/Leader	Educators/Ground breakers	Learners/ Mpitshis
Inception of the project	loveLife started in September 1999, but Lenyenye Y-centre started in 2001	loveLife started in September 1999, but Lenyenye Y-centre started in 2001	loveLife started in September 1999, but Lenyenye Y-centre started in 2001
Line of management	Nationally there is a Board of Directors, CEO, MD, heads of sections such as finance, human resource, marketing & advertisements, programmes, etc. Provincially there is a Provincial Director who is a support structure to regions, each region has its y-centre, where there is regional campaign manager, regional campaign leaders, ground breakers, mpitshis.	There is a provincial Director, Regional Campaign Manager, 3 Regional Campaign Leaders, Line/Centre Manager, Ground Breakers, Mpitshis, & Admin Assistant.	There is a provincial Director, Regional Campaign Manager, 3 Regional Campaign Leaders, Line/Centre Manager, Ground Breakers, Mpitshis, & Admin Assistant.
Roles and duties	Jack of all trains but a master of none, manage all y-centres in the district, manage finances, administration, programmes, marketing & advertisement, & human resources in the whole district.	Facilitate programmes, coordinate sport & recreation, train mpitshis, radio presenter, sometimes work as a receptionist.	Attend modules, facilitate workshops.
Number of Educators	8 Ground Breakers	8 Ground Breakers	8 Ground Breakers
Number of learners	There are many learners that are coming from the Community. Not sure in terms of numbers.	It differs according to programmes, i.e. In some like Cyber Y you have 8 learners per day. In a school class it is between 30 to 50 learners.	It differs according to modules, i.e. In some like Cyber Y there are 10- 15 learners per day. In a school class it is between 30 to 50 learners.

Learners' age range	12 to 28	12 to 25	12 to 28
Aims and Objectives	To disseminate information about sexual reproduction health, to reduce the infection rate of HIV/AIDS, teenage pregnancy, & STI.	To reduce the rate of HIV/AIDS, teenage pregnancy & STI by 50%, to motivate young people to live positive lifestyle. To impart knowledge to learners. Also to provide certificates to learners after completion of the programme.	To reduce the rate of HIV/AIDS, teenage pregnancy & STI by 50%, to motivate young people to live positive lifestyle.
Programmes offered	Body-wise (health & sexuality, sport & recreation), debates, Cyber-Y (computer skills programme), Motivation (Modules such as: Talk about it, Get an attitude, Guide to action, etc.), & Radio-wise.	Body-wise (health & sexuality, sport & recreation which include: Netball, volleyball, drama, dance & karate), Cyber-Y (computer skills programme), debates, Motivation (Modules such as: Talk about it, Get an attitude, Guide to action, etc.), & Radio-wise.	Body-wise (health & sexuality, sport & recreation which include: Netball, volleyball, drama, dance & karate), Cyber-Y (computer skills programme), debates, Motivation (Modules such as: Talk about it, Get an attitude, Guide to action, etc.), & Radio-wise.
Duration of programmes or modules	Some modules like health & sexuality, and Motivation runs for 45 minutes to an hour, the whole Cyber Y programme last for 4 weeks, while sport & recreation is continuous,	Some like Cyber Y is for 1h30 a day between 10h30 till 12h00, the whole Cyber Y programme last for 4 weeks, sport & recreation usually last for 1h30, it is a continuous programme	Aspects of motivation Programme such as Talk about it, Get an attitude, Guide to action, etc, last for 45 minutes a day, though it can be once a week or twice or thrice.
Working hours	08h00 till 17h00	10h00 till 17h00	Not sure though it seems like staff works from 10h00 till 17h00 from Mondays till Fridays
Views about the Project	It is a very good project	The project is very helpful to these young adults, many young adults now	loveLife is important in communities because it teaches people how to take care of

