AN EVALUATION OF THE EFFECTIVENESS OF THE SKILLS DEVELOPMENT PROGRAMME IN SHELTERS ACCOMMODATING SURVIVORS OF DOMESTIC VIOLENCE IN GAUTENG PROVINCE, TSHWANE REGION

by

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DECLARATION

I, declare that An evaluation of the effectiveness of the Skills Development Programme (SDP) in shelters accommodating survivors of domestic violence in Gauteng Province, Tshwane Region hereby submitted to the University of Limpopo, for the degree of Doctor of Philosophy in Social Work 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.

Moganedi MJ (Doctor)   Date: April 2021

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ABSTRACT

In South Africa, shelters that accommodate survivors of domestic violence also adopted the Skills Development Programme with the intention of empowering survivors to be financially self-reliant. In shelters the Skills Development Programme is rendered for a period of six months depending on the stay of the survivors. Despite the provision of the Programme, which has been identified as intervention strategies towards poverty alleviation, it is evident that the level of skills training provided does not conform to the identified skills shortage in the economy. Sometimes it is due to limited time which the training had provided.The programme is not sustainable, and as a result, there is a high beneficiary turnover. Furthermore, resources of training beneficiaries to be independent are limited. Monitoring and evaluation is also poor. This programme is acknowledged to be expensive. The graduation from this programme does not mean success for the survivors. Instead, it results in the participants going back to poverty status and be dependent on government resources to make a living post-institutionalisation.

This study titled "An evaluation of the effectiveness of Skills Development Programmes in the shelters accommodating survivors of domestic violence in Gauteng Province, Tshwane Region" evaluated the effectiveness of the said programme. It has adopted a qualitative approach which was evaluative in nature, guided by the Stages of Change Model (Trans-theoretical Model) underpinned by Theory of Reasoned Action. The participants consisted of three (3) different sets. They were survivors (individuals) of domestic violence from the shelters, shelter managers and a focus group made out of those individual survivors. Five (5) survivors of domestic violence and five (5) shelter managers were interviewed on a face to face basis. Semi-structured interviews were employed to collect data. This was followed by a focus group discussion. Multiple sources provided verification and trustworthiness while complementing similar data. As a result, more comprehensive data was obtained.

During the data analysis process, different themes emerged. These were presented in the form of a report. It was evident that the Skills Development Programme presented in the shelters is not effective to help survivors of domestic violence to be financially self-reliant. However, there is a potential in the programme if it can be well resourced.

ABREVIATIONS

ABET- Adult Basic Education and Training

ASGISA- Accelerated Shared Growth Initiative for South Africa

CHE- Centre for Higher Education

CHH – Child Headed Household

COSATU- Congress of South African Trade Union

COSUP- Community Oriented Substance Use Programme

COVID-19- Corona Virus

CWP- Community Works programme

DoH-   Department of Health

DoL-   Department of Labour

DHET- Department of Higher Education and Training

DTI- Department of Trade and Industry

DSD - Department of Social Development

EC –European Commission

EPWP- Expanded Public Works Programme

EDCON Group- Edgars Consolidated Group

GBV- Gender-Based Violence

GCI- Global Competitiveness Index

GDP - Gross Domestic Product

GEAR- Growth Employment and Redistribution

GET- General Education and Training

GNU- Government of National Unity

GOB –Government of Bangladesh

HRD- Human Resource Development

HWSETA - Health and Welfare Sector Education and Training Authority

IDP- Individual Development Plan

IEE- Integrated Entreneurship Education

IVET- Initial Vocational Education and Training

NGO- Non-Governmental Organisation

NDP- National Development Plan

NGP- New Growth Path

NQF - National Qualifications Framework

NRF - National Research Foundation

NSA- National Skills Authority

NSFAS - National Student Financial Aid Scheme

OECD - Organisation for Economic Co-operation and Development

OVC –Orphans and Vulnerable Children

PRP- Participatory Research Process

PSETA - Public Sector Education and Training Authority

RDP- Reconstruction and Development Programme

RSA - Republic of South Africa

SDA- Skills Development Act

SDP –Skills Development Programme

SAHRC- South African Human Rights Commission

SETA- Sector Education and Training Authorities

SME- Small and Medium-Sized Enterprises

Stats SA: Statistics South Africa

SSA- Sub-Saharan Africa

TREC - Turfloop Research and Ethics Committee

TVET - Technical Vocational Education and Training

UNICEF- United Nations Children's Fund

UNODC- United Nations Office on Drug and Crime

VEP- Victim Empowerment Programme

VET- Vocational Education and Training

VTC- Vocational Training Centre

WHO- World Health Organisation

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Segmented process A: Themes and sub-themes emerged from the survivors of domestic violence regarding SDP

Segmented process B: Themes and sub-themes emerged from the survivors of domestic violence regarding Skills Development Programme

KEY CONCEPTS

Evaluation, Skills Development Programme, skills develop, shelters, effectiveness, survivors of domestic violence

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CHAPTER 1: **INTRODUCTION AND GENERAL ORIENTATION TO THE STUDY**

1.   BACKGROUND AND MOTIVATION

In the Expanded Public Works Programme (EPWP) internationally, skills development has been identified as one of the interventions to provide safety nets and accumulation of financial and material assets, promotion of livelihoods, and stimulation of economic growth through the promotion of demand and productive assets in the context of unacceptably high levels of unemployment and poverty (Akoojee, Gewer & McGrath 2005; McCord 2012). One of the advantages of the Skills Development Programme is that it promotes the livelihood and creates opportunities for self-employment (Adams, de Silva & Razmara, 2013).

In the South African context, the EPWP was implemented in 2004 with two intentions. Firstly, to provide poverty and income relief through temporary work for the unemployed, and secondly, to equip the participants with training and work experience to enhance their ability to earn a living in the future (McCord 2012). The EPWP is defined by McCord (2012) as a nationwide programme covering all spheres of government and state-owned enterprises to draw unemployed persons into productive work accompanied by training to increase their capacity to earn an income. Tshilongamulenzhe (2012) acknowledges that in a time of global economic recession, increasing debt crises and high unemployment rate, skills and capabilities are more significant.

1.2   RESEARCH PROBLEM

In South Africa, shelters that accommodate survivors of domestic violence also adopted the Skills Development Programme with the intention of empowering survivors. The Programme is rendered for a period of six months depending on the stay of the survivors (Groenewald 2009). All shelters for domestic violence expect the survivors to be well-equipped with that particular learned skill and be ready to function independently after exiting the programme.

Groenewald (2009) as well as LaViolette and Barnett (2014) define a shelter as a residential facility providing short-term intervention in a crisis situation. Shelters provide survivors and their children a place of safety, psycho-social support services, opportunities for child care, job preparation, counselling and others. As already highlighted, a Skills Development Programme is one of the strategies for job preparation offered in shelters.

Despite the provisions of the Skills Development Programme which have been identified as intervention strategies towards poverty alleviation, it is evident that the level of skills training provided does not conform to the identified skills shortage in the economy. Sometimes it is due to limited time which the training had provided (Noman, Botchwey, Stein & Stiglitz, 2012). The programme is not sustainable, and as a result, there is high beneficiary turnover. Furthermore, resources to train beneficiaries to be independent are limited. Monitoring and evaluation is also poor (EPWP Conference 2016.) On the other hand, this programme is acknowledged to be expensive (Noman et al. 2012).

The graduation from this programme does not mean success for the survivors. Instead, it results in participants going back to poverty status once the programme has reached its end (Flores 2007; McCord 2012; Gottwald & Goodman-Brown, 2012). In addition to the highlighted problem of returning to poverty, the researcher also noticed that despite the survivors being empowered with the Skills Development Programme in shelters, they continue to be unemployed and dependent on government resources to make a living post-institutionalisation. This observation led the researcher to begin to question the effectiveness of the Skills Development Programme. Of particular interest are assessment and intervention tools used in identifying and addressing the needs of survivors in shelters.

1.3   ROLE OF THEORY IN THE STUDY

In this proposed study, the researcher will use the Family Stress Theory, Stages of Change and the Rational-decision-making Model. These theories were seen to be appropriate, relevant and very direct in explaining events related to coping by survivors, and evaluation and effectiveness of the Skills Development Programme in shelters.

1.3.1   Family Stress Theory

According to Feetham, Meister, Bell and Gillis (1993), Sheidow, Henry, Tolan and Strachan (2014) as well as Thomas, Liu and Umberson (2017), the Family Stress Theory has been borrowed from family nursing research in response to the question of why some families adapt, grow and thrive when faced with situational stressors, while other families seem to deteriorate and disintegrate under similar circumstances (Feetham et al. 1993; Thomas et al. 2017). The first family stress model was developed by Hill from 1949-1958 and was called Hill's ABCX Model. The model focused on pre-crisis variables that could differentiate crisis-prone families from crisis-proof families (Zimmerman 1995; Maquire 2012). Maguire (2012) argues that this theory came up as a result of interactions between a stress or event, the family's resources for meeting it and the family's definition of the situation as determining whether the family would experience a crisis or not. The ABCX model explains that A is the stressor event that creates demands, B is the family's resources for meeting the demands arising from the stressor event, C is the family's definition of the situation and X is the crisis (Zimmerman 1995; Maquire 2012). Appley and Trumbull (1986) as well as Smith and Hamon (2012) summarise Hills' model and view it as a crisis, disorganisation, recovery and reorganisation. It is acknowledged that stress can focus on one member of the family, but will have an impact on all (Smith & Hammon 2012). It is also acknowledged that once one is faced with a crisis, a period of disorganisation will automatically follow, and recovery and reorganisation will also kick in (Smith & Hammon 2012).

The literature indicates that one of the best strategies of dealing with recovery and reorganisation is the provision of social support, which refers to positive interrelations in an individual's social environment, and is provided by parents, extended families, friends, colleagues, social workers and others (Vaux 1988; Rappaport & Seidman 2000; Sanderson 2004; Passer & Smith 2011; Roy 2011; Ray & Phillips 2012; Van Hook 2014; LaViolette & Barnett 2014; Hutchison 2013 & 2015; Adler, Rodman & Du Pre', 2015; Anisman 2015; Bauer & Liou 2016). The purpose of social support is to help individuals to cope with psycho-social problems and to maintain a sense of who they are and where they belong (Vaux 1988; Roy 2011; Ray & Phillips 2012; LaViolette & Barnett 2014). This strategy was developed by John Cassel, Gerald Caplan and Sidney Cobb in 1970 based on the disease etiology and stress-related disorders. The above mentioned scholars were of the view that social support becomes an important protective function of cushioning an individual from social and psychological consequences of stressful experiences. Social support was prominent among the health-protective category of psycho-social processes. Cassel (1970), French, Vedhara, Kaptein and Weinman (2010), Van Hook (2014) and Anisman (2015) acknowledge that stressful events such as divorce, job loss or bereavement and others can disrupt one's normal life and therefore social support can be of assistance for one to function effectively again.

In the context of this study, the Family Stress Theory is relevant in the sense that individuals in the family experienced stress which led them to shelters accommodating survivors of domestic violence. But at the same time, recovery and reorganisation should occur. Psycho-social problems refer to the psychological and social challenges as well as difficulties experienced by survivors which let them to be in shelters (Van den Berg 2006; Munyaradzi 2014; Neswiswa 2014; Molefe 2019). When survivors are in shelters, the provision of psycho-social support is essential for their healing, empowerment and normal functioning again. Prior to the receipt of the Skills Development Programme, the provision of psycho-social support is imperative. Stressful experiences which survivors went through prior to the admission to shelters can destroy them psychologically, socially and otherwise. Therefore, the provision of psycho-social support is critical (French et al. 2010; Van Hook 2014).

Over and above the provision of services in shelters, social support has been practised in African countries. In their study of Child-Headed Households (CHH), Makiwane, Nduna and Khalema (2016) argued that extended family members provide financial, emotional and physical support to individuals such as children and older persons. More than that, instrumental support in the form of feeding schemes at schools has been provided to keep CHH children studying. Informational and emotional support has also been rendered by school counsellors, educational psychologists and social workers to children from CHH in order to deal with grief and bereavement resulting from the loss of their parents or caregivers (Makiwane et al. 2016). The above mentioned authors recommended that it is also important for the educators to be equipped with the necessary information and basic counselling skills on how to treat and support these children at personal and school levels. Phillips, Ajroucj and Hillcoat-Natlétamby (2010) and Bhagat, Segovis and Nelson (2012) emphasise that social support can be experienced across all cultures, racial and ethnic groups. Individuals benefit from receiving the type of social support that fits their particular problems (Maguire 1991; Sanderson 2004; Sullivan & Davila 2010; Bhagat et al. 2012).

Despite all highlighted positive sides of the provision of the above mentioned services, the researcher is of the opinion that social support may promote dependency on the survivors to stay forever in shelters and not want to go back to their communities. Secondly, the providers of social support may have their own expectations on survivors in terms of how they think their (survivors') problems should be solved. In other words, they might have a different perspective especially if they do not share the same identity with the survivors. As a result, they may put more pressure on the survivors instead of respecting their decisions. Anisman (2015) is of the opinion that survivors might feel less competent as far as problem-solving is concerned.

1.3.2 Stages of Change Model (Trans-theoretical Model)

The Stage of Change Model (Trans-theoretical Model) has been informed by Theories of Reasoned Action. These theories were developed during the 1960's by Fishbein and Ajzen on the assumption that human beings are rational beings who make systematic use of information available to them to engage in specific behaviours (Ajzen 1991; Matoane 2008; Sommer 2011; Knabe 2012). Matoane (2008), Gottwald and Goodman-Brown (2012) as well as Perrin (2015) further state that for the theory to apply, the individual must have the intention of changing behaviour. This intention will be influenced by attitudes towards the behaviour and subjective norms about the behaviour (Sommer 2011; Knabe 2012).

The Stage of Change Model was developed in 1982 by James Prochaska and Carlo Di Clemente at the University of Rhodes Island on the basis of change management (Gottwald & Goodman-Brown 2012). It has been noted that change does not happen in one stage; people tend to progress through different stages on their way to successful change. It is not a prescriptive model whereby people change at the same time, but a unique model in which individuals progress through the stages at their own pace (Petersen & MC Bride 2004; Flores 2007; Gottwald & Goodman-Brown 2012). It progresses through six stages: pre-contemplation, contemplation, preparation/ commitment, action, maintenance and relapse stage (Prochaska & Di Clement 1983; Boyle & Holben 2006; Gottwald & Goodman-Brown 2012; Guest & Namey 2015; Bauer & Liou 2016). Notably, the Stages of Change Model can be applied to different situations (Gottwald & Goodman-Brown 2012). In the context of this research, it is critical to highlight that individuals' sense of independence after exposure to the programme will be marked against the stages of development contemplated in this model.

The pre-contemplation stage occurs when survivors are not yet aware of the Skills Development Programme that can be of benefit to them. During contemplation, the survivors get to know about the existence of the Skills Development Programme and start giving it a thought for their own benefit. The preparation and commitment stage requires survivors to start adopting and implementing the Skills Development Programme on a pilot basis. The action stage is about the full implementation of the Programme. It is said that success in this stage can be acknowledged as it increases self- esteem and confidence of the survivors (Poulin 2005; Gottwald & Goodman 2012). The maintenance stage occurs when survivors are able to rely on themselves and can practise skills independently without any hassle. On the relapse stage, survivors go back to poverty-related situations and are unable to be financially self-reliant (Gottwald & Goodman-Brown 2012; Perrin 2015; Bauer & Liou 2016).

The stages of the Change Model relates very well to this study in the sense that the effectiveness of the Skills Development Programme will be determined by the maintenance stage. At this stage, survivors will hopefully be able to rely on themselves for their financial needs. The maintenance stage has been confirmed to be otherwise, as survivors are unable to maintain financial self-reliance. Mohlokoane (2004), Sandstrom and Huerta (2013) as well as Muti (2013) emphasise that effectiveness is measured by stability and continuity. However, the relapse stage acknowledges that the Skills Development Programme is not effective as survivors go back to poverty status after the survivor has been discharged (McCord 2012).

Despite the fact that relapse is acknowledged to be a normal part of change, it may have a permanent negative connotation on shelters that are trying to implement the Skills Development Programme (Gottwald & Goodman-Brown 2012). In other words, when shelters find out that the Skills Development Programme is not effective, they might not consider trying to find out what can be done to improve them, but feel helpless and useless. Again, the Stages of Change Model is not following a linear process. Therefore, there is no guarantee that stages will follow one another sequentially.

1.3.3 Rational-decision-making Model

This model has been informed by the Programme Theory, which is an explicit theory of how an intervention is understood to contribute to its intended or observed outcomes (Funnell & Rogers 2011; Schutt 2012). The Programme Theory ideally includes a theory of change and a theory of action, and provides early indication of the programme's effectiveness (Chen 2005; Briginshaw 2019).

An evaluation model is a set of theoretical concepts that serve as a road map to guide evaluation practice (Ruhe & Zumbo 2009). The rational-decision-making Model is a linear sequence of steps to help decision makers to solve problems by learning about their causes, analysing and comparing alternative solutions in light of their potential consequences, making rational decisions based on that information and evaluating actual consequences (Grembowski 2016). This model uses the metaphor of the evaluation process as a three-act play, and has been drawn from Chelimsky's (1987) work that has a variety of actors and interests groups each with a role, and each entering and exiting the political stage at different points in the evaluation process.

1.3.3.1 Act I: Asking questions

The evaluation process begins when decision makers, researchers, funding organisations, programme managers and other groups want to evaluate a programme for overt or covert reasons. Overt reasons are explanation that conform to the rational decision making model, and are generally accepted by the public (Grembowski 2016). In this context, evaluations are conducted to make decisions about whether to:

- Continue or discontinue a programme
- Improve programme implementation
- Implement similar programme elsewhere
- Compare the performance of different versions of a programme
- Allocate resources among competing programmes and etc.

1.3.3.2   Act II: Answering the questions

In this play, the evaluators apply research methods (evaluation designs) to produce qualitative or quantitative information that answers the evaluation questions raised in Act II. Evaluation may be prospective or retrospective. Prospective evaluation is designed before the programme is implemented, and in the retrospective, the evaluation is conducted after the programme has been ended (Grembowski 2016). This study will follow the retrospective evaluation because it will be conducted after the programme has been implemented. Questions in the implementation of evaluation are as follows:

- Was the programme implemented as intended?
- Why did the programme work or not work as intended?
- Did the programme reach its intended target group?
- What services did people in the programme receive?
- Were people satisfied with the programme's services?

1.3.3.3   Act III: Using the answers in Decision Making

In Act III, findings are disseminated to the evaluator's audience. The audience in this situation will be shelters, the Department of Social Development, community members as well as potential employers. Grembowski (2016) argues that a central assumption is that evaluations have worth only when decision makers use their results to improve programme performance, to formulate new policy or for other purposes. According to Grembowski (2012), findings from the evaluation can provide evidence about a programme to reduce uncertainties and to clarify the gains and losses that the decisions might cause. Summative information will be adopted as it contributes to a final decision about its value and effectiveness in producing intended changes (Rossman & Rallis 2012). The researcher is of the opinion that in this play, the findings of the evaluation will be communicated to the shelters, and a decision will be taken whether the Skills Development Programme is effective or not in shelters providing accommodation to survivors of domestic violence in Gauteng Province, Tshwane Region.

This model is relevant to the study since evaluation takes place according to three critical stages which will be followed for the success of the evaluation process. The first stage is about determining the need for conducting the evaluation, planning and preparation for it (Grembowski 2012). Graham and Singer (1993), Lichfield, Barbanente, Borri, Khakee and Prat (1998) as well as Hoyle (2013) are of the opinion that planning and preparation is about deciding how to make things actually happen. The second one is about designing the relevant evaluation designs in order to get the correct results. The last stage is about making use of the results from the previous play to take decisions whether the programme is effective or not (Grembowski 2012). The Skills Development Programme has been evaluated and the results are research-based.

1.4   PRELIMINARY LITERATURE REVIEW

The researcher finds it clear from the literature reviewed that shelters are trying their best to protect, counsel and empower victims of abuse to be independent in different ways (Ramabulana 2007; Groenewald 2009; Pike 2011; Lindsay et al. 2013; LaViolette & Barnett 2014; Sithole 2018). Groenewald (2009), LaViolette and Barnett (2014), including Mattingly (2017) maintain that psycho-social support services from shelters are provided to empower survivors to be able to develop resilience and to approach situations differently. Lindsay (2013) strongly argues that a non-judgmental approach rendered by social workers is a prerequisite to rendering effective psycho-social support services to survivors. In support of Lindsay, Miley, O'Melia and DuBois (2007), Corcoran (2012) and Bauer and Liou (2016) emphasise that the above mentioned services are rendered to survivors because it is acknowledged that everyone has strengths, capacity and potential to grow and develop and therefore needs empowerment.

1.4.1 Types of Skills Development Programme rendered in shelters

Empowerment is about bringing change as well as survival strategies into survivors' lives (Turner 2011; Jabri 2012; Langer & Lietz 2015; Ruffolo, Perron & Voshel 2016; Molefe 2019). One of the means of being empowered is done through the Skills Development Programme, which provides survivors with skills of being financially self-reliant after exiting the shelters. The Programme is done with the intention of addressing the unemployment of survivors depending on their needs. A skill is the ability to do something well (Boyatzis 1982; Kagan, Burton, Duckett, Lawthom & Siddiquee 2011; Gallagher 2013; Hoyle 2013). Gallagher (2013) further emphasises that for one to be able to succeed in this programme, both technical and people orientated skills are critical. He further mentions that skills can be divided into two categories which is hard and soft.

Hard skills refer to activities such as servicing a car and others, whereas soft skills are people- orientated, and are about persuasion, discussion and leadership. People-orientated skills are more on problem-solving, communication, persuasion, assertiveness, anger management and others (Kolzow 2014). These skills can promote good interaction with one's environment (Gallagher 2013). Gallagher (2013) further points out that problem-solving skills are especially important in an empowerment approach as they help people to think and to act differently in the oppressing environment.

1.4.2 Audit tools used in assessing and addressing the needs of the survivors in the shelters.

Auditing is defined by Messier, Glover and Prawitt (2017) as a systematic process of objectively obtaining and evaluating evidence regarding assertions about economic actions and events to ascertain the degree of correspondence between those assertions and established criteria and communicating the results to the interested users. In addition to this definition, Arens and Loebbecke (1997) view auditing as accumulation and evaluation of evidence about information to determine and report on the degree of correspondence between the information and established criteria. Messier et al. (2017) further point out that the role of audit is to determine whether the reports prepared by the manager conform to the contracts provisions.

Arens and Loebbecke (1997) as well as Thompson, Cramton and Wood (2012) further argue that auditing must be done by a competent independent person. In their study of money and schools, Thomson et al. (2012) point out that auditing is meant to detect accidental or intentional errors in accounting. In this research study, the tools to assess and address the needs of the survivors will be audited.

1.4.3 Survivors' of domestic violence's experience of assessment process and tools.

Experience is defined by Toll (2012) as what people learn as they live their lives. According to Morgan (2004), and Mueller (2020), the concept experience calls forth the notion of participation. Participation can include observing (attending) and being embroiled in the centre of an activity (experience). In the study of experiential learning, Mueller (2020) is of the opinion that using experience as a basis for learning will allow an individual to become personally involved, learning more meaningful things which are applicable to one's everyday life. Morgan (2004) as well as Di Carlo and Cooper (2014) further point out that experiential learning provides one with a basis for learning. In this study, survivors of domestic violence get more opportunity of learning when they are engaged through assessment processes, including tools.

1.4.4 The effectiveness of Skills Development Programmes

Jali-Khaile (2014) highlighted the most commonly needed employability skills as interpersonal and team work, self-awareness, self-management, self-assessment, diversity awareness as well as management. These skills can also be helpful for better self-management of individuals as well as their own work-related places once they exit shelters. The process of skills development is done through assessment by the social worker and the survivor, and it becomes part of the individual development plan (IDP).

Assessment involves gathering information and formulating it into a coherent picture of the survivor and his or her circumstances (Hardcastle, Powers & Wenocur 2011; Groccia, Alsudairi & Buskist, 2012; Lindsay 2013; Van Hook 2014). This means that the information is gathered, analysed and synthesised to provide a concise picture of the survivor and his or her needs and strengths. Survivors and their needs are understood through this process of IDP. In addition, Hepworth, Rooney, Rooney and Strom-Gottfried (2013) and Berg-Weger (2013) emphasise that assessment is about identifying survivors' needs and issues, strengths and resources and prioritising needs and desired outcomes.

1.4.5   Exposure to job opportunities

Skills development can stimulate demand for labour and self-employment opportunities (Adams et al. 2013)**.** It can also lead to increased productive participation in the informal sector and more sustained benefit for small scale enterprises and domestic production. The Skills Development Programme includes economic empowerment skills for survivors in order to make them financially self-reliant. Currently, Gauteng Province has twenty four (24) funded shelters that are funded by the Department of Social Development because they are extension of the department's services to communities. Shelters render psycho-social support services. However, not all of them are rendering the Skills Development Programme to empower survivors with economic skills. It is also critical to highlight that men as survivors of domestic violence are also accommodated. As already highlighted, focus will be at Tshwane Region and its six shelters, all of which are rendering both psycho-social support services and Skills Development Programme services. From the above literature, it is evident that survivors need effective skills which will enable them to participate actively and meaningfully in the South African economy.

1.4.6   Development of a model of enhancing the effectiveness of the Skills Development Programme in Gauteng Province, Tshwane Region

The researcher finds it important for the Skills Development Programme to be effective in order to ensure that survivors are capacitated with the necessary skills which will make them economically self-reliant. In other words, shelters should be in a position to provide a helpful Skills Development Programme to ensure that survivors are ready to approach life differently when they are out of the shelters.

1.5   PURPOSE OF THE STUDY

1.5.1   Aim of the study

The aim of this study is to evaluate the effectiveness of the Skills Development Programme in shelters accommodating survivors of domestic violence in Gauteng Province, Tshwane Region.

CHAPTER 2: NATIONAL SKILLS DEVELOPMENT PROGRAMME

2.1 INTRODUCTION

This chapter presents literature review on the National Skills Development Programme. In this regard, the outline of the chapter is as follows:

- Definition of the National Skills Development Programme
- International experiences in relation to the National Skills Development Programme in South Africa.
- The South African National Skills Development Programme
- Rationale for the development of National Skills Development Programme
- Models of sectoral training
- Basic education as a foundation for the Skills Development Programme
- Skills Development Programme as training
- The impact of skills training on South African economy
- Skills Development as an intervention process and the effectiveness of the Skills Development Programme
- Efficiency
- Competitiveness
- Flexible
- Responsiveness
- Exposure to job opportunity through Skills Development Programme

2.2 DEFINITION OF THE NATIONAL SKILLS DEVELOPMENT PROGRAMME

Skills development is defined by different people differently. Hammond (2016) define the Skills Development Programme (SDP) as a learning programme; occupationally based; provided by an accredited training service provider/s; and complies with any prescribed requirements. Pavlova (2014) refers to skills development as a crucial tool for social and economic development. It has also been seen as a bridge for crossing the chasm between the two nations that characterise South Africa's uneven historical development and part of the poor and marginalised third world (Pavlova 2014).

In addition to the highlighted definitions, Jali-Khaile (2014) refers to skills development as a learning programme and a tool for securing employment. It is a learning programme for unemployed people and includes apprenticeship and internship learning programmes (Jali-Khaile 2014; Reddy, Wildschut, Luescher, Petersen, Rust & Kalina 2017). Rabey (1986) and Jali-Khaile (2014) emphasise that skills development is a process of assisting people to acquire knowledge, skills and attitudes necessary to do the work they are employed for and to prepare them for future employment.

Skills development has been explored and discussed broadly basically as a crucial programme for economic growth of a developing country such as South Africa (McGrath 2002; McCord 2012). Clinton, Emmanuel and Denzel (2015) put a lot of emphasis that skills development is an important element of ensuring that employees perform their tasks to the level that the job requires. Economic growth depends heavily on a balance between the supply of skilled labour and the skills needs of labour markets (Matea 2013).

The objective of the Skills Development Programme, according to McCord (2012), is to provide poverty and income relief through temporary work for the unemployed. At the same time, it equips participants with a modicum of training and work experience which should enhance their ability to earn a living in the future. The researcher is acknowledging the objective of skills development as stated by McCord (2012), but her concern is the temporary part of employment. Matea (2013) argues that economic growth depends heavily on a balance between the supply of skilled labour and the skills needs of the markets. The researcher's understanding of Matea (2013) is that temporary employment without the necessary skills cannot relief povery and unemployment. If Clinton et al. (2015) emphasise that skills development is an important element in ensuring that employees perform their tasks to the level that the job requires, then the job should be permanent. If the job is permanent, then survivors are able to be self-reliant. Self-reliance confirms the maintenance stage (Gottwald & Goodman 2012; Lindsay 2013; Perrin 2015; Bauer & Liou 2016).

According to McCord (2012), the two assumptions are that an intervention to address supply-side issues will reduce structural unemployment, where a lack of specific skills in demand in the economy prevents workers from taking up available jobs. The second one is that the skills development itself can stimulate demand for labour often through the development of small, medium and micro-enterprises (SMMEs) and self-employment opportunities. Skills development is about enabling individuals and collectives to become fully and productively engaged in livelihoods. It provides an opportunity to adapt these capacities to meet changing demands and opportunities (Reddy et al. 2017). The researcher still maintains that temporary jobs cannot meet changing demands and opportunities.

Mummenthey and Du Preez (2010) argue that training and skills development is crucial for the economic and social development in South Africa. It is further mentioned that since 1994, the South African Government has been investing tremendously into the transformation of the training and education system. The researcher's observation in this regard is different, because jobs are lost on daily basis.

For the purpose of this study, the researcher would like to adopt Hammond's definition of skills development, which is a learning programme; occupationally based; provided by an accredited training service provider/s and complies with prescribed requirements. An effective skills development will encompass all the said characteristics.

2.3 INTERNATIONAL EXPERIENCES

Skills development is an international programme, hence South Africa was not isolated from international experiences and influences. Mercorio and Mercorio (2000) as well as Dar (2016) acknowledge that by the end of the 1980s, the early effects of globalising economic trends were already being felt by many South African companies as technological change was leading to new skills requirements. A lot of lower-skilled workers went through retrenchments from their work (Dar 2016). During the very same time (end of the 1980s), the Congress of South African Trade Union (COSATU), for example, launched a research programme among its affiliate trade unions called the Participatory Research Process (PRP).

As part of the study, the PRP travelled extensively internationally, examining responses of other countries to challenges of globalisation. The way other countries had restructured their education and training systems to produce the skills and knowledge required to compete in the modern world was also part of the research (Mercorio & Mercorio 2000; Johanson 2004; WHO 2016).

Bangladesh experiences has been used as an example of countries that were consulted with regards to globalisation challenges. One of the reasons was that Bangladesh was known for being poverty-stricken, underdeveloped, overpopulated and with a lot of natural disasters (Van Schendel 2009; Habiba, Shaw & Takeuchi 2012). This situation (poverty strickenness, underdevelopment, overpopulation and natural disasters) made this consultation relevant as it was similar to South Africa by then. Experiences of globalisation were not only felt by the Republic of South Africa but internationally as well. Bangladesh considered skills development as an intervention tool towards coping with technological change which influenced the existence of skills development in South Africa.

McGrath (2002) and Osterund (2012) are of the view that technical and vocational education and training (TVET) was a central tool of development cooperation from the 1950s through to the 1980s. It is further argued that during that time, one of the most important elements of support to economic development was the promotion of skills development, which has been identified as one of the few interventions that can form part of a strategy to respond to globalisation challenges (Dar 2016). Dar (2016) continues to indicate that competing in today's global economy is complex.

The International Labour Organisation (2012; 2016) acknowledges that countries do not only need advanced technical and vocational skills, but also a flexible workforce that can adjust to rapid shifts in demand. Investing in skills development is vital to a country's economic growth and competitiveness (Dar 2016). In particular, education systems must be oriented towards producing youth who have both strong foundational as well as specific skills for jobs (Darling-Hammond, Flook, Cook-Harvey, Barron & Osher 2019). In addition to McGrath (2002), McCord (2012) as well as Adams, de Silva and Razmara (2013) emphasise that one of the advantages of the Skills Development Programme is that it promotes the livelihood and creates opportunities for self-employment.

Dar (2016) emphasises that modernisation and industrialisation were believed to require the development of a cadre of technically capable workers in artisanal, para-professional and professional areas. McGrath (2002) and McCord 2013) advocate that there have been major shifts in discourses, practices and trends internationally in economies, technologies and work in the past decade. New products and services are coming to market faster than ever before (Schwab 2019). Current economic trends are seen to place emphasis on a new range of knowledge and skills (United Nations 2019). As already highlighted technical and vocational education and training (TVET) was seen to be an important element of promoting skills development (McGrath 2002; McCord 2013).

ILO (2012) states that the most critical findings for PRP in Bangladesh was that giving skills to people is a key to reducing poverty. ILO (2012) further states that skills lead people to jobs and better income. Skilled workers help increase the quality and competitiveness of products and propel the growth of enterprises and the economy as a whole (Kritikos 2014). That is why skills development has been put on the front pages of the development agendas of both the European Union and Bangladesh (ILO 2012). The researcher is of the view that when people are skilled, they are armed to fight poverty, inequality, produce more and therefore can live a healthy life. The researcher is of the opinion that being able to fight poverty means one is able to be self-reliant.

ILO (2012; 2016) as well as Dar (2016) acknowledge that skills, knowledge and innovation are driving forces of economic growth and social development in any country of the world, hence Bangladesh. Countries with higher levels of education and highly skilled citizens are not only more competitive in the global economy, but can also quickly respond to challenges and grab opportunities (Dar 2016). It is further indicated that Bangladesh is the eighth most populous country in the world, which presents an immense opportunity in terms of labour force (Merola 2016). Skills development in Bangladesh is guided by the National Skills Development Policy (2011) under the leadership of Ministry of Education. It is funded by the Government of Bangladesh (GOB), the European Commission (EC) and the International Labour Organization (ILO). The Skills Development Policy contributes to the implementation of other national economic, employment, and social policies so that Bangladesh can achieve its goal of attaining middle income status in 2021 (National Skills Development Policy 2011; Merola 2016).

Skills development in Bangladesh is defined as the full range of formal and non-formal vocational, technical and skills based education and training for employment and or self-employment. In keeping with international trends, skills development thus includes pre-employment and livelihood skills training, including TVET, apprenticeships and school based TVET; education and training for employed workers, including workplace training; and employment oriented and job-related short courses not currently affiliated with Bangladesh Technical Education Board servicing both domestic and international markets.

Quality Technical and Vocational Education and Training (TVET) is essential in ensuring the country's competitiveness in the global labour market and ensuring decent work for all because it enhances skills development (ILO 2012; 2016). Access to education, training and lifelong learning are promoted for people with nationally identified specific needs, such as youth, women, low-skilled people, people with disabilities, migrants and internally displaced people, older workers, indigenous people, ethnic minority groups and the socially excluded; and for workers in small and medium-sized enterprises, the informal economy, in the rural sector and in self-employment (Merola 2016).

The success of the Skills Development Programme as a driving force of economic growth and social development in Bangladesh was made possible because of the consultation process with the necessary partners (ILO 2012; Dunbar 2013). It was confirmed by the World Bank (2016) that to ensure better employment opportunities for the Bangladesh labor force, in both local and overseas job markets, skills development and vocational education have to be aligned with the market demand. Industry involvement was key to the success of this programme as well as vocational and technical training centres (ILO 2012).

Developing the training course together with people's needs means that the skills developed will match the current industry needs. Through that process, not only will skills gaps be filled in factories, but the probability of employment of trainees after graduation will be vastly increased (ILO 2012). The researcher's understanding of this process is that industries do have their needs. These needs should be communicated to the vocational and technical training institutions in order to work towards closing gaps. Bangladesh economy has been growing steadily at high rates over the past decade with an annual real GDP growth rate of around six percent (Merola 2016; Dewan & Sarkar 2017).

Dar (2016) is very clear that there is no one-size-fits-all skills development strategy. The strategy varies from country to country, and even across sector within a country, depending on both skills demand and supply. International experience suggests that an efficient skills development process requires deep understanding of the pressures of demand and supply in the labor market. Skills supply is determined by the availability, quality and relevance of the Skills Development Programme and by policy interventions that affect their management, governance and financing. Matching demand and supply is critical for an effective skills development system and depends on close coordination between government, private sector and training providers (Dar 2016).

A close working-level cooperation between these players e.g. employer participating in designing courses and curriculum, or trainees receiving enterprise-based as well as classroom training, is likely to lead to far fewer mismatches (Dar 2016). Through PRP, the researcher has learnt that skills development varies from country to country and cannot be effective without consultation with the necessary stakeholders to determine supply and demand. It is also acknowledged that skills development cannot be effective without education and training of that particular country since it is informed by the two. Both skills demand and supply is also critical for the success of the country.

Skills development is a cumulative process that occurs at every stage and takes place in a variety of settings (Bandaranaike 2018; Darling-Hammond et al. 2019). It engages a highly diverse clientele, involves multiple delivery mechanisms, and must constantly respond to changing occupational requirements (Darling-Hammond et al. 2019). An efficient skills development system embraces the entire spectrum of education and training and provides opportunities for lifelong learning (Dar 2016).

Dar's (2016) observation of Bangladesh is similar to that in Sri Lanka. Dar (2016) is of the view that building job-relevant skills is a pivotal step towards building a more competitive and efficient middle-income economy. In addition to the above-mentioned international experiences, Sri Lanka also formed part of the consultation process. Dar (2016) mentioned that the reason why skills development was also promoted in Sri Lanka was that the current global economy requires advanced, flexible and fungible skills. Workers must be able to adjust not only to domestic shifts in demand but also to what is happening in the global economy and labour market. With the right skills in the workforce, firms can be more productive and competitive; and the economy can grow faster, creating more and better jobs (ILO 2010; Froy, Giguére & Meghnagi 2012). Sri Lanka ranks 73rd in the Global Competitiveness Index (GCI) – one of whose indices is skills development. Employers recruit and need quality and skilled technicians for high production (Froy et al. 2012). Skilling the workforce effectively enhances productivity and growth, while raising Sri Lanka's GCI ranking.

ILO (2012) emphasises the fact that skills are essential both to reduce poverty and to improve personal well-being. There is international evidence that cognitive, social, and technical skills affect wage premiums, earnings and employment and occupation status (Valerio, Puerta, Tognatta & Morroy-Taborda 2015). With the right skills, workers will have a better chance of being employed, or being well-equipped to set up their own businesses and in turn create jobs for others (Adams, de Silva & Razmara 2013). However, it is important to remember that while critical, skills are not a panacea for all ills. While a skilled workforce is necessary for growth and for alleviating poverty, skills do not automatically lead to jobs and growth (ILO 2010; Karnani 2011). Skills development needs to be part of a comprehensive economic development strategy, and job creation and lifelong skills development should be pursued together (Department of Higher Education and Training (DHET) 2015).

Dar (2016) unpacked the types of skills needed as he is of the view that it depends on the country. It has been identified that workers' skill set consists of cognitive, soft, and job-specific skills, which are shaped in different ways. What many do not realise is that the foundation that underpins a person's ability to learn and acquire skills is hardwired in early childhood, and depends on good nutrition, early stimulation, and a safe environment. Attention to early childhood development can increase learning ability and raise wages in adult life (Dar 2016).

Basic cognitive skills such as literacy and numeracy are typically acquired in primary school, and depend crucially on the quality of education (Kennedy, Dunphy, Dwyer, Hayes, McPhillips, Marsh, O'Connor & Shiel 2012; Henricson 2015). Job-specific skills are supplied by formal TVET and higher education institutions, non-formal training centres (for example, firm-based training), and informal training (such as apprenticeships) (Kanwar, Balasubramanian & Carr 2019). Soft skills may be acquired at any point, often by interactions with family members, peers or colleagues (Kanwar et al. 2019).

Through this participatory process, it was also identified that the issue of women been marginalised and excluded from the economy has been long practised and experienced in Bangladesh (Acharya & Lee 2018). International countries were not immune from this issue. This is confirmed by McGrath (2002) that the rapid economic changes of the 1990s and the start of the present decade have been highly gendered in their effects on employment (Ortiz-Ospina & Tzvetkova 2016). The structural adjustment-driven decline in public sector employment has had a relatively worse impact on female employment (Ortiz-Ospina & Tzvetkova 2016). In the face of global tendencies towards sex discrimination in employment, it has often been the role of the state to act as a relatively equal opportunity employer (Stamarski & Son Hing 2015). In so far as new employment is in areas requiring high levels of skills or knowledge, this also tends to disadvantage women due to the historical limitations on their access to education and training.

In acknowledging the abovementioned issue about women, the National Skills Development Policy (2011) emphasises that women should have equal access to both formal and non- formal programmes. The purpose of equal access is that they can acquire or improve their knowledge and skills for meaningful employment, or upgrade existing employment opportunities (National Skills Development Policy 2011). Given the current low participation rates of women in skills development, special efforts are necessary to correct this gender imbalance, particularly in the formal training system (National Skills Development Policy 2011; Merola 2016). The participatory process did not only empower the researcher with skills development related information, but she also learnt that women exclusion and discrimination is not only a South African issue, but international as well.

In addition to the women issues, discovery was also made by the researcher on persons with disabilities. For many years, persons with disabilities were excluded from almost all services, particularly those living in remote areas only accessible via poor quality road and water transport services. Disability issues were often not addressed within general development programmes, largely due to lack of knowledge and understanding of how to address needs in programme development, negative general public perception of disability, social and cultural beliefs and scarce resources (ILO 2012).