		have good jobs due to skills they acquired at loveLife	themselves. It teaches people how they should be responsible. The project help to reduce the rate of teenage pregnancy, HIV/AIDS and STI's.
Community' views about the project	The community has a positive view about loveLife. People feel that loveLife has changed their life. It has done a lot for them. The community feel that loveLife has been a good guidance for them	Most people say loveLife has a big role to play and it is very informative while others see it as an entertainment place. Most learners appreciate the role played by loveLife.	Most people particularly the youth, do take loveLife message seriously because now there is reduction in teenage pregnancy.
Recruitment strategies	Word of mouth, pamphlets, offering a module at a school during school hours	Word of mouth, pamphlets, offering a module at a school during school hours	Word of mouth, recruited through friends.
Learner' registration into the project	Attendance register in a class.	Attendance register as learners attend a module.	Attendance register as learners attend a module.
Local context	There is massive community participation in the project. The project has community outreach committee that mainly consists of parents, and this committee advice loveLife on activities of the project. So the project does take into considerations the views of the local community.	The project takes into considerations the views of the local people in terms of how the project needs to operate. The project has also community outreach committee that gives continues advice to the organisation, also in terms of what need to be improved.	Members of the community does give inputs on how the project must operate, the project works directly with the community.
Ownership	The community actively participates in loveLife and its events. Local people's views are accommodated within the project.	Community members do offer suggestions of how the project must operate. The organisation has a suggestion box where Young Adults give comments as to what is going well and	Learners are provided with an opportunity to give feedback on how the project must operate, they sometimes plan together with Ground breakers.

		what needs to be improved.	
Bottom-up strategy/Decision-making	There are regular meetings where staff sit together as a team and draw up plans together. Decisions are arrived at mostly through consultations. There are meetings once every month. The project utilises bottom-up approach to decision making.	There are regular meetings between the Ground breakers, line manager, RCLs and RCM. A ground breaker has weekly meetings with a group (5) of Mpitshis who works under him or her. As ground breakers they have 2 meetings per week. Ground breakers have weekly meetings with the line manager. The project utilises bottom-up approach to decision making.	There are regular meetings between staff (RCLs, Ground breakers, Mpitshis), though there are instances where learners are just told what to do, in their view there are meetings that only require RCM and RCLs not learners, learners sometimes meets with coordinators and RCLs but not with the RCM.
Cross-sectoral collaboration	loveLife does have collaborations with DoH, DoE and the local municipality and so on. The purpose of these partnerships would be to strengthen loveLife. I find working with other organisations as a pillar of strength for loveLife. The organisation has regular meetings with its collaborative partners, particularly with the Mayor and the youth commission. In these collaborative meetings they mostly discuss events/functions and programmes for the youth.	loveLife has collaborations with the following partners: DoH, DoE, the municipality, and the youth commission. The purpose of these collaborations is to strengthen the relationship and to enable loveLife to have easy access to resources, e.g., If they have an event, especially during the week they ask DoE to release learners to the event, sometimes they request the municipality to fund or provide food for the event, and ask the DoH to provide ambulances and first aid facilities. There	loveLife does have collaborations with DoH, NGOs such as Hlayiso, choice community care givers, etc, They also work with the Youth Commission, Greater Tzaneen Municipality, there are sometimes meetings between loveLife and Collaborations partners more specially when they want to plan youth celebrations.

		are sometimes meetings with the partners where they discuss better ways to reach or impact a broader community. They sometimes have conflicts with partners but they often find easy way to solve those conflicts.	
Communication channels	The RCM communicate her decisions to the youth mostly through Ground breakers and Mpitshis. If Ground breakers have grievances they usually talk to the Line manager, it is only if the Line manager can't solve the problem that it can be referred to the RCM.	The project has a protocol of addressing grievances where a ground breaker will communicate the problem to line manager, and if the line manager fails to solve the problem then s/he will take it to the RCM who will make sure that the problem is addressed. Ground breakers communicate decisions to learners in the form of announcement in a class.	If learners are having a problem they can easily write a memo to the RCM who will in turn do her best to solve that particular problem, if it is a problem between Mpitshis and Ground breakers they themselves does attempt to solve it but if they fail they will refer the matter to the line manager and if she fails to solve it then they will refer the problem to RCM.
Teaching approach	They utilise facilitation process, where Ground breakers facilitate lessons to learners. In schools ground breakers are given life orientation periods during normal school hours where they disseminate information about HIV/AIDS to learners.	Facilitation process, & group work, they find this approach useful, they do make follow-ups after completion of the programme, e.g. in sport & recreation they encourages learners to come for more training, in Cyber Y they encourages learners to come for more	Facilitation process & group work. They find this approach useful.