Generally, the lessons learnt from PRP informed the researcher that skills development cannot be studied separately from education and training of a particular country. It has also come to the attention of the researcher that disability issues were also excluded from general development programmes internationally, particularly in education. This has been confirmed by the work done by Paulo Freire, the Brazilian Educationist. Based on the oppression, Paulo Freire developed the Educational Theory and addressed education in the following manner.

2.3.1 Theory of value

The theory of value explores the importance of education, including reasons why it is critical for people to learn. This theory looks at what knowledge and skills are worthwhile learning. The goal of education for Freire is that education should raise awareness of the students so that they become subjects rather than objects of the world. This goal is achieved by teaching them to think democratically and critically, which means to continually question and make meaning from everything they learn and come across (Waugh & Bushell 2001; Haber 2020). The researcher understands this theory to be giving students power to be human beings with questioning ability and not being objects which are remoted and informed.

2.3.2 Theory of knowledge

Freire defines knowledge as a social construct. It is a social process whose individual dimension cannot be devalued (Freire 2005; Shih 2018). On the other hand, the researcher understands that knowledge can be conscious or unconscious. In the conscious mode, it is where it will take place with one being fully aware, and in the unconscious mode, it is where one is not aware (Waugh & Bushell 2001; Freire 2005; Shih 2018).

2.3.3　　　Theory of human nature

In this theory the importance of human beings and how they differ from other species as well as their potentials and limitations are discussed. The researcher's position in this regard is that human beings are able to plan and shape the world in which they live in but animals cannot. Freire's point of departure on human beings as active beings puts more emphasis on this theory. It is a fact that human beings are critical thinkers and active beings. Non- critical thinking can be a source of many limitations which lead to, contributes and facilitates banking education (Waugh & Bushell 2001; Freire 2005 & 2011).

2.3.4　　　Theory of learning

Freire makes use of the fallacy of looking at education as a bank where students come to withdraw the knowledge they need for life. The researcher is able to see the link between this theory and the one for human nature. Education or knowledge should not be seen as something to be passively received but to be actively engaged on. The researcher is also able to see a relationship between this theory and the one of knowledge because students are not empty receptors of knowledge from teachers, but can also enrich the information received through their own knowledge.

Freire puts more emphasis on the education which is transformative in nature, which means that what people live serves as the stuff of reflection for both students and teachers, and these reflections, in turn, should serve to help people to overcome the problems they face in their corresponding communities (Waugh & Bushell 2001; Lazaro 2017). With this kind of education, students become agents who reflect on the problems that afflict their communities/society. From these reflections, students seek, in dialogue with others, to find solutions to problems in order to improve their lives, and the lives of their communities (Waugh & Bushell 2001; Freire 2005; Lazaro 2017; Shih 2018).

2.3.5   Theory of transmission

This theory looks at the means of giving and receiving knowledge. Freire views teaching as a political process which should be changed to democratic one. The teacher must learn from students so that knowledge can be constructed in ways that are meaningful to them (Freire 2005; Beckett 2013; Haber 2020). This means that teachers should become learners and learners also become teachers. The researcher is of the view that teachers or educators should also be willing to learn and know what is happening in the world of learners in order for them to be enriched by that information. This process should be mutual.

2.3.6   Theory of Society

This theory focusses on what institutions are involved in during the educational process. In this situation, schools become tools that are used by parents, business and community to do the work. Freire does not see anything wrong about schools doing the work, but what is critical is the approach which is used in imparting the knowledge. The approach should always consider creating an enabling environment for growth and creativity for both teachers and learners (Freire 2005; Shih 2018; Haber 2020).

2.3.7   Theory of Opportunity

Due to the fact that Freire's work is based on the empowerment of the oppressed, the entire education career is based on the desire to provide greater opportunity for the poor and oppressed people of the world, even though his emphasis was in Brazil. The researcher is of the view that this can also be applicable to South Africa taking into consideration the oppression, poverty, unemployment and inequality situations created by the apartheid regime. Democratic education cannot be achieved apart from realising the importance of human beings of that country (Freire 2005 & 2011; Lazaro 2017).

2.3.8   Theory of Consensus

It is acknowledged by Freire (2011) that disagreement is normal and something to expect in the teaching environment. The researcher opines that disagreement does have a positive side as well and should not be seen as a bad thing. It can only be bad when opinions, thoughts and ideas are suppressed in the name of control, power and authority. This will be prohibiting growth and promoting dependency and powerlessness.

2.3.9   Education as the practice of freedom

Freire's point of departure is that a good education should liberate people from oppression and serves as a practice of freedom. It should be transformative in nature. His philosophy is that leaders who do not act dialogically, but insist on imposing their decisions do not organise and empower people, but manipulate them. Imposition is an indication of oppression (Freire 2005; Lazaro 2017; Shih 2018). The researcher learnt through PRP that education should be shared and not imposed.

Freire (2005 & 2011) is of the view that problem-posing education breaks the vertical patterns characteristics of banking education and is able to fulfil its function of being the practice of freedom. Problem-posing education bases itself on creativity and stimulates true reflection and action upon reality, thereby responding to the vocation of people as beings who are authentic when engaged in inquiry and creative transformation. It affirms human beings as beings who are active, creative, reflective and with an unfinished reality (Roberts 2016; Lazaro 2017).

Freire's main concern is how to educate people to emancipate themselves from the culture of silence and to meet the needs of humanity and to develop a more just society (Freire 2005; Shih 2018). This emancipatory education method is conscientious, and hopes to use this educational method as the basis for helping individuals to awaken their own critical consciousness, and take a more critical view of social reality to obtain liberation. The researcher's view is that the world should be seen to be making education a learning process which will make both learners and teachers to learn from each other. Nothing exists on its own hence interrelatedness. Both teacher and learner's history, present situation and forthcoming future become critical in the learning process (Freire 2005; Lazaro 2017). Dialogues and participatory action research is becoming common in the fields of popular education. In dialogue, both parties work together to name their world by exploring their lived experiences to identify common patterns and to generate action (Freire 2001; Shih 2018).

2.4 THE NATIONAL SKILLS DEVELOPMENT PROGRAMME IN THE SOUTH AFRICAN CONTEXT

International experiences link well with the South African situation, taking into consideration the apartheid regime which confined the citizens to poverty, inequality, discrimination and skills shortage. Chitiga-Mabugu and Ngandu (2012) as well as Tshele and Agumba (2014) acknowledge that the problem of shortage of critical skills as well as poor quality of existing skills in South Africa particularly in the construction and building sector is well documented. The researcher's observation is that South Africa has been characterised by high socio-political and economic inequalities, where millions of people were and are still excluded from certain socio-political and economic benefits, while others were enjoying the same benefits. Capitalism still reigns from those apartheid eras until to date. Women and people with disabilities are cited as examples of excluded groups learnt from PRP.

Kruger (2016) emphasises that skills development has been recognised as a key component of South Africa's transformation and economic growth. The Skills Development Programme has been adopted by South African government since 1998 through the introduction of the National Skills Development Act, Act 97 of 1998. The programme has been seen as an intervention measure to address the skills shortage in the market caused by the apartheid legacy (McCord 2012). Mohlokoane (2004) claims that the Skills Development Act was proclaimed through the Department of Labour to provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve skills of the South African workforce (Alphonsus 2015). The legislative framework guiding the National Skills Development Programme in South Africa is discussed in detail in chapter 3.

The Republic of South Africa received its democratic state in 1994. Despite this milestone achievement, it is a fact that after twenty six years of democracy, the country is still sitting with the reality of high unemployment, inequality, poverty and discrimination. The apartheid regime which took place prior to the democratic state contributed to a fragmented, dysfunctional and unequal system (Cosser et al. 2012; Reddy et al. 2017). A population with low educational and skills levels was inherited (Vally 2013; Alphonsus 2015). The apartheid system denied South Africans the opportunity to acquire the necessary economic skills and hence recession state.

As already highlighted, South Africa faces the challenge of high levels of unemployment, and persistent concerns about the quality and availability of skills (Mbuli 2008; Alphonsus 2015). The skills mismatches, real and perceived, are widely regarded as constraining economic growth and development, and a barrier to social inclusion and poverty reduction (Chitiga-Mabugu 2012; Reddy et al. 2017; Department of Higher Education and Training 2016 & 2018).

South Africa as a developing country also prides itself in having a National Skills Development Programme. This programme was initiated to bring about economic empowerment of the historically impoverished South African citizens and has been influenced by PRP. South Africa developed the Human Resource Development Strategy for South Africa (2001), which had its origins from the Reconstruction Development Programme (RDP) in 1994's five key programmes (Bartlett 2011; Cewuka 2013).

Human Resource Development in the Public Service is defined as those efforts undertaken by organisations to ensure that employees are well prepared to undertake their responsibilities and grow into viable careers. Empowered employees add value to the productivity of their organisations and motivate their peers to perform more to achieve the overall vision. In doing so, organisations seek to ensure that the right people are prepared at the right place, at the right time and for the right positions to which they can readily contribute (Mummenthey & Du Preez 2010; Bartlett 2011; Human Resource Development for the Public 2015).

The purpose of the HRDS is to ensure that economic needs of South Africans as well as a democratic order are met through a solid educational foundation for social participation and development of relevant and marketable skills at further and higher education levels (Human Resource Development Strategy for South Africa 2001; Bartlett 2011). The government's HRDS has two roles to play. One is to ensure that the various components of the state work together in a co-ordinated way to deliver opportunities for human development (Human Development Report 2016). The second one is to ensure that those people who have suffered from discrimination in the past are put at the front of the queue in terms of identified national priorities (Human Resource Development Strategy for South Africa 2001; The World Bank 2018). The Human Resource Development Strategy concept was adopted to support a holistic approach to human resource training and development in the Public Service (Human Resources Development Strategy for the Public Service 2002-2006; Bartlett 2011).

Human Resource Development Strategy for South Africa (2001) advocates that income inequality is a social reality that places a severe limit on human resources in South Africa (Keeley 2015; Mail & Guardian 2019). Human Resource Development is the process of increasing capacity of the human resources through development (Human Resource Development Strategy for South Africa 2001; Mummenthey & Du Preez 2010; Bartlett 2011; The World Bank 2018).

The National Skills Development Act, Act 97 of 1998 cannot be effective without the support of the Skills Development Levies Act, Act 9 of 1999. Coetzee (2000), Chonco and Folscher (2006), Tshilongamulendze (2012) as well as Du Toit (2012) point out that the Skills Development Levies Act regulates financial investment in training and provides financial incentives for skills development. Chonco and Folscher (2006) further point out that the Skills Development Levies Act installs a skills development grant system with incentives for training, and supports the cost-benefit approach to training. According to Mercorio and Mercorio (2000) and Jali-Khaile (2014), the Skills Development Levies Act is a brief, separate law which provides for the imposition of a skills development levy, its collection from employers and its distribution of the National Skills Fund, Sector Education and Training Authorities and a percentage collection fee. Tshilongamulendze (2012) as well as Du Toit (2012) argue that the purpose of the Skills Development Levies Act as to increase financial investment in training as well as to provide for financial incentives for skills development. It is also further shared that the Skills Development Levies Act increases financial resources for government and industry training programmes. This Act is critical where the beneficiaries are in the workplace hence the organisation will be contributing towards skills development.

The implementation of HRDS in South Africa did not solve the problem as the high unemployment rate still remains a huge concern. Stats SA (2013) highlights that in the first quarter of 2013, the unemployment rate in South Africa amongst the 15-24 year old for men and women generally was still the highest in all age groups and is continuing to increase. The profile of the unemployed shows that about 49, 1% of younger females are unemployed. The highest rate is 70.7% of unemployed persons between 15 and 34 years old. This concludes that the younger the females, the higher the unemployment rate. The abovementioned statement of high unemployment rate for women confirmed what PRP shared as part of findings.

Between 1975 and 1991, the income of the poorest 60% of the population dropped by about 35%. By 1996, the gulf between rich and poor had grown even larger. The poorest quintile received 1.5% of the total income compared to the 65% received by the richest. Table A depicts an annual household income in rands in 1996.

Table A: Annual household income in rands, 1996

	African	White	Coloured	Asian	Average
Poorest 50%	2 383	29 549	8 214	17 878	3 572
41-60%	9 120	83 506	25 967	49 569	15 624
61-80%	1 9183	134 821	46 463	80 882	36 797
81-90%	37 093	207 243	77 866	12 5962	78 620
Richest 10%	108 568 108 568 21 180	40 6091	168 005	25 8244	222 734
Average	108 568 21 180	119 818	42 359	71 662	42 048

The extreme income inequality as depicted in Table A above limits the ability of individuals, households and government to finance the enhancement of skills, education and training that are critical pre-requisites for improved participation in the labour market, and therefore, improved income. Highly skewed income inequality also places a dampener on generating increased aggregate demand for goods and services, thereby limiting economic growth (Alphonsus 2015; Reddy et al. 2017). A vicious cycle of income inequality, low skills and poor education has limited economic growth (Keeley 2015; Reddy et al. 2017; World Social Report 2020). This depicts the gap created by the apartheid system (Human Resource Development Strategy for South Africa 2001; Vally & Motala 2014; Alphonsus 2015).

The South African labour market is more favourable to men than it is to women. Men are more likely to be in paid employment than women regardless of race. Although South Africa has made great strides, gender representivity is still below the 50% mark for positions that come with a great deal of influence. According to data from the report Gender series volume I: Economic empowerment, 2001–2014, women comprised 32% of Supreme Court of Appeal judges, 31% of advocates, 30% of ambassadors and 24% of heads of state-owned enterprises.

Bar Chart A: Employment by occupation and sex

Women occupied 1 in 3 managerial positions
Employment shares by occupation and sex, Q2:2018

Occupation	Female
Domestic worker	97%
Clerk	72%
Technician	55%
Professional	49%
Sales and services	48%
Elementary	42%
Manager	32%
Skilled Agric	25%
Plant & machinery operator	13%
Craft & related trade	11%

■ Female ■ Male

STATS SA
STATISTICS SOUTH AFRICA

NDP

THE SOUTH AFRICA I KNOW, THE HOME I UNDERSTAND
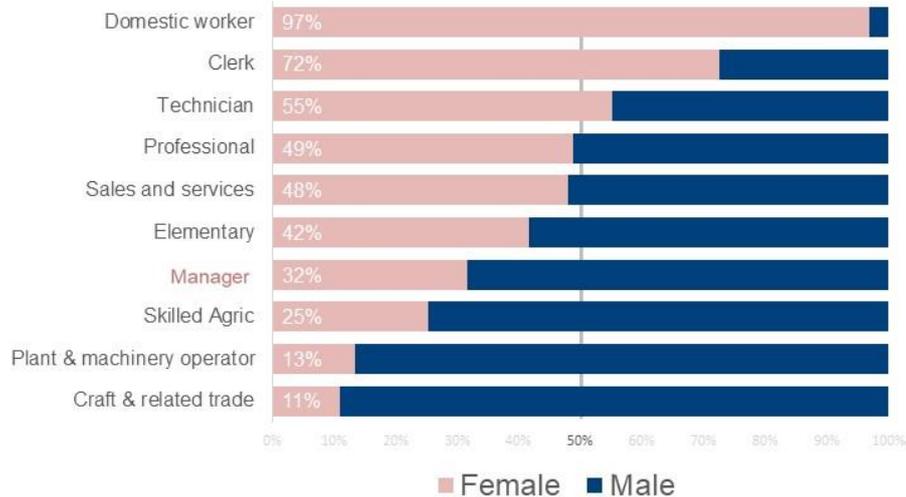
Women accounted for 43, 8% of the total employment in the second quarter of 2018. Only 32% of managers in South Africa were women. Women dominated the domestic worker and clerk or technician occupations, with men dominating the rest. Only 3,0% of domestic worker jobs were occupied by men while 10,9% of craft and related trade jobs were occupied by women.

The informal sector, which accounts for 17,4% of total employment, plays an important role in providing employment to those who cannot find work. Informal sector employment is mainly concentrated in trade. There are more women than men employed in the informal sector trade (47,6% of women compared to 30,6% of men). Just under a third of women were employed in the informal sector community, social and personal services in the second quarter of 2018, compared to 9,6% of men during this period. Men were more likely to work in the informal sector construction and transport industries than women.

Women are more likely than men to be involved in unpaid work. In the second quarter of 2018, about 55,2% of those involved in non-market activities were women. This proportion decreased by 7,5 percentage points from 62,7% in the first quarter of 2018 on account of an increase in the number of men involved in non-market activities in the second quarter of 2018. Unpaid work is also acknowledged by Kring (2017), that in every society, women and girls are working long hours of unpaid work. The profile of the unemployed shows that about 49,1% of younger females are unemployed. The highest rate is 70.7% of unemployed persons between the 15-34 year olds (Stats SA, 2013). This concludes that the younger the females, the higher the unemployment rate.

Stats SA (2010) confirms that education and training among females is a fundamental tool to empowering them and to achieve gender equality. It is also confirmed by Msimanga (2013) that there is a strong association between education levels and employment rates. It is also said that the unemployment rate also decreases as the level of education increases. It was just unfortunate situation that women did not enter into the labour market due to traditional barriers in the past that prevented them from participation (Msimanga 2013). The researcher is of the view that women are the most affected group in receiving empowerment through education and training and therefore will be impoverished for a long time.

Table B: Women education level and employment status

		EMPLOYMENT STATUS		
		Employed	Unemployed	Self-Employed
EDUCATION LEVEL	Primary school	14.7%	23.6%	11.1%
	STD8/Grade 10	36.0%	41.2%	55.6%
	STD 10/Grade 12	45.3%	34.3%	33.3%
	Certificate/Diploma	2.7%	0.9%	0%
	Degree	1.3%	0%	0%
TOTAL		100.0%	100.0%	100.0%

Msimanga (2013) reflected on the study conducted by Mahlwele (2009) termed "Determining the factors that influence female unemployment in a South African Township". The results show the probability of females to gain employment increase with a higher level of education. It is proved that there is a strong association between education levels and employment rates (Msimanaga 2013). The researcher is of the view that from this table, women who are standing good chance of being employed are those with grade 12/ standard 10 which is a problem to most of the women, especially in shelters. It is said that the highest level of employment rate of about 45.3% is associated with higher education level of grade 12. There could be a significant increase in the employment rate by 9.3% if females could gain higher education than grade 10. The unemployment rate also decreased as the level of education increases. Females with grade 10 are standing at about 41.2% rate while at a higher level of education the rate of unemployment decreased by 6.9% from 41.2% to 34.3%.

Table C: Women educational level
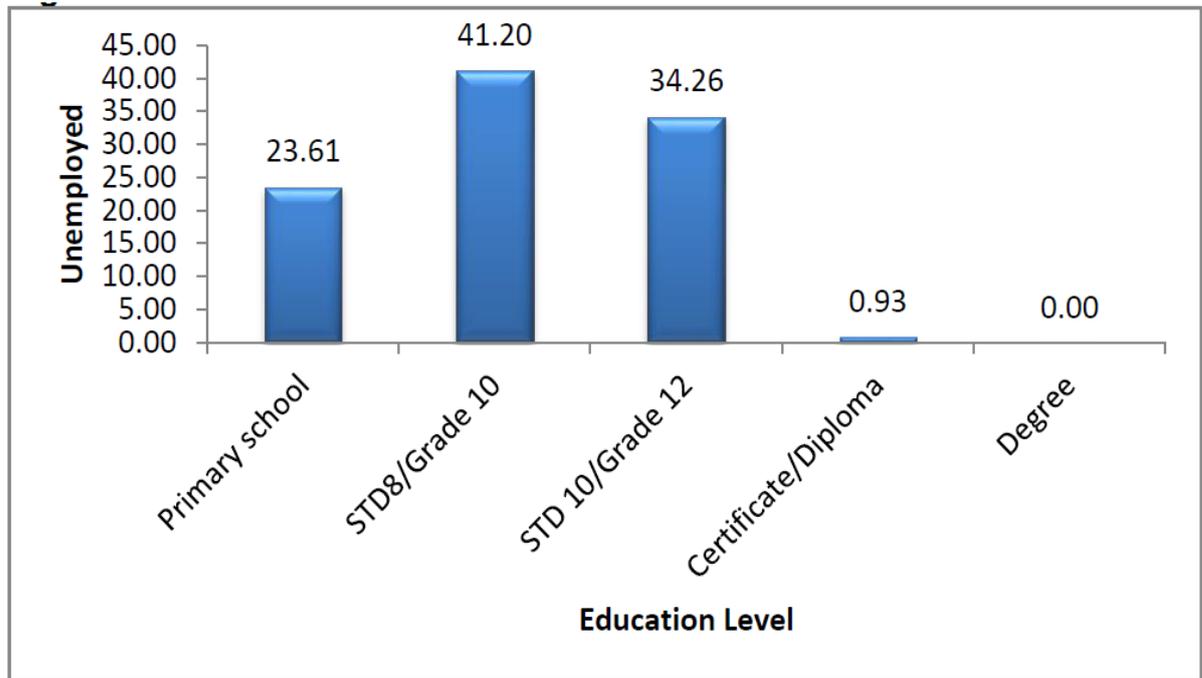
This table shows the results of unemployed females in Bophelong with regard to their education levels. The results show that 41.20% of unemployed females in Bophelong have an education level of grade 10. This is followed by 34.26% of females in education level of grade 12 and higher. 23.61% of females in Bophelong who are unemployed have primary education level. Less than 1% of the rest of the unemployed females have post-matric qualifications such as certificates, diplomas or even degrees (Mahlwele 2009; van de Rheede 2012). The researcher's interpretation of less than one percent of post-matric qualification is that there was almost no women who had this qualification.

Table D: Women heads of household educational level
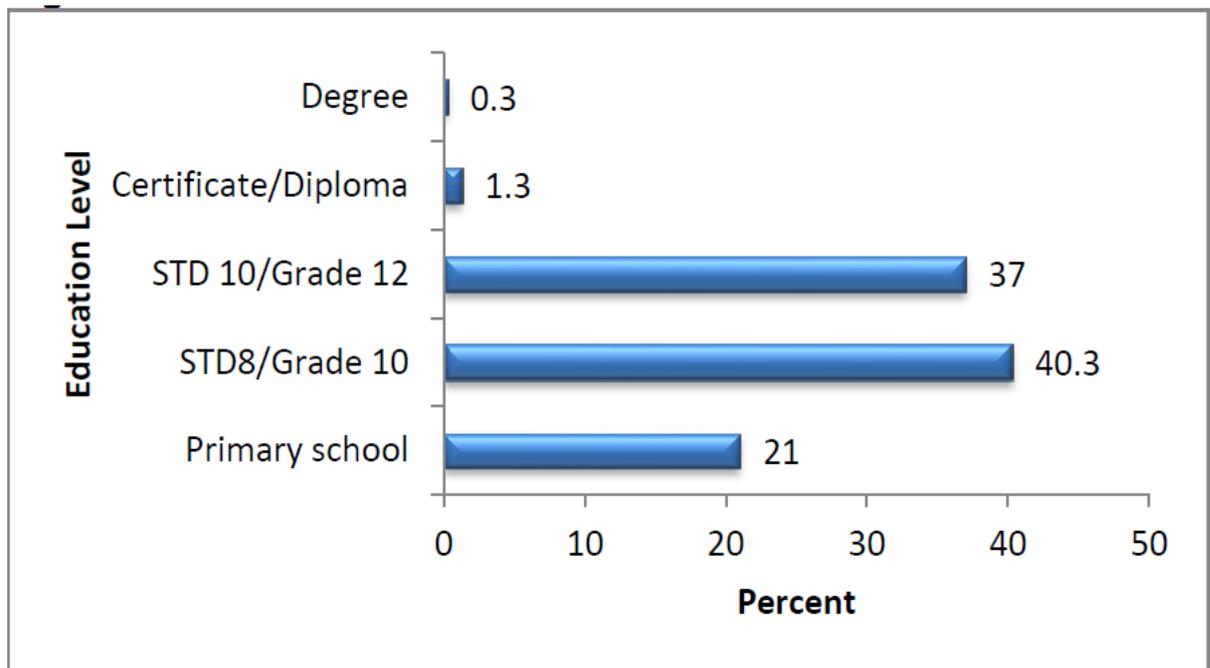
This table shows the results of the survey done on the education level of female households in Bophelong by type of qualification obtained. The results show that the highest education level that the majority of females had in the sample population was Standard 8/Grade 10 at 40.3%. This is followed by the 37% of those who have achieved Standard 10/Grade 12. The females in Bophelong who have achieved higher education degrees are about 0.3% and only 1.3% of females with certificates or diplomas.

Table E: Employment by industry and sex – South Africa

	Apr-Jun 2017	Jul-Sep 2017	Oct-Dec 2017	Jan-Mar 2018	Apr-Jun 2018	Qtr-to-qtr change	Year-on-year change	Qtr-to-qtr change	Year-on-year change
	Thousand	Thousand	Thousand	Thousand	Thousand	Thousand	Thousand	Per cent	Per cent
Both sexes	16 100	16 192	16 171	16 378	16 288	-90	188	-0,5	1,2
Agriculture	835	810	849	847	843	-3	8	-0,4	1,0
Mining	434	446	411	397	435	38	1	9,6	0,3
Manufacturing	1 799	1 749	1 791	1 849	1 744	-105	-55	-5,7	-3,1
Utilities	148	153	149	143	161	18	13	12,2	8,8
Construction	1 395	1 365	1 390	1 431	1 476	45	80	3,1	5,8
Trade	3 265	3 286	3 240	3 276	3 219	-57	-46	-1,7	-1,4
Transport	954	988	1 001	960	1 014	54	60	5,6	6,3
Finance	2 395	2 463	2 373	2 402	2 399	-3	4	-0,1	0,2
Community and social services	3 560	3 616	3 691	3 785	3 692	-93	132	-2,5	3,7
Private households	1 311	1 313	1 270	1 275	1 296	22	-15	1,7	-1,2
Other	3	3	6	12	8	-5	5	-38,8	182,7
Women	7 078	7 125	7 071	7 222	7 134	-88	56	-1,2	0,8
Agriculture	264	252	267	285	278	-7	14	-2,5	5,2
Mining	61	53	45	42	60	17	-1	41,3	-1,9
Manufacturing	603	597	585	624	584	-41	-19	-6,5	-3,2
Utilities	31	43	38	34	48	14	17	41,5	52,9
Construction	174	158	174	149	157	9	-17	5,8	-9,9
Trade	1 578	1 563	1 536	1 553	1 537	-16	-42	-1,0	-2,7
Transport	171	190	197	193	203	10	32	5,2	19,0
Finance	1 003	1 008	976	1 026	1 019	-7	16	-0,7	1,6
Community and social services	2 172	2 248	2 259	2 328	2 246	-81	74	-3,5	3,4
Private households	1 018	1 010	990	982	996	14	-21	1,5	-2,1
Other	3	3	3	7	6	0	4	-7,1	133,7
Men	9 022	9 067	9 100	9 155	9 154	-1	132	0,0	1,5
Agriculture	571	558	582	561	565	4	-6	0,7	-1,0
Mining	373	393	365	355	376	21	2	5,8	0,6
Manufacturing	1 196	1 152	1 206	1 225	1 160	-64	-36	-5,3	-3,0
Utilities	116	110	111	109	113	3	-4	3,2	-3,1
Construction	1 221	1 206	1 217	1 282	1 318	36	98	2,8	8,0
Trade	1 686	1 722	1 704	1 723	1 682	-41	-4	-2,4	-0,2
Transport	783	798	804	767	811	44	28	5,7	3,6
Finance	1 392	1 455	1 397	1 377	1 381	4	-12	0,3	-0,8
Community and social services	1 388	1 369	1 432	1 458	1 446	-12	58	-0,8	4,2
Private households	294	303	280	293	300	7	6	2,5	2,0
Other	.	.	2	6	1	-4	.	-76,7	.

The dominating industry by women is community and social services with 2259 from Oct to Dec 2017, to 2328 from January to March 2018. The second one is on trade, which was 1578 from April to June 2017. The third industry is private households, which was 1018 from April to June 2017 (Quarterly Labour Force Survey, Quarter 2: 2018).

According to the Human Resources Development Strategy for the Public Service (2002-2006), skills development is not only a way to improve capacity for individual employees of the state. It constitutes the strengthening of the most important vehicle available to the state to achieve its goals for changing the entire South African society (DHET 2010; Global Sustainable Development Report 2019). Skills development has to be aimed at making people better at the roles that they play in the developmental state. In addition, skills development becomes an important vehicle through which people can transform the less tangible aspects of the public servants – their attitudes, their commitment and the manner in which they engage with people (United Nations 2013). The researcher is of the opinion that it is a fact that South Africa needs skilled human resource for its economic stability. The researcher is further of the emphasis that economic stability is influenced by permanent skilled labour.

2.5 RATIONALE FOR THE DEVELOPMENT OF THE NATIONAL SKILLS DEVELOPMENT PROGRAMME

South Africa as a developing country is always learning from and influenced by developed countries. It has also been the case with the skills development as well. Skills development is an urgent priority for any country as an integral part of overall objectives of reducing poverty, increasing employment, increasing economic growth and improving its international competitiveness (Clinton, Emmanuel & Denzel, 2015). The drive for skills development in South Africa is a crucial priority. The abovementioned authors argue that the demands of a more complex and changing economy characterised by an escalating use of information, more complex technologies and a general rise in skills requirements of jobs also necessitates the need for innovativeness and improved level of applied competence. A skilled workforce is an essential requirement for the growth of a country's economy; training therefore becomes increasingly significant (ILO 2010; Rajaram 2017).

As already highlighted, the Republic of South Africa has been swimming in a pool of discrimination, inequality and poverty for certain race groups until to date. According to Manana (2015) as well as Vally and Motala (2014), South Africa's transition from apartheid to a post-apartheid democratic system did not influence the country in a positive way with regards to the necessary skills. The post -apartheid state ushered in a period of wide-scale reform of public policies, amongst which were reforms to the country's education and training systems. These reforms were proposed as a means to begin to redress the historical imbalances created by apartheid's racialised labour market, which has resulted in a low skills regime (Carey 2012; Alphonsus 2015). Vally and Motala (2014), Reddy et al. (2017) and De Lannoy, Graham, Patel and Leibbrandt (2018) alluded to the fact that South Africa was set free in 1994, but the reality is that it did not change or become a land without borders. The researcher's understanding is that South Africa is still characterised by borders and therefore democracy is only on paper.

Vally and Motala (2014) as well as Tshele and Agumba (2014) also advocate that it is a fact that skills shortage is the leading cause of unemployment and inequality in South Africa. The South African experience exemplifies how difficult it is to develop robust and coherent skills in the context of inadequate social security, high levels of job insecurity and high levels of inequalities. A key challenge facing the new government was to develop policies that could address this historical legacy while simultaneously overseeing the integration of the South African economy into a hostile global capitalist economic system (Vally & Motala 2014; Schwab 2019). This means that the point of departure for the new democratic government was to repeal apartheid legislations.

In an attempt to address the historical legacy of unemployment, lack of economic skills and other critical issues, new legislations were developed. A lot of legislation is already in place, but the reality is that poverty status is growing very high on a daily basis. The available skills cannot meet the demand in the global market (Vally & Motala 2014; Reddy et al. 2017). As a result, Lawal (2013), Dunbar (2013) and Alphonsus (2015) emphasise that vocational and technical education is the form of education that comprises of the training in skills development necessary for gainful employment. The aim is at developing individuals with the right skills and attitudes to work and compete in a global society.

Lamar (2013) and Dunbar (2013) are of the view that technical and vocational education in institutions contribute to the skills development which will be of benefit to the workplace later. In other words, the researcher's interpretation of skills development is that it is located in this level (technical and vocational) of education. For Lamar (2013) and Dunbar (2013), technical and vocational education serves the following advantages:

- Generation of employment/creation of job opportunities.

Technical and vocational education could be used to develop marketable skills in students/youths so that they can become easily employable. It makes an individual to become an asset to himself and the nation, and prevent him from being a liability to the society.

- Industrial development.

Technical and vocational education helps a nation develop technologically and industrially by producing people who are competent and capable of developing and utilising technologies for industrial and economic development. It is a tool that can be used to develop and sustain the manpower needs of any nation for good production.

- Entrepreneurship strategy.

Technical and vocational education offers beneficiaries the ability to be self-reliant, to be job creators and employers of labour (Dunbar 2013).

- Poverty alleviation.

Workers who possessed these skills (technical and vocational) are better off financially than those who had no other skills as they can create their own employment.

The researcher acknowledges that even though Lawal (2013) views competition in globalisation as a good thing, in South Africa it is different. Despite the fact that globalisation brought about the global economic integration of many formerly national economies into one global economy by free trade, but for South Africa this is meaningless due to lack of the necessary skills to participate in that competition (Mosala et al. 2017). Again, even though the Sustainable Development Strategies (2002), Potter et al. (2008) as well as Little and Hettige (2013) alluded to the fact that globalisation is fueling economic growth, creating new income-generating opportunities, accelerating the dissemination of knowledge and technology and making possible new international partnerships, but for South Africa it is just a dream. It is far worse when taking South African women into consideration in this global benefits as they have been long excluded in the social activities, particularly in the economy (Department of Women 2015; Stats SA 2018).

Mercorio and Mercorio (2000) as well as Mosala (2017) emphasise that as a result of historical factors, an imbalance in the skills and knowledge levels of different groups within South Africa came into existence. Gill, Fluitman and Dar (2000), Mercorio and Mercorio (2000), McGrath (2005) as well as Blair, Miller and Tieken (2009) emphasise that the root causes of poor human resources development in South Africa lie in the historical legacy of black citizens' lack of access to basic education (Spaull 2013; Moses, Van der Berg & Rich, 2017). The researcher understands the abovementioned process as similar to social exclusion. Social exclusion for Desai and Potter (2008), the South African Human Rights Commission (SAHRC) and the United Nations Children's Fund (UNICEF) South Africa (2014) is when one does not participate in key activities of the society in which he or she lives. Those activities can be economic (income, wealth, land etc), health (both physical and mental), access to education, training and work, access to services such as housing, transport and well-being (emotional dimension) and others (Saloojee & Saloojee 2011; Hoff & Walsh 2017; Khan, Combaz & Frazer 2015).

As already highlighted, Desai and Potter (2008) as well as Blair et al. (2009) emphasise that historically, Africans in South Africa have not been involved in the formulation of government policies that affected them. Blair et al. (2009), Giliomee (2012) including Mhlauli, Salani and Mokotedi (2015) argue that the Bantu Education System was implemented to produce a semiliterate industrial force. The abovementioned authors further emphasise that this was done to ensure that the black communities do not participate in the European community due to lack of necessary skills (Hale 2010; Giliomee 2012). The researcher's understanding of this system is that it did not only have a negative impact on black South Africans at large, but worst on women. The gender roles of women as child bearers, rearers and nurtures, carers for the sick and old put them in a very disadvantaged position as far as education is concerned. It is further argued by Giliomee (2012) that whites get stable jobs with high wages and a future, while blacks get high turnover, dead-end low-wages job. As already mentioned, Desai and Potter (2008), Stats SA (2013) as well as Khan, Combaz and Frazer (2015) refer to this process as social exclusion.

Employers are looking for engineers, technologists, computer analysts, medical workers, and others while unskilled and semi-skilled workers are increasingly unable to find work (Warhurst, Grugulis & Keep 2004). Mkhatshwa-Ngwenya (2012) affirms that lower skills levels have a negative effect on finding a job and production. Cloete (2005) and Cedefop (2017) warn that the low skills base is viewed as one of the reasons for the low levels of investment in the economy. As a result, a lack of adequate managerial, organisational and administrative skills and experience reduces the capacity to support industrialisation and to cope with the demands of modern government (Noman et al. 2012). The researcher's understanding is that the point of departure for skills development is that one should be in the workplace working and then an opportunity will be provided to get an add-on to sharpen the existing skill.

LaRocque (2007), Ansu and Tan (2008) and Norman et al. (2012) acknowledge that while Africa's skills gaps are very real and deep-seated, solving them will require more than a call to increase investments in skills development. According to LaRocque (2007), a skill gap refers to a situation where employers are hiring workers whom they consider under-skilled or where their existing workforce is under-skilled relative to some desired level. A shortage occurs when the demand for workers in a particular occupation is greater than the supply of workers who are qualified, available and willing to work under existing market conditions (LaRocque 2007). As already indicated, skills shortage reflects the interplay of the supply and demand for skills in the economy (LaRocque 2007). The abovementioned authors further indicate that such investments must deliver results in the short run. It is also expected that a reliable and steadily growing supply of trainable and retrainable workers with diverse skills be produced (Norman et al. 2012). Ansu and Tan (2008) and Mkhatshwa-Ngwenya (2012) stipulate that skills development is pursued as a central part of a country's investment, growth and export competitiveness and industrialisation strategies.

Van Vuuren (2014) postulates that within the need for skills in the South African context, the skills gaps cannot be filled through formal academic training alone but also by recognising companies and individuals that put a lot of effort into measuring the impact of training interventions. Badroodien (2002) and Lawal (2013) cite that the histories of industrial and technical education provision in South Africa have different origins, and their development was informed by different contexts. Badroodien (2002) further mentions that the history of vocational and or industrial education in South Africa is intimately linked to the skills development and can contribute to effective economy. Technical institutions evolved mainly in response to the growing needs of the railways, mining and industries for trained and skilled artisans (Badroodien 2002; Lawal 2013).

2.6 MODELS OF SECTORAL TRAINING

The researcher is of the view that case studies for countries such as Canada, New Zealand, Germany, Denmark and others have been conducted. In exploring how countries had restructured their education and training systems, four models for sectoral training were identified. They are as follows: voluntaristic or market based systems, interventionist systems, state-led systems and corporatist systems. Ndunda (2016) as well as Emmenegger, Kvist, Marx and Petersen (2015) reflected on these models but followed Esping-Andersen's three worlds of welfare capitalism approach. The abovementioned authors also supported the fact that welfare states can be classified according to the degree of de-commodification, social stratification and solidarities going on in that state. De-commodification for Esping-Andersen (1990) and Emmenegger et al. (2015) refer to the fact that citizens can freely and without potential loss of job, income or general welfare opt out of work when they themselves consider it necessary. The discussion of the four models will be addressed according to Esping-Andersen's three worlds of welfare capitalism.

2.6.1 Voluntaristic or Market-based model

Scholars refer to these models differently. Esping-Andersen (1990), Aspalter (2001), Ferragina and Seeleib-Kaiser (2011) and Emmenegger et al. (2015) refer to this model as Liberal. It is advocated that in this model government monopolises the market and this enhances class inequality and creates inefficiencies (Ferragina & Seeleib-Kaiser 2011; Emmenegger et al. 2015). This model is competitive in nature which means that the market rewards those who work harder. The researcher's understanding of this model is that equal opportunity in economy is promoted through competition. Great personal freedom and prosperity to society is promoted (Ferragina & Seeleib-Kaiser 2011; Emmeneger et al. 2015). The markets are free and government interference is very minimal. The government only provides the necessary support to ameliorate poverty (Mbuli 2008; Ferragina & Seeleib-Kaiser, 2011; Emmeneger et al. 2015). Welfare services are based on a means-tested approach which determines whether the individual or family possesses means to do without that help. Individualistic self-reliance on market is promoted (Emmeneger et al. 2015; Cautherley 2016). This model is characterised by a low de-commodification level (Aspalter 2001; Ferragina & Seeleib-Kaiser 2011; Jensen 2012; Ndunda 2016).

In this model, training investment decisions are left largely to individuals and employers (Aspalter 2001; Forrat 2013). Demarcation of Sector Education and Training Authority (1998) and Tshilongamulenzhe (2012) posit that sectoral arrangements are often loose. It is further highlighted that employers combine to secure access to specialist advice and facilities as well as achieve economies of scale in the delivery of training programmes. The researcher is of the view that the Republic of South Africa is a blend of market-based/ liberal. This is confirmed by the provision of a means tested welfare services including the education system. The Skills Development Programme is dependent on the consultations between individuals and their employers to make it effective (Dunbar 2013; Lawal 2013).

The researcher's observation is that skills development is influenced by the philosophy of the country where it is practised. In other words, it is not a neutral activity but has to be guided by the country where it takes place. Countries falling under the liberal model are New Zealand, Canada, Australia, the United States and others. For the sake of this discussion, New Zealand will be used as an example.

Similar to South Africa, LaRocque (2007) as well as as well as Rust and Verran (2018), mention that New Zealand has experienced sustained and significant shortages of skilled labour for a number of years. At the same time, Malone, Rincón-Gallardo and Kew (2018) point out that the New Zealand government has policies in place calling for the redress of historical inequalities. The purpose of these policies is to enhance the quality of the education system. These shortages have occurred despite considerable government investment in tertiary education and training. The current framework for industry training in New Zealand has been in place since the passage of the Industry Training Act of 1992. The researcher is able to pick up some similarities between New Zealand and South Africa in terms of redressing historical inequalities. In South Africa, apartheid remains the reason for inequality. In New Zealand, a number of issues such as measures of health, knowledge and skills, employment, standards of living, cultural identity and social connectedness were highlighted (Blackely & Simmers 2011; Marriott & Sim 2014; Carey 2015; Keddell & Davie 2018).

LaRocque (2007) as well as Rust and Verran (2018) further highlight that the causes of skills shortages may differ across occupations, industries, regions and time. For this reason, there is no single or simple solution to skill shortages- either for governments or for individual firms seeking to mitigate their impact. As already mentioned, LaRoucque (2007) together with Rust and Verran (2018) emphasise that although there has been some improvement in recent years, skill shortages have occurred despite considerable government investment in tertiary education and training. The role of government in addressing skill shortages is to provide an enabling conducive environment for individuals and private sector to flourish in investing in human capital through legislation.