		training.	
Learning Materials	loveLife has its own learning materials, they have their own manuals for different modules. Other than offering classes at schools loveLife has structured programmes at the Y-centre, programmes such as Cyber Y.	There are learning materials, e.g. in Cyber Y they make use of computers & white board makers, sport & recreation they make use of balls, loveLife also provides teaching manuals for different modules.	There are learning materials, loveLife provides teaching manuals for different modules, learners are also provided with guides which has sections that need to be filled.
Training	Ground breakers are trained intensively on how to facilitate modules and on how to communicate with other young people so that they may be able to perform their duties. RCM feels that the training that Ground breakers receive is sufficient particularly because of the skills and intensity that goes into their training programme. It is also through the way ground breakers facilitate their lessons and how learners respond to these lessons that shows how ground breakers have been adequately trained. Ground breakers are also trained on the combination of all programmes but they are also trained on different specific programmes such as Motivation while others are trained on Health and Sexuality education.	When they were still mpitshis they attended training on how to write a report & how to manage programmes, the second training was about leadership & the last one was about how to handle stress & conflict resolution, the last training was conducted by RCLs (one from each region of Limpopo), it took place at Tshipise Aventura, it lasted for 4 days.	Groundbreakers attends workshops where they get training about their duties, Mpitshis or loveLife learners sometimes attend workshops in addition to their regular attending of modules, in most instances Mpitshis are trained by the Groundbreakers, Groundbreakers' training is mostly in the form of workshops, e.g., on how to facilitate programmes.

Funding	The Y-centre get funding from the national office and the national office get funding from the Kaiser Foundation in the US, and also from the Global Fund to fight HIV/AIDS. Locally the organisation sometimes receive small donation for a particular event. The project is well-funded though a person cannot reach a stage where you say I'm well-funded hence I no longer need more funding. There is a need to do more things but due to limited funds they are unable to do more.	loveLife is funded by Henry J. Kaiser family Foundation based in the US. Also by the Bill and Melinda Gates Foundation. Additional funding is provided by the South African Government, the Global Fund to fight HIV/AIDS, TB and Malaria and Nelson Mandela Foundation. Anglo-American is responsible for the Ground breakers stipend which amount to R880. They feel that loveLife is well-funded.	Love life is funded by Kaiser foundation in the US, Mandela children fund and the Government. The funding that loveLife receive is sufficient,
Sustainability	The fact that people at family & community level identify with loveLife, continuous access to funds, to ensure that people in the community identifies with loveLife, to continuously address challenges that young people faces.	There is a need to establish more loveLife centres, access to funding, to continuously address challenges that young people faces.	There is a need to establish more loveLife centres.
Problems and Challenges	Most young adults continue to make wrong choices despite education & proper advices, the difficulty of dealing with young people, the issue of one year contract for ground breakers.	The issue of one year contract, there is a need to introduce more loveLife centres, dealing with young people who are disrespectful & misbehaving, the other challenge particularly in sport & recreation is that of failure to turn up for	Waiting for T-shirts which they want to be identified with but those T-shirts are not arriving, sometimes there are conflicts between mpitshis, being stigmatized as "sex information givers", not being respected by learners at schools as they

		practice by learners despite early agreement with schools. Another challenge could be the fact that some parents have a problem with loveLife.	facilitate programmes, as they facilitate programmes learners usually ask silly and naughty questions just for fun.
Negative elements of the project	The difficulty of talking about sexual matters particularly as it is against black culture & tradition, some people would view loveLife as a project that teaches sexual matters.	The difficulty of talking about sexual matters particularly as it is against black culture & tradition.	The issue of one year contract for Ground breakers.
Positive elements of the project	Is a people' project, people know what loveLife is all about, the project is very informative, addresses sexual problems faced by young adults, it is a catalyst for change, good support from the community.	It makes the youth to be aware of who they are, to believe in themselves, & it teaches them to handle peer pressure.	The project' contribution towards reducing the rate of HIV/AIDS & teenage pregnancy.