The philosophy of the country influences skills development. The education system of a particular country can guide skills development. According to Tobias (2010), in New Zealand, the Tertiary Education Strategy (2010-2015) was developed and one of its priorities was to raise the skills and knowledge of the current and future workforce to meet the labour market demands and social needs. The above-mentioned strategy recognises that skills are crucial for securing long-term productivity and future growth.

The education system in New Zealand has three levels that are similar to South Africa. They are early childhood education - from birth to school entry age, primary and secondary education, from 5 to 19 years of age as well as further education. Further education level is where higher and vocational education (skills development) takes place (Cloete 2005; Rust & Verran 2018). The students at higher and vocational education can follow a variety of flexible pathways, choose and practice their careers. The education at this level is student-centred. It focuses on supporting students to problem-solving, process information, work with others, create and innovate. Each student is able to develop their potential along a number of possible pathways, academic or vocational.

It has been identified by Dalziel (2011) that New Zealand is the first of five countries to participate in the Organisation for Economic Co-operation and Development (OECD) project on Leveraging Training and Skills Development in Small and Medium-Sized Enterprises (SMEs). OECD is a unique forum where governments of 30 market democracies work together to address the economic, social and governance challenges of globalisation as well as to exploit its opportunities. The study on Leveraging Training Skills Development in SMEs was conducted at Canterbury in New Zealand during 2008/09. It has been discovered that there is a strong link between training and innovative firms, highlighting the potential for SME's to improve New Zealand's economic performance. The study highlighted the diversity of education and training providers and the fact that SME's upgrade skills through a number of different means. Formal and informal means were highlighted.

Formal training refers to learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources) (Dalziel 2011). Formal learning is intentional from the learner's point of view. It typically leads to validation and certification. Informal alternative training refers to learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective (Dalziel 2011). The study highlighted that skills developed through these diverse sources (formal and informal) are viewed by firm managers as being an important contributor to productivity and competitiveness, at least for individual enterprises. The following critical areas of skills development were also highlighted.

- Entrepreneurial skills

The Tertiary Education Commission could be encouraged to support work on entrepreneurial skills. Those entrepreneurial skills in tertiary education should relate to the demand for, and supply of the training which has a positive and high rate of return.

- Knowledge-intensive service activities

The government could continue to refine and better link training assistance to SMEs, encouraging firms to understand the value of "learning while doing" for both employees and firm capability. Learning while doing should also be built deliberately into firms' business plans and into purchasing and training decisions for employees at all levels of skills.

- Barriers and incentives to train

The Ministry of Education and the Tertiary Education Commission could be encouraged to investigate the extent to which costs of formal training (including fees, transport and opportunity costs) and time constraints are barriers to SMEs. The Ministry should also invest in formal training of medium to high-skilled and managerial staff in SMEs, and identify options for encouraging appropriate levels of training in these areas. In addition, the Tertiary Education Commission could refine publicly available data about provider and programme performance to better assist SMEs to match their training needs to the most relevant providers and programmes.

There is also an important role for private sector business organisations to raise awareness, champion and help connect SMEs to skills development. All New Zealand businesses must be able to engage in effective skills development – both formal and informal - and have ready access to such opportunities. This applies to all levels of skills, including management and innovation-related skills through technical and specialist skills to basic social and language skills.

The New Zealand educational system is similar to South Africa's as the qualification levels are also ten. Levels 1-4 are broadly comparable to senior secondary education. Levels 5-6 generally cover advanced trades, technical and business qualifications. Levels 7-10 generally cover degrees, graduate and postgraduate qualifications (Council on Higher Education 2013). The skills development is introduced at level 5 where different trades-specialisation areas take place.

Education in New Zealand is increasingly international in character, driven by information technology, trade, employment markets extending beyond national borders, and a well-travelled population of students, teaching staff and researchers. This means that the skills development education is a critical factor in developing the skills and innovation required for New Zealand to compete globally, and plays a significant role in New Zealand's relationships internationally. Skills development in this country is facilitated by the availability of resources as well as knowledge based on research (Rust & Verran 2018).

2.6.2 Interventionist / State-led model

From the researcher's frame of reference, the Interventionist and State-led models are similar. Her understanding of the State-led model is that the state plays a critical role for the wellbeing of the whole population. Esping-Andersen (1990) and Emmenegger et al. (2015) name this model the Social Democratic model. This model is characterised by freedom from the market (Ndunda 2016; Isakjee 2017). Welfare services are universalistic which means that everybody has rights to good health care because of citizenship. The minimum income for all is combined with generous benefits for middle-income earners. In this system, publicly-funded training institutions play a dominant role at all levels of the training system (Mercorio & Mercorio 2000; Aspalter 2001; Emmenegger et al. 2015). It is argued that the social democratic welfare state gives people more power in governance. By providing welfare services to every citizen, it eliminates poverty, unemployment wage dependency and creates political unity (Jensen 2012; Isakjee 2017).

Sectoral arrangements tend to be advisory, concerned principally with the development of qualifications and influencing resource allocation decisions to reflect the needs of industry and the labour market. Such systems are found in Scandinavian countries. Those countries include Denmark, Norway, Sweden and others (Ferragina & Seeleib-Kaiser 2011; Ndunda 2016). These systems have mechanisms to overcome externalities leading to under-investment in training, which is a characteristic feature of voluntary arrangements (Aspalter 2001; Ferragina & Seeleib-Kaiser 2011; Emmenegger et al. 2015).

Taking into consideration the characteristics of State-led model, the researcher is of the opinion that South Africa is not a blend of this model as the training is highly regulated and the welfare services are not universalistic. The Republic of South Africa is seen to be a blend of Corporatist and Liberal model. The corporatist model is discussed in detail after this model.

According to Osterund (2012), vocational education and training (VET) in Denmark is key to ensure a flexible and skilled workforce to adapt to changes within the labour market. The main purpose is that the skilled workforce is able to adapt to changes within the labour market. VET has the role of equipping young people and adults with higher (new) qualifications as a response to rising levels of (long-term) unemployment. The Danish VET system is instrumental in ensuring the responsiveness of education and training provision to the changing needs of the labour market, especially that the country had unskilled workers. It also enables both enterprises and individuals to adjust their skills and competences accordingly (Osterund 2012). In a lifelong learning perspective, the overall VET system is being streamlined to ensure coherence and transferability (The European Centre for the Development of Vocational Training 2012). The Danish education and training system can be divided into two parallel parts:

2.6.2.1   The mainstream education system

The skills development is located at vocational and general adult education and continuing training system level (Osterund 2012). The mainstream educational system is attended by children from the age of six who progress through the system during their youth and adulthood. The adult education and continuing training system mirrors the qualifications provided within the mainstream system, but is designed specifically for adults and provides opportunities for gaining supplementary qualifications. The two parallel systems combine excellently in providing a framework for lifelong learning.

2.6.2.1.1 Primary and lower secondary education (basic schooling)

In Denmark, basic schooling has for several years been compulsory from the age of seven (7) to sixteen (16), from the first to the ninth grade. The 10th grade is intended as an option for young people in need of further academic competence and clarification regarding their future choices before entering youth education - either general or vocational upper secondary education (Osterlund 2012; Adams 2017).

Primary and lower secondary education in Denmark is generally integrated and located within the comprehensive Danish school, although other types of institutions such as private independent schools also exist. Primary and lower secondary education is completed with a leaving examination providing access to upper secondary (youth) education (Adams 2017).

Within the adult education and continuing training system, there are two programmes at this level. Preparatory adult education (FVU) provides courses in basic literacy and mathematics, as well as courses for those with learning difficulties and those with Danish as their second language. General adult education (AVU) is provided to adults who, for whatever reason, did not complete lower secondary education or need a supplement within particular subjects. Qualifications at this level are equivalent to the ninth or 10th grade leaving examination.

2.6.2.2.2 Upper secondary education (youth education)

Upper secondary education (youth education) consists of both general upper secondary education and vocational upper secondary education and training (IVET) (Osterund 2012; The European Centre for the Development of Vocational Training 2012; Adams 2017). This is where skills development is introduced on a lighter note as the students are taken through vocational training. In other words, skills development is facilitated from the upper secondary education.

General upper secondary education programmes usually last three years, and are preparatory for higher education at tertiary level. Four different qualifications result from four corresponding courses:

- upper secondary leaving qualification
- higher preparatory examination
- higher commercial examination
- higher technical examination

The latter two are sometimes referred to as vocationally-oriented upper secondary education. They specifically target higher education at business schools and technical and engineering courses of higher education respectively. Despite their different emphasis, all the above-mentioned programmes potentially (dependent on the student's choice of subjects and the grades achieved) provide access to all areas of higher education (Osterund 2012).

2.6.2.2.3   Initial Vocational upper secondary education and training (IVET)

This is where the real skills development is happening as Initial Vocational Education and Training (IVET) includes agricultural, commercial, technical, and social and healthcare programmes. The students typically start with a foundation course with a duration of between 20 and 60 weeks. The basic course is generally college-based, although alternative pathways exist. To continue with the main programme, students are required to have a training contract with an enterprise. These main programmes vary in length, but generally take about three years. IVET qualifications provide access to the labour market as skilled workers or to specific short and medium-cycle higher education programmes at vocational colleges and academies or university colleges (Adams 2017).

2.6.2.2.4 The adult education and continuing training system

Denmark has the highest participation rates in adult education and continuing training in the European Union (The European Centre for the Development of Vocational Training, 2012). Adult education and continuing training includes three programmes at upper secondary level: higher preparatory single subjects, basic (vocational) adult education (GVU, and adult vocational (continuing) training programmes (AMU). The main target group for the first programme is adults needing to supplement an existing upper secondary qualification to gain access to a particular higher education programme. With the correct combination of subjects, however, a full higher preparatory examination can be gained. GVU programmes are aimed at low-skilled workers with at least two years relevant work experience, and allow the acquisition of qualifications equivalent to IVET which incorporate prior learning. AMU programmes provide specific work-related skills training aimed at both skilled and unskilled workers (The European Centre for the Development of Vocational Training 2012).

The programmes can be split into three main categories:

- General skills;
- Specific job/sector-related skills;
- Labour management skills.

AMU programmes provide participants with skills and competences applicable in the labour market and primarily directed towards specific sectors and job functions (Andersen & Kruse 2016). The programmes may either deepen the participant's existing knowledge in a particular field, or broaden it to related fields. AMU programmes are targeted at low-skilled and skilled workers, but are open to all either resident or employed in Denmark, irrespective of their educational background (Andersen & Kruse 2016). Some AMU courses are also targeted at the unemployed.

The objectives are three-fold: (a) to contribute to maintaining and improving the vocational skills and competences of participants in accordance with the needs of the labour market. To furthering competence development of participants; (b) to contribute to solving labour market restructuring and adaptation problems in accordance with the needs of the labour market in a short- and a long-term perspective; (c) to give adults the possibility of upgrading competences for the labour market as well as personal competences through possibilities of obtaining formal competences in vocational education and training (Andersen & Kruse 2016; Rainie & Anderson 2017).

2.6.2.2.5   Higher education

Higher education can be broadly divided into

Professionally-oriented short- and medium-cycle programmes where the former lead to an academy profession degree, and are offered at academies of professional higher education, while the latter lead to a professional bachelor's degree and are offered by university colleges;

Research-based long-cycle programmes offered at universities where most students continue after completing a bachelor's degree to a master's degree programme. The latter can then provide access to doctoral programmes (Tremblay, Lalancette & Roseveare 2012).

Again, there are corresponding programmes within the adult education and continuing training system: short-cycle further (vocational) adult education (VVU), medium-cycle diploma programmes, and long-cycle master's programmes. These programmes are, however, designed as part-time courses to allow participants to combine education with a working career, and better incorporate an individual's professional and life experience (Osterlund 2012; The European Centre for the Development of Vocational Training 2012; Adams 2017).

In Denmark there is youth education for young people with special needs. It is intended for young people with intellectual disabilities or other special needs, 16 to 25 years of age, who are unable to complete another upper secondary programme even with special needs assistance (Van der Meijden, Cox, Murray & Kealy 2015). OECD (2012) and The European Centre for the Development of Vocational Training (2012) argue that local authorities are obliged to offer young people with special needs a three-year youth education programme upon completion of compulsory schooling. This is similar to Germany, and is discussed below.

2.6.2.2.6   Governance IVET

The European Centre for the Development of Vocational Training (Cedefop) (2012) is of the view that VET in Denmark is organised according to the dual principle, meaning that the social partners play a key role in relation to both the content and organisation of VET. Moreover, the Danish VET system is characterised by a high level of stakeholder involvement where not only social partners, but vocational colleges, teachers and students are involved in development of VET based on consensus and shared responsibility (Cedefop 2012). The IVET system is centralised in terms of providing nationally-recognised qualifications (decision-making level), and to some extent (pedagogically) decentralised VET providers are autonomous in terms of adapting VET to local needs and demands (The European Centre for the Development of Vocational Training 2012; Adams 2017).

2.6.2.2.7   Funding

In Denmark, public financing of VET is a central trait of the system and there is no sign that this is going to change. The government attaches great importance to improving the quality and efficiency of education and training systems to equip all individuals with the skills required for a modern workforce in a knowledge-based society, and which, at the same time, permits career development and reduces skills mismatch and bottlenecks in the labour market (Osterlund 2012; The European Centre for the Development of Vocational Training 2012).

Another similarity between New Zealand and Denmark has been spotted. There is additional support of education for young people with special needs. It is also acknowledged by Mercorio and Mercorio (2000) as well as Organisation for Economic Co-operation and Development (OECD) (2019) that the legislation encourages a partnership approach between the state, employers, trade unions, learners and education and training providers. According to Van der Waldt (2004) and Ferragina and Seeleib-Kaiser (2011), one of the most important principles in the quest for new alternatives, improvement, governance and specifically service delivery, is the notion of developing public service that is progressively more equitable and client-centred in its performance, culture and attitudes.

One of the critical documents in the process of skills development encouraging active participation is *Batho Pele* Principles, which encourage active participation. The participation of community and other critical interest groups is ensured through *Batho Pele* Principles in South Africa (Skweyiya 1997; Khosa & Du Toit 2011; Public Service Commission 2012; Pietersen 2014).

2.7 Corporatist systems

The Corporatist system is also called the Conservative or Christian welfare system. In this system, decision-making is at the lowest level, and promotes traditional family values and preserves the old hierarchies (Aspalter 2001; Jensen 2012; Forrat 2013; Phillimore, Bradby, Knecht, Padilla & Pemberton 2018). This hierarchy creates different classes of people as well as benefits. This means that different groups receive different levels of benefits. Beamters or traditional and married families receive high pensions/ money whereas divorced, single parents and co-habitated couples receive less. This model perpetuates   patriarchy (Forrat 2013). It is built on a foundation that authoritarian control governs the market economy. State assistance will only step in when the family's capacity to aid its members is exhausted (Esping-Endersen 1990; Aspalter 2001; Ferragina & Seeleib-Kaiser 2011; Ndunda 2016).

There has been an acknowledgement that in this model, training is highly regulated, with substantial involvement by social partners (Aspalter 2001; Forrat 2013). It is acknowledged that it was difficult for the employer bodies study to come to the conclusion on which approach to draw many lessons about the effectiveness and efficiency of different approaches because sectoral arrangements were relatively new (United Nations 2013). Secondly, based on the said point earlier, there has been a little evaluation of sectoral arrangement and their impact. Lastly, within individual countries, there is a vast array of organisations and different arrangements, and this made the analysis difficult (Ferragina & Seeleib-Kaiser 2011; Forrat 2013; Jahn 2016).

Germany falls under the conservative model, which means that local authorities determine what is right or wrong. According to Ndindu (2015) in the German VET System, trainees are trained in state-recognised occupations requiring formal training. These are defined in accordance with the requirements of the job market, in close cooperation with official bodies and management and labour (Jahn 2016). The purpose of formal training is to ensure standardised VET in companies where skills development is introduced with equivalent requirements throughout the country. VET is seen as more comprehensive, as preparation for a number of different, but similar occupations for skills development.

The German vocational education and training system, also known as the dual training system, is guiding skills development in Germany. The dual training system is highly recognised worldwide due to its combination of theory and training embedded in a real-life work environment. The real-life work environment is shaped and influenced by traditional hierarchies (traditional family values) which are paternalistic (Aspalter 2001; Ferragina & Seeleib-Kaiser 2011; Ndindu 2015). The German dual system offers an excellent approach to skills development covering initial vocational education and training, further vocational education and training, careers, employability, occupational competence and identity. The dual system is appreciated as Germany enjoys low youth unemployment and high skill levels (Ndindu 2015; Pilz & Wiemann 2020).

One way of training for the future occupation in Germany is by pursuing a dual vocational training programme (Haasler 2020). Such programmes offer plenty of opportunity for on-the-job training and work experience which entails skills development. The programme comprises theoretical as well as practical elements. It is mentioned that one will spend a day or two a week, or several weeks at once, in a vocational school. This is where one will acquire the theoretical knowledge that will be needed in the future occupation. The rest of the time will be spent at a company. There, one will get to apply the newly acquired knowledge in practice, for example, by learning to operate machinery. One will get to know what the company does, learn how it operates and find out if one can see himself or herself working there after completing the training (Haasler 2020; Pilz & Wiemann 2020). In the South African context, skills development is done through learnerships, apprenticeship and internships. This can provide an opportunity for learning and integrating theory and practice.

This combination of theory and practice provides a real head start into the job: by the time the training is completed, one will not only have the required technical knowledge, but will also have hands-on experience in the job (Ekwueme, Ekon & Ezenwa-Nebife 2015). Gasskov (2018) made it clear that employers seek competent and productive workforce who are comfortable with working conditions and show commitment to companies where they are employed. Skills development and continuous training is one of the instruments of achieving the above equilibrium.

Germany is widely known for its high-quality vocational education and training (VET) system. The two key features of that system are firm-based training programmes accompanied by a school-based component. In this training, apprentices acquire upper secondary general education in core subjects like maths and German and theoretical knowledge in their training occupation. This duality of practical and theoretical knowledge acquired at the workplace and at vocational schools is accompanied by the private-public duality in the governance structure (i.e public governance of the vocational schools, provide governance of the firm-based training).

The German dual system does have its merits. It offers youth without a university entrance diploma opportunities to learn a trade and to move quite smoothly into skilled work. Whereas countries in which young people can only enter college or university education programmes have a rather polarised qualification structure (persons without tertiary education versus those with some tertiary education or a tertiary degree), Germany has a broader qualification structure. That structure ranges from those without a VET or tertiary degree to a large group of people with VET degrees and a midsized group of people with university degrees (Scmhid et al. 2020). According to Haasler (2020) there are five reasons why the dual system is taking place.

2.7.1 Twice the fun – with theory and practice

Vocational training in Germany offers a lot of variety. It combines theory and practice right from the start. One will receive on-the-job training at a company, while one or two days a week, or several weeks at a time are reserved for vocational school where one will learn about the theoretical principles that serve as the basis for the work. This dual system combining theory and practice will provide an ideal start into one's job.

2.7.2 Young talent is in high demand

As companies across all industries are currently on the lookout for trainees, one's chances of securing a place in a vocational training programme are excellent. Further information on how to successfully apply to a company can be found in the guide to "vocational training in Germany".

2.7.3 Learn and earn

When starting a vocational training programme in Germany, one will be earning money from day one. Companies will pay a salary for the work done as part of the course.

2.7.4 Good chances of being offered a permanent job

Vocational training may be the ticket to a career on the German labour market. Around two thirds of all trainees get a permanent job with their companies after completing vocational training. Upon completion of the programme, one will be fully qualified in the profession and earn good money – and one will benefit from the fact that the company is already known to him or her, its operations and colleagues.

2.7.5 Good career prospects

Vocational training makes one to be fit for the future. Professionals with a vocational qualification are in high demand on the German labour market. In some fields, candidates with a vocational qualification are even more sought after than university graduates.

According to the researcher's observation, there is a number of benefits in a dual system. The students pursuing a vocational training programme receive a monthly salary from the company they work for. On average, a trainee earns around 795 Euros gross. Depending on occupation and region, one's salary may be higher or lower. For example, mechatronics engineering trainees earn 950 Euros gross per month on average. The salary one receives as a trainee increases with each year of training completion. Part of one's wage will be deducted for social security contributions. In addition to that, during the training programme, one is entitled to at least 24 working days or four weeks of annual leave. However, one may only take leave during school holidays (Schmid, Scharnhorst & Kammermann 2020).

The German VET system consists of three sectors: the well-known dual system of firm-based training combined with school-based education (apprenticeships); fully qualifying school based vocational education programmes (mainly for intermediate-level white-collar, mainly female-dominated occupations in sectors such as health, social work, and media, including nurses, kindergarten teachers, medical assistants); and the sector of prevocational training measures called the "transitional system." Both dual and school-based regular VET programmes are occupation-specific and fully qualifying; they lead to nationally recognised, occupation specific VET certificate (Schmid, Scharnhorst & Kammermann 2020).

Training in the dual system is firm sponsored. Employers bear all the costs of the (large) firm-based component, including those for training staff and equipment; the state governments bear the costs of the school-based components. Moreover, firms pay wages to their apprentices (Schmid et al. 2020).

Students in these programmes have a trainee contract with an employer and graduate with both a vocational certificate and a bachelor's degree mostly from universities of applied sciences (Schmid et al. 2020). According to Federal Ministry of Education and Research, (2015), there are currently around 330 occupations requiring formal training in Germany. Employer organisations and trade unions are drivers when it comes to updating and creating new training regulations and occupational profiles or modernising further training regulations.

As a result, training, testing and certificates are standardised in all industries throughout the country. This ensures that all apprentices receive the same training regardless of region and company. Moreover, employers have trust in these certificates as they provide evidence of what an individual knows and is able to do (Schmid et al. 2020).

Federal Ministry of Education and Research (2015) postulates that the shared responsibility between government, employers and trade unions also helps in responding to emerging new challenges such as digital innovations like internet. Businesses that take part in the dual training scheme consider vocational training to be the best form of personnel recruitment. Companies which provide training not only save on recruitment costs but also avoid the risk of hiring the wrong employee for the job. Investment in first-class training is a key factor for success in an increasingly competitive world (Federal Ministry of Education and Research 2015).

The main benefit for apprentices is that they receive market-relevant training that improves their chances on the labour market which is constantly evolving. It also assists in upgrading skills in response to the latest innovations of the digital age while simultaneously broadening their social and democratic participation. There is a growing awareness across Europe and all over the world that excellent work-based vocational education and training is vital for competitiveness and social participation. Demand from other countries for cooperation with Germany in this area remains high. To this end, the Federal Education Ministry supports initiatives such as the European Alliance for Apprenticeships launched by the European Commission (Federal Ministry of Education and Research 2015).

It is also said in Germany, 25% of the workforce is perceived to be having low educational levels, even though the majority does have matric (Changes in the South African Education System 2002; Mlatsheni & Ranchhod 2017). This situation is similar to South Africa as majority of people who managed to complete their matric could not further their studies due to affordability issues. This is also applicable to majority of women who find themselves in the shelters for domestic violence. They do not have matric.

The lessons learnt from Germany which pertain to skills development is that there is a high quality of TVET; there is a firm-based or on-the-job training which takes place in the workplace. VET combines theory and practice from the start. The researcher learnt that VET also provides multiple benefits such as learn and earn. In other words, salaries are paid from day one of the learning. Opportunities for a permanent job are also provided. A good working relationship can be developed with the company and colleagues during the learning, and as a result one is ready for a permanent job at a well-known environment. Professionals with high qualifications are in high demand.

2.8　　　BASIC EDUCATION AS A FOUNDATION FOR THE NATIONAL SDP

Skills development can take place in the institutions or workplaces, and therefore cannot be effective without education and training. It is confirmed by Alphonsus (2015) as well as Clinton et al. (2015) that the education system is primarily responsible for the provision of skills in South Africa. Basic education as a pre-requisite for reading and writing for individuals does not only promote self-knowledge, but also serves as a means of communication and interaction with the world (ILO 2011). Basic reading facilitates learning from primary to tertiary level and serves as an economic investment. Johanson and Adams (2004) including Schinkten (2017) advocate that what employers want most are basic academic skills taught in general education at primary and secondary levels. These skills are the ability to communicate, calculate, follow directions, solve problems, learn on the job, and work in teams. Johanson and Adams (2004) as well as Alphonsus (2015) further confirm that basic education is important not only because it represents what employers look for in recruiting, but also because it provides the essential foundation for the acquisition of new occupational skills over the life cycle as technologies change. Efficient skills formation requires a solid educational base (ILO 2011; Alphonsus 2015).

Early investment in basic education and vocational skills helps launch the individual into the world of work. Basic education enables persons to become learners throughout their lives, to develop occupational skills, to specialise and update themselves as economic opportunities and technology change. That is why investment in basic education is the most cost-effective use of public resources (Matea 2013; Olphonsus 2015). Taking it from Freire's (2005) view of education, it is argued that people should be educated in order for them to develop a critical and reflexive view of the society in which they are. This type of education should free them from naive acceptances of life and the dehumanising effects existing in it. The approach which education is deposited to learners should be avoided (Freire 2005; Alphonsus 2015; Lazaro 2017).

According to Freire (2005) and Lazaro (2017), education should be problematised. Problematising education means that education is becoming the process of each person's self-building and self-enrichment. This means that one should be able to read the world so as for him to be able to question it and transform it for the better. This means that in the broadest sense, education needs to be understood as part of the project of political liberation, since it offers the students the conditions for self-reflection and self-criticism for them to better manage their lives, thus providing fundamental notions of how people can become critically reflexive subjects able to transform their lives and to improve society as a whole. Problematising education means that education is able to help both learners and citizens to critically reflect on situations of oppression, social exclusion and injustice, among other problems. The poisonous banking method encourages people to see these situations not only as natural and normal, but also as acceptable and unchangeable. People can feel helpless (Freire 2005; Lazaro 2017; Shih 2018).

At the same time, education should be transformative. Lazaro (2017) emphasises the fact that transformative education is intended to help the popular masses to overcome both social exploitation and the alienation of the human person from the logic of capitalist, political and economic manipulation. Freire argues that a democratic education cannot be achieved outside an education for citizenship because what justifies the existence of a democracy is the exercise of citizens' political rights for their own wellbeing (Freire 2005; Lazaro 2017). The researcher is of the view that education can also be used not only as an instrument of domination against the least disadvantaged, but also as a tool of liberation mainly in democratic and capitalist societies like South Africa.

It is critical for education to teach desirable skills. Desirable skills include a strong grounding in language and mathematics, but employers also look for the ability to solve semi-structured problems in which hypotheses must be formed and tested (Johanson & Adams 2004; Lazaro 2017). Team work, effective communication, both orally and in writing as well as the ability to use computers to carry out simple tasks like word processing are basic requirements needed by employers (Murnane & Levy 1996; Johanson & Adams 2004; Mohlala 2011). The researcher is of the same view with Johanson and Adams (2004) as well as Lazaro (2017) that basic education will always serve as a foundation for learning and therefore is essential to provide the necessary skills to compete in the economy.

As already highlighted, Matea (2013) emphasises that education and training could play a critical role in addressing skills development and equipping citizens with skills that could enable them to participate fully in economic development and competitiveness of the country. Luiz (1993), Johanson and Adams (2004) as well as McCord (2012) assert that since labour is the only scarce resource which all poor able-bodied can rely on, increasing the productivity of this labour through training is clearly one of the effective ways to combat poverty. Johanson and Adams (2004) and OECD (2019) support the abovementioned idea that investing in the productivity and skills of people raises incomes of economically vulnerable groups, thereby reducing poverty.

Alphonsus (2015) as well as Sing and Chudasama (2020) point out that the basic education and the foundation for learning that it provides are essential to the alleviation of poverty. It is also highlighted that basic education facilitates the acquisition of new occupational skills over the life cycle as technologies change. Chudasama (2020) further warns that efficient skills formation requires a solid educational base. Early investment in basic education and vocational skills helps launch the individual into the world of work.

The researcher opines that basic education enables persons to become learners throughout their lives, and to specialise and update themselves as economic opportunities and technology change. That is why investment in basic education is the most cost-effective use of public resources. It is also mentioned that entrepreneurship education and training has been a regular part of the curriculum at secondary and post-secondary levels in developed countries (European Commission 2016). The courses are mostly taught by teachers who have backgrounds in business management or entrepreneurship development (McCord 2012; Alphonsus 2015; Chudasama 2020). According to Tremblay, Lalancette and Roseveare (2012) and The World Bank (2017) in Kenya, the curriculum is being delivered with the support of small business centres at all post-secondary public institutions. Moreover, entrepreneurs usually have a few years of work experience before they start their own businesses, so the impact of any school-based programme must necessarily be diffused (Matea 2013; Alphonsus 2015; Molefe 2019).

2.9 NATIONAL SKILLS DEVELOPMENT PROGRAMME AS A TRAINING

Taking it from the previous presentation, the researcher speculates that the Skills Development Programme cannot be effective without training. The impact of the training will be evaluated to determine the effectiveness of the SDP, hence the purpose of this study. The aim of this study is to evaluate the effectiveness of the Skills Development Programme for the shelters accommodating survivors of domestic violence in Gauteng Province, Tshwane Region.

Skills Development Programme as training is intended to contribute towards economic development, job performance and to balance the unevenness created by the apartheid regime (Bramley 1986; McCord 2012). Johanson and Adams (2004), Cloete (2005) as well as McCord (2012) emphasise that the role of skills development in public works programme will result in increased employability, self-employability and productivity.

Skills development can stimulate demand for labour and self-employment opportunities and is crucial to the economic growth of a developing country such as South Africa (McCord 2012; Matea 2013). It can also lead to increased productive participation in the informal sector and more sustained benefit for small scale enterprises and domestic production (McCord 2012).

Reaching the informal sector with skills development will increasingly be important to poverty reduction (Johanson & Adams 2004; Adams et al. 2013). As already mentioned, Adams et al. (2013) emphasise that improving the knowledge and skills of workers is expected to increase the economy's output of goods and services and contribute to economic development. It is also emphasised by Lepeley et al. (2016) that the impact of change on growth and development reinforces the gross domestic product (GDP). The production function also does not depend exclusively on the accumulation of physical capital, land or working hours but increasingly on the development of human talent.

The individual's knowledge, skills and attitudes are transformed and shaped in the right direction through training (Johanson & Adams 2004; Mohlala 2011; The World Bank 2018). At the same time, training and development contributes to improving the organisations' competitiveness, supporting products/ services quality, fostering effective customer services, enriching the quality of work life and helping individual achieve their career goals (Mummenthey & Du Preez 2010; Lepeley et al. 2016; The World Bank 2018).

The World Bank (2010) as well as Lepeley et al. (2016) state that training is one of the most important strategies for job protection to help workers improve skills, increase job potentials and life opportunities with an increase in national productivity and international competitiveness. Johanson and Adams (2004) together with Van der Westhuizen and Swart (2015) contend that skills development and training are not only fundamental for social development but are also key to the eradication of poverty and unemployment.

As a matter of fact, the researcher postulates that improving the knowledge and skills of workers is expected to increase an economy's output of goods and services and contribute to economic development. As already highlighted, poverty in South Africa is a consequence of economic, technical, environmental, social, political and exogenous factors (Patel 2013). The objective of poverty alleviation safety nets and social protection are explicitly articulated in most public works programme (McCord 2012).

In their study of employment and skills strategies in Southeast Asia, Martinez-Fernandez and Powell (2009), Langer (2013) and Adams et al. (2013) found evidence that training for workers in the informal economy on basic and generic skills such as literacy and numeracy, as well as entrepreneurial skills facilitate the transition from self-employment in the informal economy to micro-enterprise development in the formal economy. It is acknowledged by van Vuuren (2014) that the construction sector consists of a large low-skilled labour force and limited numbers of highly skilled professionals.

Johanson and Adams (2004) as well as Rainie and Anderson (2017) posit that education and training are sound investments for the individual, employer, and the economy. According to Noman, Botchwey, Stein and Stiglitz (2012), faster economic growth would require a number of preconditions such as stable macro-economic environment, good governance and higher capital investment, etc. It is further mentioned by Noman et al. (2012) that the development of human capital does not only lead to higher worker productivity, but also facilitates the absorption of workers into the economy and improves their job mobility (ability to move into more productive jobs and sectors). Poverty reduction requires investing in the productivity and skills development of economically and socially vulnerable groups. Improving human capital is thus crucial for Africa, both to reduce poverty and to improve people's lives (The World Bank 2018). Skills are an important means to increase incomes and sustainable livelihoods for the poor (Noman et al. 2012). The level of human capital is generally recognised as an important factor in a country's prosperity (LaRocque 2007; Green 2012).

The World Bank (2010) is of the opinion that knowledge and human capital accumulation and innovation have become driving forces of economic and social development around the world. Notably, Adams, de Silva and Razmara (2013) acknowledge that skilled workers and managers are a key ingredient to the success of any business in both formal and informal sectors.

McGrath (2005) as well as Patel (2013) argue that the Skills Development Programme must first teach wealth creation strategies/ entrepreneurship skills before imparting financial management skills. According to Boyle and Holben (2006), including Dunbar (2013), entrepreneurship is defined as an act of starting a business or the process of creating new values, be they goods, services, methods of production, technologies or markets. Dunbar (2013) conjectures that the essence of entrepreneurship is innovation. In other words, it refers to the creation of something of value through the creation of an organisation. In support of the abovementioned definition, Burkey (1993), Boyle and Holben (2006) as well as Dunbar (2013) claim that entrepreneurship represents the willingness and initiative needed to identify opportunities, invest capital and take the risk of failure or success. To Patel (2013), wealth creation can be done through the livelihood approach of natural capital, which encompasses natural resource such as water, land, forests, grass, trees, vegetation, game and others. In actual fact, Dunbar (2013) and Patel (2013) define entrepreneurs as change agents who seek, recognise and act on opportunities.

One of the initiatives of skills development is the learnerships programme. According to Mercorio and Mercorio (2002), Mummenthey, Kruss and Wildschut (2012) as well as Powell and McGrath (2019), the learnership system provides for contractual training which is shorter, more flexible, less expensive and leads to new qualifications. Learnership combines structural learning, or theory with practical work experience in which skills are developed and consolidated. A learnership must lead to the qualification registered on the National Qualifications Framework (NQF), and prepare the learner for an occupation which the labour market demands (Mercorio & Mercorio 2002; Reddy et al. 2017).

According to Murnane and Levy (1996) as well as Tshilongamulendzhe (2012) African employers, like their counterparts, want to recruit trainable workers. It is further highlighted that whether a prospective employee already has vocational skills does not matter much to the employers (Murnane & Levy 1996; Tshilongamulendzhe 2012). The few specialised skills needed in most entry-level jobs can be learned after employment. The researcher is able to link the importance of basic education to the development of occupational skills. Many larger African employers prefer to recruit workers who have little previous training for shop floor jobs and put them through on-the-job training programmes (Janse van Rensburg 2010; Wormley 2019).

In addition to what has already been highlighted, Mercorio and Mercorio (2000) as well as Tshilongamulenzhe (2012) contend that critical skills shortage exists in South Africa across the high and semi-skilled spectrum, ranging from managers and professionals to artisans and technologically trained workers. Ideally, employers prefer to employ skilled individuals, people who can hit the ground running and do not need basic training before they can do the job (Jali-Khaile 2014).

Tshilongamulenzhe (2012) emphasises that occupational learning programmes are a necessary intervention in South Africa today in view of the high rate of youth unemployment. In supporting the abovementioned issue, Byars and Rue (2008) and Doyle (2018) postulate that training and development involve the acquisition of knowledge, skills and abilities such as interpersonal and communication skills necessary to perform a job. According to Adams, Johanson and Razmara (2013), technical and vocational education in schools is linked to employment in both informal and formal sectors and to higher earnings. Technical and vocational education will add an advantage to survivors' lives, particularly when they are out of the shelters for their self-reliance.

The World Bank (2010) supports the above mentioned argument that education and skills development play a vital role in developing a disciplined, literate and trainable workforce; entrepreneurial talent and expertise to manage the economy. It also creates effective organisations, plan urbanisation and operate equipment and infrastructure as well as the ability to absorb and assimilate technology gained through foreign direct investment (The World Bank 2010).

In the best systems, an integrated qualifications framework exists that provides a roadmap for learners to acquire skills that are recognised by employers, and qualifications that are accepted by admission officers of more advanced training programmes (Singh & Duvekot 2013). Such system offers learners the possibility to acquire and build skills throughout life, thus enhancing their productivity and employability in a context of changing labour market (Ansu & Tan 2008; Merola 2016). The researcher has learned that lack of skills and the job crisis in the Republic of South Africa need creative and innovative solutions to break out the vicious cycle at hand. Strengthening the capacities of universities for applied research and linking them closer to the economy is also a vital component of a skilled-led strategy for growth in Africa (Ansu & Tan 2008; Council on Higher Education 2013).

Ansu and Tan (2008) and Murtin (2013) further argue that for the education systems in Africa to effectively support economic growth, their coverage has to be expanded. The quality of education should also be improved and their orientation be made more scientific and technical as well as more practical (Bok 2017). According to Fernandez and Powell (2009), the general school curriculum does not provide sufficient occupational skills, and many graduates are unemployed (Singh & Duvekot 2013). Therefore, the school curriculum should be changed to add vocational preparation so that graduates can function better in the labour market. The research has documented problems with the "economic relevance" case (Middleton, Ziderman, Adams & Mundial 1993; Wium & Louw 2015). McGrath (2001) made it clear that skills development is supposed to be incorporated within sector programmes of education (Wium & Louw 2015).

2.10 THE IMPACT OF SKILLS DEVELOPMENT ON SOUTH AFRICAN ECONOMY

According to the researcher, skills development and skills training are fundamental to economic growth. Behind each and every successful economy, there is a skilled worker. In their study of economic growth in Sub-Saharan Africa (SSA), Noman, Botchwey, Stein and Stiglitz (2012) found skills development to be a critical programme of increasing productivity. Skills can make economies more competitive, and motivate investors to provide capital and engage in economic activities that will propel growth (Noman et al. 2012).

Noman et al. (2012) made it clear that economic development is often understood as a process of catch-up or convergence of developing countries with their per capita living standards of developed countries. Changes in the South African Education System (2002) argue that it is a fact that unemployment in South Africa is a reflection of the low educational profile of the total population. In support of the abovementioned statement, it is clearly stated in Department of Higher Education and Training (2018) that the serious challenges of unemployment and poverty remain constant challenges in South Africa.

It is also acknowledged by the Department of Higher Education and Training (2018) that although South Africa has put in place a range of ambitious measures to improve skills planning, the system has neither produced good information about skills needs, nor increased the quality of provision in areas needed by the economy. While there is a number of disparate information databases and research initiatives, there is no standardised framework for determining skills supply, shortages and vacancies, and there is no integrated information system for skills supply and demand across government (Department of Higher Education and Training 2018).

Swanson (2013) contends that the South African economic system has been characterised by capitalism. Both Swanson (2013) and Wall (2015) define capitalism as an economic system in which owners of the means of production hire wage labourers to produce goods and services in order to sell in the market for a profit. Wall (2015) calls it a system where profits are made within a market-based context and reinvested in capital equipment that is machines and information technology. It is an economic system arrived on the world stage at the end of the sixteenth century in England which brought about new ideas and products (Swanson 2013). Swanson (2013) further refers to the fact that capitalism has several distinguishing features that characterise it as a distinct economic system. The producers produce goods and services for sale in a market, rather than for their own use. Mosala et al. (2017) as well as Wall (2015) refers to it as a greatest system in history of wealth creation since it is characterised by the increasingly inequality in the distribution of income.

It is further contented by Swanson (2013) that this means that fruits and vegetables are not generally grown in one's backyard, but are bought in a store or market, having been grown somewhere else in a place usually unknown to the buyer. Producers produce for money and not for use. They buy inputs- labour power, raw materials, machinery and others which means that at the end, goods or services are produced. Those goods or services will be sold for an amount that is greater than the money spent on the inputs. If they are bought, a profit will be received. The money received from the successful sale of the goods or services is divided into two parts. Some of it will be used to repeat the same process of buying the inputs and on a bigger scale, reproducing the economy and reproducing capitalism. The other revenue will be for the producers as income (Swanson 2013).

According to The African National Congress Disclaimer (2018), from the economic growth and development perspective, it is clearly not just the size of the labour force but rather its quality that counts. The level of education of a population indicates the quality of labour force and the population's ability to undertake training successfully and acquire useful skills (Bok 2017). A sound general education is an essential foundation for all subsequent training, which is something that the majority of the South African labour force lacks (Fieled, Musset & Ãlvarez-Galván 2014). The skills profile of the South African labour force clearly is poor and uncompetitive in the global economy (Matea 2013; Jali-Khaile 2014). There are too few professionals and skilled people while a large section of the workforce lacks basic skills, which restricts their employability to only the most menial tasks (Jali-Khaile 2014).

Kraak and Press (2008) as well as Thomson and Arney (2015) are of the view that skills are categorised into three as per National Qualification Framework, as follows: high skills, intermediate skills and entry-level skills. The high skills entails higher education degrees and postgraduate qualifications. The intermediate skills are post-matriculation, pre-degree certificates and diplomas. The entry-level skills are pre-matriculation levels. The abovementioned authors posit that high skills are not the only skills in demand in the new economy but workers with intermediate and entry-level skills continue to form the largest percentile of employed populations world-wide (Thomson & Arney, 2015; South African Qualifications Authority 2008 - 2018).

The researcher is of the view that majority of survivors of domestic violence in shelters fall under the entry-level (pre-matriculation) as they do not have matric, and hence the provision of ABET in shelters. It is for this reason that the Training Manual on Restoration and Healing Programme (2011) acknowledges that majority of survivors who come to the shelters for protection do not have economic skills to maintain themselves and compete in the economy. Irrespective of the different types of skills mentioned above, the researcher acknowledges that in South Africa there is presently a shortage of people with appropriate skills and knowledge required by commerce and industry as per Mercorio and Mercorio (2000).

As already mentioned, Kraak and Press (2008) together with Vally and Motala (2014) mention that it is a fact that one of the principal causes of economic difficulties is the low level of skills caused by the former system. On top of the abovementioned system, patriarchy puts men in a better position than women in the economy (Swart 2014). It is also highlighted by Ladzani (2010), including Samarakoon and Parinduri (2014), that males still dominate all sectors of the economy by owning businesses, outnumbering female-owned enterprises by more than half. This is well confirmed by Samarakoon and Parinduri (2014), that women in developing countries suffer from gender inequalities. The researcher's understanding is that the former system (apartheid) deepened itself more by creating low level skilled and unskilled workers in the labour market so that the owners of the means of production take control of the production.

For Kraak and Press (2008) and Shapiro and Walker (2018), poverty and unemployment remain the two key economic challenges in contemporary South Africa. Unemployment has been rising for 30 years, reaching a plateau in 2004 at extremely high levels (Millennium Development Goals Report 2015). It is further acknowledged that the number of unemployed increased by 3 million between 1995 and 2005, and the burden has fallen disproportionately on the low-skilled and unskilled, with 500 000 jobs lost in the primary sectors which were main employers of low and unskilled labour over this period.

More than 8.5 million people live in households spending less than R400 per month, over 50 percent of which have no working members (Millennium Development Goals Report 2015). Taking into consideration the abovementioned presentation, the researcher comes to the conclusion that poverty and unemployment aggravate and promote capitalism in South Africa.

Statistic SA: Quarterly Labour Force Survey (2018) confirms the issue of poverty in South Africa and says recent estimates indicate that more than 45 percent of the population is living below a conservatively-estimated national poverty line (R354 per month). Poverty is also distributed unevenly by race, gender and region (Michener & Brower 2020). For example, the proportion of black South Africans living on less than US $1 per day was estimated recently at just under 13%; the corresponding figures for coloured, Indian and white South Africans were 3.6%, 3.1% and 0.4%, respectively (Chutel 2017; The World Bank 2018). Unemployment is highest amongst black Africans (32%), and women (31%), and in rural areas (The World Bank 2018).

In addition to Kraak and Press (2008), the European Qualifications Framework linking to a globalised world (2009) as well as Yilmaz (2014) advance that South Africa is regarded as a middle income country with a per capita income around US $ 3600, in the same category as Argentina, Brazil, Russia, Turkey and Venezuela (Yilmaz 2014). The South African economy displays elements of both development and underdevelopment, sometimes characterised respectively as the 'first' and 'second' economies (Economic Development in Africa Report 2018). In the former, a small but growing proportion of the population enjoys a standard of living comparable with that in the industrialised world while in the latter there are significantly high levels of poverty.

Notably, Matea (2013) argues that South Africa is less successful in developing and producing skilled workers at a rate that suits the skills demand of the economy. As a result, Noman et al. (2012) acknowledge that African countries must find their own ways of building and reforming their education and training systems to support a skills-intensive development strategy. The abovementioned authors further postulate that lack of proper skilled force makes the countries to be less attractive to potential investors who might provide capital which can accelerate growth. Countries' ability to benefit from the global progress in science and technology as well as their capacity to cope with serious environmental, health and social challenges they are facing is reduced (Noman et al. 2012). Johanson and Adams (2004) including Matea (2013) hypothesise that improving the knowledge and skills of workers is expected to increase an economy's output of goods and services and contribute to economic development.

Economic development for Burkey (1993) and Mkhatshwa-Ngwenya (2012) is a process by which people through their own individual and or joint efforts boost production for direct consumption and to have a surplus to sell for cash. It is acknowledged by Luiz (1993), Mkhatshwa-Ngwenya (2012), Matea (2013) as well as Jali-Khaile (2014) that the current government is faced with a reality of high levels of unemployment and poverty due to the unskilled and unemployable labour force. This is well supported by Tshilongamulenzhe (2012) that critical skills shortages exist in South Africa across the high and semi-skilled spectrum, ranging from managers and professionals to artisans and technically trained workers.

It is well acknowledged by Mercorio and Mercorio (2000), Arvanitis (2006) and Tshilongamulenzhe (2012) that South Africa is facing a critical challenge of skills shortages which is a serious threat to economic growth and employment creation. It is also acknowledged by Townsend (2006) and DHET (2019) that the skills shortage is not unique to South Africa as many countries such as Brazil and India also have expanding economies creating demand for skilled people. As a result, South Africa must be viewed within the developing world context (Tshilongamulenzhe 2012; DHET 2019).

The United National Development Programme (UNDP) (2014) further argues that it is real that South Africa is facing a myriad of socio-economic challenges manifesting in a wide range of forms such as unemployment, skills shortages and insufficient human development. Unemployment is speculated by Barker (1999) and Tshilongamulendzhe (2012) that it is a direct contributing factor to two of the country's major labour market problems: inequality and poverty. High unemployment in SA can be related to a high population growth rate, a low economic growth rate and declining labour intensity in the economy. Tshilongamulenzhe (2012) further acknowledges that unemployed people are poorly educated and do not have skills that employers need in a technologically advanced economy.

Consequently, skills development has been highlighted as a priority for government strategy. In view of the recent global economic turndown, it is even more imperative that the South African economy retains a qualified labour force in order to promote new economic activity and development (Tshilongamulenzhe 2012). In addition to the abovementioned issue, the World Bank (2010) shares that knowledge and human capital accumulation and innovation have become driving forces of economic and social development around the world.

Patel (2013) contends that economic growth is by itself meaningless if it does not lead to better quality of life for the peoples of South Africa. As already highlighted, the Skills Development Programme empowers survivors of domestic violence depending on their potentials which can be turned into individuals' livelihood and which can be sustained. According to the researcher, sustainability can also mean that the learnt skill is imparted into the community by the survivor.

Manana (2015) as well as DHET (2019) widely agree that South Africa is not yet equipped with the skills it needs for economic, employment growth and social development. The impact of apartheid is seen today with the high unemployment rate, resulting in a phenomenon where poverty is transmitted from generation to generation; and there are individuals who have never known formal work or employment in their life time (Manana 2015).

Kingdon and Knight (2007), Moletsane et al. (2010) and Wagle (2019) define poverty as the inability to attain a minimal standard of living, measured in terms of basic consumption needs or the income required to satisfy them. Akoojee et al. (2005) confirmed the abovementioned issues that South Africa's social, economic and political development pathways have been perversely shaped by policies that built divisions within the country, and that advantaged whites both educationally and economically at the expense of other population groups (Vally & Motala 2014).

Matea (2013) further elaborates that the lack of skills is not only in the field of finance and accounting but also in the public and private sectors. As a matter of fact, Cloete (2005) emphasises that South Africa has a history of inappropriate and poor-quality education, and the consequence of which has been that the need for skilled labour has far outstripped the supply. Cloete (2005) as well as Pavlova (2014) further contend that to make matters worse, the country is faced with an inadequate provision of technical and vocational education and training opportunities. The researcher is of the opinion that the South African economy has been and is still characterised by low economic growth rates. The growth rate has recently been categorised as a technical recession.

2.11   SKILLS DEVELOPMENT PROGRAMME AS AN INTERVENTION PROCESS

The Skills Development Programme has been identified as an intervention strategy for poverty alleviation since 2004, and adopted by the shelters providing accommodation and psycho-social support services to survivors of domestic violence in South Africa (Akoojee, Gewer & McGrath 2005; McCord 2012; Matea 2013). It is used to empower those survivors of domestic violence who have been found not having economic skills during assessment for their self-reliance. Scott and Reynolds (2010) made it clear that no one can perform a job successfully without the necessary knowledge and skills. According to Burkey (1993) including Ekesionye and Okolo (2012), self-reliance means doing things for one's self, maintaining one's own self-confidence, making independent decisions - either as an individual or within the context of a collective group to which each member has voluntarily allied himself or herself.

Self-reliance in the economic sense refers to the ability of an individual, family, community or nation to produce some or all of its basic needs as well as produce surpluses with which to trade those commodities and services which it does not produce efficiently itself (Burkey 1993; Ekesionye & Okolo 2012). Self-reliance for the researcher is dependent on the required skill which enables one to be economically competent. Economically competent means that one is able to function independently on a competitive market-based approach which South Africa is a blend of.

It is acknowledged that the SDP has been prioritised by the current government as a programme to make the country competitive and grow the economy (Matea 2013). Economic development for Burkey (1993), Noman et al. (2012) as well as Swanson (2013) is a process by which people through their own individual and or joint efforts boost production for direct consumption and to have a surplus to sell for cash. It is further acknowledged by Luiz (1993), Mkhatshwa-Ngwenya (2012), Matea (2013) including Jali-Khaile (2014) that the current government is faced with a reality of high levels of unemployment and poverty due to the unskilled and unemployable labour force.

Skills enable individuals to do things more quickly and effectively than people who do not possess them (Datar et al. 2010; Mohlala 2011; Bhattacharyya 2015). Skills are those aspects of behaviour that need to be performed at an acceptable level to ensure effective job performance (Coetzee, Botha, Kiley, Truman & Tshilongamulemdzhe 2009; Mohlala 2011). According to Datar et al. (2010) including Krijnen, Van Steensel, Meeuwisse, Jongerling and Severines (2019) skills are developed and refined through exposure and experience.

In their study of training and development, Bhattacharyya (2015) suggests that to survive in a competitive business environment, organisations today need to develop their employees' capabilities to ensure that they meet the needs of the economy. Lepeley et al. (2016) emphasise that educating professionals has a significant influence on general, social and economic development and the overall development of the state. Similarly, the intention of taking the survivors through the SDP is to ensure that they are financially self-reliance.

The SDP tallies with the Stages of Change Model simply because when survivors go to the shelters, they know nothing about the programme. As part of their empowerment, they are taken through the SDP, and it is guided by their needs through assessment, and that is where they get to know about it. According to the researcher, the maintenance stage will prove that the survivors have acquired and are able to manage that particular skill.

The researcher is of the view that the maintenance stage will only be observed and proven when the survivors are capable to perform it without any hassle. Such capabilities lead to employees' superior performance for the self-employment and at workplace as well as the maintenance of families economically. Federico (1990), Dunn (2010) and Settle (2014) acknowledge that money is a basic resource needed to purchase life's necessities and to maintain families economically.

Russel (1994) as well as Ledlow and Coppola (2011) also argue that it is critical for two aspects to be considered for feedback when skills are imparted to individuals. They are the product and the process (Ledlow & Coppola 2011). The researcher understands the product to be the output of the skill and the process is the stages that the trainees went through in order to achieve outputs. In the empowerment of survivors for domestic violence, these two aspects are relevant and applicable. When teaching survivors the necessary skills, Stages of Change Model is followed and the whole process of learning should produce a product which is a learnt skill (Bauer & Liou 2016).

Learning the SDP needs the individual to actively participate and that learning should be managed as it is not just the acquisition of specific skill, but the continuing process of change (Graham & Singer 1993; Bauer & Liou 2016). Active participation means that the survivor is taken through pre-contemplation to action stage (Boyle & Holben 2006; Bauer & Liou 2016). The action stage is about fully implementing the SDP learnt. The success in this stage can be acknowledged as it increases self- esteem and confidence of the survivors (Gottwald & Goodman 2012). The process of change can be proven by the maintenance stage (Bauer & Liou 2016), which relates more on objective 3 (determining the effectiveness of the SDP in ensuring that survivors are financially self-reliant).

The maintenance stage, according to Boyle and Holben (2006) as well as Gottwald and Goodman (2012), is whereby survivors are able to rely on themselves and can practise those skills independently without any hassle or need for any assistance. It is also confirmed by Gottwald and Goodman (2012) as well as Bauer and Liou (2016) that the individual has sustained the change for six months or longer, and the changed behaviour has become part of his or her daily routine. However, relapse can occur (Bauer & Liou 2016).

The effectiveness of the SDP in this study has already been highlighted to be measured by stability and continuity, which means the ongoing continued process of change (Lindsay 2013; Perrin 2015; Bauer & Liou 2016). However, the relapse stage will acknowledge that SDP is not effective as survivors go back to poverty status after the programme has reached its end as that will be an indication that learning did not make any impact (McCord 2012).

The identification of SDP has been influenced by changes in the demand for skills and qualifications in the workplace and a constant feature of economies since the onset of industrialisation (Mayer & Altman, 2005; Mayer & Solga 2008; The Department of Trade & Industry (DTI) (2014). Mayer and Solga (2008) including Krijnen et al. (2019) further mention that shifts of manpower among sectors of agriculture, manufacturing and services, changes in technology, increasing specialisation and growth in firm size and expansion of managerial control have also brought about changes in the vocational and professional skills required.

However, Noman et al. (2012) acknowledge that skills development is expensive and need countries to grow in order to generate resources and revenues to finance it and produce more skills to help with the acceleration of growth and employment. Noman et al. (2012) further acknowledge that the lack of sufficient skills affect the performance of firms and hamper the capacity of African countries to create and manage the conditions required to foster faster growth.

Despite all the good assumptions about the SDP highlighted under the definition by McCord (2012), Lassere (2012), Jali-Khaile (2012) as well as Adams et al. (2013), the researcher does not support the positive discussions, since the beneficiaries of this programme are dependent on government resources for survival. The literature emphasises the importance of SDP in alleviating poverty, but Patel (2013) warns that about 70 percent of the population in the South African region live under the international poverty line per day. It is further argued that seventy six (76) million people live in extreme poverty and have incomes less than the international poverty line per day. In addition to Patel's argument, the researcher's observation is that based on the impact of COVID-19, some families are living on R350 per month in South Africa.

Patel (2013) also emphasises that despite some achievements, the poverty reduction programmes have not been considered to be a success especially programmes with economic empowerment focus nationally. It is further acknowledged that whilst some jobs were created, food aid facilitated and skills developed, the economic development projects were less successful. Matea (2013) contends that economic growth depends heavily on a balance between the supply of skilled labour and the skills needs of labour markets. Many participants did not earn an income because the projects did not generate any profits and some received funds but the services did not materialise (Matea 2013).

In addition to the abovementioned issues, Matea (2013) acknowledges that skills development in South Africa is not at the level where it is expected to be in terms of quality, quantity, relevance and responsiveness. Mkhatshwa-Ngwenya (2012), Pavlova (2014) and Jali-Khaile (2014) contend that the current government, commerce and industry including other stakeholders outside the government acknowledge that South Africa is faced with a serious skills shortage and inefficient SDP. Poverty remains one of the greatest challenges facing countries in Southern Africa.

In support of the abovementioned arguments, Vally and Motala (2014) point out that South Africa's dysfunctional education system fails to provide the skills that are demanded by local firms in a high wage setting. It is further acknowledged by Vally and Motala (2014) that in South Africa, natural resources are relatively abundant but manpower and skilled labour has become a serious constraint on sustaining economic growth and development.

On the other hand, Chelechele (2009) together with Darling-Hammond et al. (2019) warn that despite the skills shortage and inefficient SDP, most government interventions in skills development and training programmes are poorly implemented. Du Toit and Strauss (2010) and Darling-Hammond et al. (2019) postulate that as a result of poor SDP that contribute to the country's skills deficit, South Africa continues to rank low in the world of competitiveness.

2.12 THE EFFECTIVENESS OF THE SKILLS DEVELOPMENT PROGRAMME

For the Skills Development Programme to be an answer to South African economy, it must be effective. According to the Oxford English Dictionary (2006), effective means producing desired or intended results. In the study evaluating the effectiveness of psycho-social services rendered by Godisang OVC Programme in Rustenburg, Neswiswa (2014) described effectiveness as the extent to which desired or intended results are produced or achieved. Preedy (1993), Hardina, Middleton, Montana and Simpson (2007) including Ledlow and Coppola (2011) postulate that effectiveness is a complex matter with no universally applicable prescriptions and often defined in terms of goal achievement. In support of the abovementioned fact, Visscher (1999), Sarkies, Bowles, Skinner, Haas, Lane and Haines (2017) measure effectiveness according to schools achievement. It refers to the degree to which educational means or processes result in the attainment of educational goals (Visscher 1999; Creemers & Kyriakides 2008; Oliver 2015). Ledlow and Coppola (2011) emphasise that effectiveness is a qualitative term whose measurement is based on individual preferences. On the other hand, Creemers and Kyriakides (2008) and Oliver (2015) put forward the fact that effective education is a creative combination of teaching, learning and assessment that results in positive learning outcomes and competent graduates.

The researcher is of the opinion that it is very difficult to define the concept effectiveness on its own- it must always be defined in relation to something. It needs to be measured in terms of the outcomes of a programme or service (Vissher 1999; Kettner et al. 2013). In this study, effectiveness is measured in relation to the Skills Development Programme in the shelters accommodating survivors of domestic violence in Gauteng Province, Tshwane Region, as per the definition by Kettner et al. (2013). It refers to the achievement of survivor outcomes as the result of services are received (Kettner et al. 2013).

The researcher argues that effectiveness cannot be determined without evaluation, which is a prerequisite. In this research study, evaluation is defined by Bramley (1986), McLaughlin and Phillips (1991), Trochim (2001), Hope (2003), Ruhe and Zumbo (2009), Tshilongamulenzhe (2012) and Grenbowski (2016) as a systematic investigation of determining the merit and worth of a set of activities. Evaluation refers to value (Suchman 1967; McLaughlin & Phillips 1991; Davidson 2005; Ruhe & Zumbo 2009; Grenbowski 2016). According to Davidson (2005), Ledlow and Coppola (2011), Rubin and Babbie (2013) as well as Perrin (2015), evaluation is conducted to improve the effectiveness of a programme.

Tshilongamulenzhe (2012) points out that the results of evaluation are intended to enable decision-making about whether a course or a programme accomplished what it was designed and developed to accomplish. Davidson (2005) and Grembowski (2016) highlight things which should be evaluated, including projects, programmes and organisations, personnel or performance, policies or strategies, products or services, processes or systems, proposals, contract bids or job applications and others. In this study, the effectiveness of the skills development programme is evaluated.

Notably, Davidson (2005) and Grembowski (2016) postulate that most evaluations are conducted to answer two fundamental questions which are: is the programme working as intended and secondly, why is this the case. Evaluation helps programme managers to understand reasons for programme performance, which may lead to improvement or refinement of the programme (Grenbowski 2016). It also helps programme funders to make informed judgments about the worth of programme, which may result in decisions to extent it to other sites or abolish a programme so that resources may be allocated elsewhere.

The researcher opines that the type of evaluation to be used in this study is summative. Robinson and Robinson (1989), Patel (2005), Davidson (2005), Sorenson and Goldsmith (2013) and Bauer and Liou (2016) mention that evaluation is conducted at the end of the training to measure performance or outcomes. Periodic check-ups is in essence critical for the effectiveness of the service or programme to be determined. Bauer and Liou (2016) highlight that it is also critical to check if evaluations are conducted to make decisions about whether to continue or discontinue a programme. It is also important to determine if evaluation is conducted to improve programme implementation, implement similar programme elsewhere, compare the performance of different versions of a programme, allocate resources among competing programmes and etc (Tshilongamulenzhe 2012; Bauer & Liou 2016).

Tshilongamulenzhe (2012) emphasises that in order to meet skills needs of economies, individuals and societies, the national skills development systems must be effective. In other words, it must offer a meaningful, quality skills development that avoids time-consuming and irrelevant training. There are other critical requirements for the national skills development to meet the skills needs of economies, societies and communities. They are efficient, competitive, flexible and responsive (Ledlow & Coppola 2011; Hoyle 2013; Sorenson & Goldsmith 2013).

2.12.1   Efficiency

Efficiency is defined by Morales and Sheafor (1998), Barbier and Hawkins (2012), Kettner et al. (2013), Sorenson and Goldsmith (2013) together with Johnes, Portela and Thanassoulis (2017) as the provision of a specified standard of care for least cost. Literature suggests that efficiency is about doing things right (Ledlow & Coppola 2011; Hoyle 2013; Kettner et al. 2013). In addition to these definitions, Suchman (1967), Trochim (2001), Ledlow and Coppola (2011) and Tshilongamulenzhe (2012) posit that efficiency is concerned with the evaluation of alternative paths or methods in terms of costs- money, time, personnel and public convenience.

Davidson (2005) as well as Ledlow and Copola (2011) advocate that efficiency is about minimal wasted efforts or resources. Ledlow and Coppola (2011) emphasise that efficiency has an internal orientation, and focuses on those resources including time, required to achieve a desired outcome or results. In their study of the principal's guide to school budgeting, Sorenson and Goldsmith (2013) as well as Snell and Brown (2014) explain that efficient needs assessment allow school leaders to recognise which interventions were most effective in increasing student achievement and cost the least. In other words, the researcher's view is that the Skills Development Programme should meet the increasing needs of economies, societies and communities but with less cost. Below is the national budget for higher education and training, including skills development for three years.

Table F: Higher Education and Training budget summary

R million	Total	Current payments	Transfers and subsidies	Payments for capital assets	2019/20 Total	2020/21 Total
MTEF allocation						
Administration	432.3	427.8	–	4.5	462.1	493.7
Planning, Policy and Strategy	80.2	76.0	3.7	0.4	86.1	93.9
University Education	59 147.1	79.1	59 067.6	0.4	73 295.7	80 666.2
Technical and Vocational Education and Training	10 739.7	6 436.5	4 302.7	0.5	12 982.5	14 585.1
Skills Development	262.6	127.8	133.8	1.0	279.8	297.0
Community Education and Training	2 358.8	2 244.2	112.7	1.9	2 532.8	2 714.7
Subtotal	73 020.6	9 391.5	63 620.5	8.6	89 639.1	98 850.7
Direct charge against the National Revenue Fund						
Sector Education and Training Authorities	13 543.5	–	13 543.5	–	14 639.6	15 855.6
National Skills Fund	3 385.9	–	3 385.9	–	3 659.9	3 963.9
Total expenditure estimates	89 950.0	9 391.5	80 549.9	8.6	107 938.5	118 670.1

Note: The column headers "2018/19" span Total, Current payments, Transfers and subsidies, and Payments for capital assets.

Table H above reflects the national budget for higher education and training from 2018 to 2021 inclusive of the skills development (RSA 2018).

2.12.2 Competitiveness

Kettner et al. (2013) warn that for the skills development to meet the needs of the economy, staff members should possess the required knowledge and skills to provide services or products. The researcher is of the opinion that the SDP should equip the people with the necessary skills to be competitive in the formal or informal markets. Being able to compete in the market will make more sense to the voluntaristic approach which South Africa is functioning under.

2.12.3 Flexible

Ledlow and Coppola (2011), Manual on Family Preservation services (2011), Tshilongamulenzhe (2012) as well as Snell and Brown (2014) point out that flexibility is about being technically able to change the scope and direction of training outputs in a short term where necessary. Ledlow and Coppola (2011) emphasise that flexibility is about having to adapt and change according to perceptions and assumptions others hold of that particular matter. Van Dyk et al. (2001) and Ledlow and Coppola (2011) are of the opinion that flexibility is about allowing for multiple pathways to the same learning ends.

In the study of school budgeting, Sorenson and Goldsmith (2013) postulate that flexibility is an operative term associated with moving or transferring funds from one account to another when and where necessary. The researcher postulates that if a particular skill is not effective in growing the economy, funds need to be shifted to the other skills which seem to be working and responsive to the economy.

2.12.4 Responsiveness

Matea (2013) highlights that the skills needs of the labour market should be responsive. In his evaluation of skills development in Gauteng Public further education and training colleges, Matea (2013) further highlights that it is very important for the public further education colleges to build strong relations with labour markets in order to master the complexities and dynamics regarding the types, quality and levels of skills needed. Matea (2013) further emphasises that such mutual relationships will enable both parties to balance the skills supply against the skills needed.

To Tshilongamulenzhe (2012), being responsive means that SDP is designed to meet the changing demands of the market and needs of the economy. Kettner et al. (2013) postulate that responsiveness is about the timeous provision of adequate products and quality services. This study will answer whether the programme has been implemented as intended, and again why the programme work or not work as intended, if the programme reached its intended target group, what services people in the programme received and whether people were satisfied with the programme's services (Grembowski 2016).

The SDP will be evaluated and the results will be research based. The decision whether the programme is effective or not will guide the development of a model in either improving the programme or otherwise (Grembowski 2016). The beneficiaries in this situation will be the shelters, survivors, Department of Social Development, community members as well as potential employers. Grembowski (2016) is of the opinion that a central assumption is that evaluations have worth only when decision makers use their results to improve programme performance and to formulate new policy or for other purposes.

Hepworth et al. (2015) are clear that the terminal phase of the helping process involves three major aspects. Hepworth et al. (2015) highlight that terminal phase assesses if survivor's goals have been satisfactorily attained. It is also highlighted that survivors are assisted to develop strategies that maintain change and growth. Terminal phase also help in successfully terminating the helping relationship. In this study, the second aspect becomes more critical as survivors of domestic violence should be able to learn the identified skill, maintain change and continue growing and becoming self-reliant.

2.13 EXPOSURE TO JOB OPPORTUNITIES THROUGH SKILLS DEVELOPMENT PROGRAMME

It is expected that once people went through the Skills Development Programme, they need to be in a good position to be ready and exposed to job market. In actual fact, the Skills Development Programme promotes the market-based system in South Africa. This point is confirmed by Matea (2013) that skills development is crucial to the economic growth of a developing country such as South Africa; economic growth depends heavily on a balance between the supply of skilled labour and the skills needs of labour markets. Skills development can stimulate demand for labour and self-employment opportunities (Adams et al. 2013). Watson and Lopes (2017) point out that the success of the SDP in assisting women to find employment seems to depend on the way in which the programme is set up. At the same time, the extent to which it prepares women to enter the job market should also be considered. The abovementioned authors further point out that some shelters set the women up for in-job placement, programmes which seems to have a significant impact in boosting women's confidence to enter the job market.

From the research conducted, Watson and Lopes (2017) further posit that an example from one of the shelters in Gauteng Province has partnered with ABSA Bank to undergo a job shadowing at the bank to boost confidence in a work environment. It is asserted that 90% of women who are trained in furniture upholstery are offered full-time employment. This is a clear indication, according to Watson and Lopes (2017), that where skills programmes match needs in the market, the programme can have a real impact in terms of assisting women to become economically self-reliant.

The abovementioned argument is confirmed by Tshilongamulenzhe (2012) that skills development is not only about training people for employment, but also about empowering them to create opportunities to make a living for themselves. Tshilongamulenzhe further acknowledges that low levels of education and training as well as a lack of standardised, appropriate and accredited training are key constraints to enabling people to create their own opportunities. SDP can also lead to increased productive participation in the informal sector and more sustained benefit for small scale enterprises and domestic production.

In relation to this discussion, The National Skills Development Hand Book (2007/2008) and Council on Higher Education (2013) regard a skills programme as a stepping stone to National Qualifications Framework (NQF) qualification. It is acknowledged that usually a skills programme contains just the core outcomes needed to make the learner competent at his or her job. Skills programme are narrower and more job focused than a qualification. It is further acknowledged that skills programmes exist so that government and business can urgently provide specific job orientated training without having to fulfil all the requirements of a qualification. At the same time, the learner's interests are protected because the skills programme must be made up of NQF unit standards, the building blocks of qualifications (The National Skills Development Hand book 2007/2008; Council on Higher Education 2013). According to the researcher, despite the good work done by some companies of shadowing and empowering women, generally, job placement is still a challenge due to the necessary skills under its way being built. Capitalism still reigns.

The researcher is of the view that the Skills Development Programme which is occupationally based, provided by an accredited training service provider/s, and which complies with any prescribed requirements will expose people to good job opportunities. It is critical for the SDP to meet all the necessary requirements for it to be effective. At the same time, skills development cannot be effective without education and training.

CHAPTER 3: SKILS DEVELOPMENT LEGISLATIVE FRAMEWORK

3.1 INTRODUCTION

The National Skills Development Programme in RSA is supported by a legislative framework. Whereas the programme is largely guided by the Skills Development Act, Act 97 of 1998, its operation is supported by Acts of Parliament such as Skills Development Levies Act, Act 09 of 1999; Further Education and Training Act, Act 98 of 1998; Higher Education Laws Amendment Acts, Act 26 of 2010; and the National Skills Development Strategies and Programmes. These acts, strategies and programmes will be reflected on later.

3.2 HISTORICAL BACKGROUND OF THE NEED FOR SDP

The Republic of South Africa attained its democratic state in 1994. Despite this milestone achievement, the country is still sitting with the reality of high unemployment, inequality, poverty and discrimination (World Bank 2018). The apartheid regime which took place prior to democracy contributed to a fragmented, dysfunctional and unequal educational and training system (Cosser et al. 2012; Reddy et al. 2017). A population with low educational and skills levels was inherited (Vally 2013; Alphonsus 2015). The apartheid system denied South Africans with the opportunity to acquire the necessary economic skills. Economic growth and development is largely hindered by poverty and unemployment. At the same time, poverty gradually depreciates the quality of life of all people (Ausker & Rothman 2015).

In an attempt to address this paradox of skills shortages and low educational levels in the midst of high unemployment, the South African government has initiated a legislative framework. The purpose of the legislative framework is to build a skills base that can provide different industries with the level and kind of skills that they need to ensure economic growth (Tshilongamulenzhe 2012; Graham & Mlatsheni 2015; De Lannoy, Graham, Patel & Leibbrandt 2018).

It is also acknowledged by Kaeane and Ross (2012) as well as Reddy et al. (2017) that despite the political and policy intentions as well as skills legislation, levels of poverty, inequality and unemployment continue to remain high and alarmingly growing. The abovementioned statements are supported by Mummenthey and Du Preez (2010) as well as Vally (2014) that the skills development challenge as inherited from the restrictive education and training policies of the past is not easy to be overcome.

Besides globalisation, political, economic and social transformation of the country, there are issues such as Human Immune Virus and Acquired Immuno-Deficiency Syndrome (HIV and AIDS) which impacted negatively on the skilled labour force (Dube 2016; Sinkamba & Moseki-Lowani 2016). The other challenge is the loss of skilled professionals through emigration process to look for employment. Crime is also on the rise (Kaeane & Ross 2012; 2015). The researcher's observation is also that the corona-virus, commonly known as COVID-19, has also contributed to the loss of skills in the country.

3.3 SKILLS DEVELOPMENT LEGISLATION

The point of departure for the new democratic government was to repeal apartheid legislations. A lot of legislation as highlighted in the introduction is already in place, but the reality is that poverty status is growing very high on a daily basis. The skills available cannot meet the demand in the global market (Vally & Motala 2014; Reddy et al. 2017).

"*From 1994 to 2009, the Department of Education (DOE) was responsible (amongst other aspects) for higher and technical vocational education delivered through the universities and further education and training (FET) colleges. The Department of Employment and Labour (DEL) was responsible for workplace skills programmes, delivered largely through the Sector Education and Training Authorities (SETAs). This split in the education, training and workplace skills production created difficulties in delivery and the education as well as training levels of the population did not improve much. The education, training and skills system was described as ineffective and inefficient".*

"The 2009 government created the single ministerial portfolio of Higher Education and Training. The portfolio shifted the higher and further education and training functions associated with colleges and universities from the Minister of Education to the new Department of Higher Education and Training (DHET). All skills related functions associated with the National Skills Development Strategy (NSDS), the SETAs, the National Skills Authority (NSA), the National Skills Fund (NSF), the National Student Financial Aid Scheme (NSFAS), as well as the National Qualifications Framework (NQF) and the South African Qualifications Authority (SAQA), were removed from the DEL and linked to DHET. The various parallel processes relating to higher education, technical and vocational education and training (TVET), workplace-based skills development in DHET were consolidated through the Green Paper and later a White Paper for Post-school Education and Training". The National Skills Development Act, Act 97 of 1998 was developed (Reddy et al. 2017).

3.3.1 The National Skills Development Act, Act 97 of 1998

The National Skills Development Act, Act 97 of 1998 is the most basic guiding Act as far as skills development is concerned. According to Mohlokoane (2004), Mohlala (2011) and Tshilongamulezhe (2012), the Skills Development Act, Act 97 of 1998 was proclaimed through the Department of Education and Labour in order to provide an institutional framework to devise and implement national, sector and workplace strategies. The purpose is to develop and improve skills of the South African workforce and others. The Department of Employment and Labour as a custodian of the Skills Development Programme posits that the intention of the Skills Development Act, Act 97 of 1998 was to address an urgent priority of the reduction of poverty. The critical issues to work on are job creation and increment, improvement of international competitiveness, reduction of crime and increment of economic growth (Mohlala 2011; UNDP 2014).

Gill, Fluitman and Dar (2000), Tshele and Agumba (2014) and Moses, Van der Berg and Rich (2017) report that the roots of South Africa's poor development of human resources lie in the legacy of black citizens' lack of access to a basic education. It has been acknowledged by Mohlokoane (2004), Sheoraj (2007) and Mkhonza and Letsoalo (2017) that government and employers recognise the role that a skilled and knowledgeable workforce can play in securing competitive advantages in the labour market. On the other hand, the researcher is of the view that this recognition of the positive impact which the skilled and knowledgeable workforce can play in the labour market promotes a liberal system which the country is functioning on.

The purposes of the National Skills Development Act, Act 97 of 1998 are as follows:

(a) to develop the skills of the South African workforce -

 (i) to improve the quality of life of workers, their prospects of work and labour mobility;

 (ii) to improve productivity in the workplace and the competitiveness of employers

 (iii) to promote self-employment; and

 (iv) to improve the delivery of social services;

(b) to increase the levels of investment in education and training in the labour market and to improve the return on that investment;

(c) to encourage employers -

 (i) to use the workplace as an active learning environment;

 (ii) to provide employees with the opportunities to acquire new skills;

 (iii) to provide opportunities for new entrants to the labour market to gain work experience; and

(iv) to employ persons who find it difficult to be employed;

(d) to encourage workers to participate in learning programmes;

(e) to improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education;

(f) to ensure the quality of learning in and for the workplace;

(g) to assist –

(i) work-seekers to find work;

(ii) retrenched workers to re-enter the labour market;

(iii) employers to find qualified employees; and

(h) to provide and regulate employment services.

The National Skills Development Act, Act 97 of 1998 was amended in 2003. It was amended again in 2008 as Act 37 of 2008. Bartlet (2011) remarks that the amended Skills Development Act's main aim is to broaden the purpose of the Act. For an example, to provide for the Quality Council for Trades and Occupations (QCTO), to provide for National Skills Institutes, workplace productivity and competitiveness, amongst other ideals.

The amended Skills Development Act, Act 37 of 2008 aims to improve the quality of the sector skills plans to ensure better investment of Human Resource Development (HRD). It is also intended to ensure skills development initiatives to enhance return on investment (RSA 2008). The Amended Act, Act 37 of 2008 also covered critical targets termed designated groups, which refer to black people, women and people with disabilities. In addition to the highlighted purpose of the Skills Development Act, Act 37 of 2008, Folscher and Chonco (2006) further touched on the provision for learnerships and the financing of the skills programmes. The Skills Development Act, Act 37 of 2008 also talks about the improvement of the international competitiveness of South African companies.

The Skills Development Act, Act 97 of 1998 defines skills programmes as occupationally based; when completed will constitute a credit towards a qualification registered in terms of the National Qualification Framework and complies with the prescribed requirements. The definition of skills development, according to Hammond (2016), aligns well with the Skills Development Act, Act 97 of 1998. The SDA also wanted to promote self-employment, to improve the delivery of social services and to increase the levels of investment in education and training in the labour market (Mohlokoane 2004; Mohlala 2011). Furthermore, Mercorio and Mercorio (2002), Nkosi (2007), Penxa (2009) and Botha (2014) mention that the Skills Development Act, Act 97 of 1998 also envisages benefits for all stakeholders in society, both already in the world of work and those who seek to enter it.

Kruss, Wildschut, Janse van Rensburg, Visser, Haupt and Roodt (2012) advocate for the SDA that aims to promote opportunities for members of marginalised social target groups to enter the world of work. It can either be in the formal sector or through entrepreneurial development, or in the non-formal economy. The abovementioned groups are referred to as designated groups as per the Skills Development Act, Act 37 of 2008. This will be achieved by increasing the quantity and quality of relevant demand-led education and training.

Mercorio and Mercorio (2002), Mummenthey and Du Preez (2010) as well as Kraak, Jewison, Pillay, Chidi, Bhagwan and Makgolane (2013) declare that the SDA has a dual focus. This means to nurture more appropriate human resources for the formal economy and to respond to unemployment by developing education and training for self-employment. Skills and knowledge will be provided to meet continuous changes in technology and work organisation. The legislation also emphasises quality assurance, national certification and outcomes-based assessment.

The Skills Development Act, Act 97 of 1998 also emphasises the need to transform skills development through investment (Mohlokoane 2004; Grawitzky 2007; Mohlala 2011; Tshilongamulenzhe 2012). It also emphasises turning the workplace into a democratic site and improving the quality and relevance of education and learning for the workplace (Mohlala 2011; Reddy et al. 2017). The Department of Labour as a custodian of the SDP prioritises an urgent reduction of poverty, job creation and increments (Mohlokoane 2004; Karnani 2011). It also prioritises an improvement of international competitiveness, reduction of crime and increments of economic growth.

At the same time, the researcher is of the view that the Skills Development Act, Act 97 of 1998 is more applicable to those who are already in the workplace. The workers are empowered and their skills are enhanced to be more productive in the workplace. Their workplaces are requested to pay levies for their empowerment and competitiveness as per section a (ii), (iii) and (iv). (To improve productivity in the workplace and the competitiveness of employers; to promote self-employment and to improve the delivery of social services). This Act does not accommodate people who are not in the workplace because nobody is compelled to pay for the levy outside the workplace. The people who are not benefitting from the skills development include women in the shelters who only access skills development through unaccredited training service providers.

The researcher is of the opinion that the purpose of increasing the levels of investment in education and training in the labour market as well as improving return on that investment is partially achieved through the provision of financial support- National Student Financial Aid Scheme (NSFAS). The support of NSFAS is guided by the means test done to the needy. Despite the provision of financial aid to the needy, the ability bu companies/ workplaces to provide practical experiences becomes a challenge as per section c (i) and (ii). (To use the workplace as an active learning environment; to provide employees with the opportunities to acquire new skills).

Women in shelters are not able or having any access to go to tertiary institutions, and therefore will never benefit from this purpose. Majority of them do not have matric, hence they fall under the entry level which is pre-matriculation (Thomson & Arney 2015; SAQA 2008 - 2018). The researcher opines that the most challenging purpose of the Act as far as achievement is concerned is to employ persons who find it difficult to be employed as per section g (i). (To assist work-seekers to find work). At the same time, it becomes critical for the researcher to understand who these job seekers are. Secondly, where are they (how do we know or find them, in other words, in which province), where do they want to be employed (which company), what are their areas of interest (type of job) and how are they accessed.

The Act is not clear on how to achieve this purpose, especially taking into consideration South Africa and its level of high unemployment, ongoing poverty, high level of illiteracy and lack of skills. This is not realistic. Stats SA (2020) reports that in the fourth quarter of 2019, South Africa's unemployment rate remained unchanged at 29.1%. This statistic proves that the Act is instead working towards achieving the opposite of its main purpose.

Mohlala (2011) and Puttick (2011) assert that owing to the disintegration of a segregated society based on skin, colour and geographical location, it was necessary for the South African society to be reconstructed to do away with all the vestiges of apartheid rule. The programme for training and development of human resources underpins an important milestone in the endeavour to empower those previously disadvantaged to participate in the transformation of South African society on the basis of skill and creativity. The abovementioned issues can be achieved through the application of other Acts such as the Skills Development Levies Act, Act 09 of 1999.

3.3.2   Skills Development Levies Act,   Act 09 of 1999

Taking into consideration the South African situation, the Skills Development Act, Act 97 of 1998 and the Skills Development Levies Act, Act 09 of 1999 were introduced to create an enabling regulatory framework for developing skills of the SA workforce. The National Skills Development Act cannot be effective without the support of the Skills Development Levies Act. These pieces of legislation came into existence because of the realisation of the economic constraints due to a shortage of a skilled workforce. It was also as a result of the political imperatives to redress the unfair discrimination in training and development in employment opportunities (Mutsila 2003; Mohlala 2011; Whitear-Nel & Freedman 2015). It is reported by Mercorio and Mercorio (2000) as well as Shapiro and Tebeau (2011) that throughout the legislation governing education and training in transforming South Africa, three key principles recur. They are the principles of equity, access and redress (Shapiro & Tebeau 2011; Whitear-Nel & Nel 2015).

Mercorio and Mercorio (2000), Tshilongamulendze (2012), Du Toit (2012) and Jali-Khaile (2014) emphasise that the Skills Development Levies Act is a brief, separate law which provides for the imposition of a skills development levy and its collection from employers. It is also responsible for its distribution of the National Skills Fund, Sector Education and Training Authorities and a percentage collection fee. Coetzee (2000), Chonco and Folscher (2006), Nkosi (2007), Tshilongamulendze (2012) as well as Du Toit (2012) point out that the skills Development Levies Act regulates financial investment in training and provides financial incentives for skills development.

Funding for the implementation of the SDA is primarily done through a system of levies. It is also noted that skills Development Levies Act increases financial resources for government and industry training programmes. This Act is critical where the beneficiaries are already in the workplace hence the organisation will be contributing levy towards skills development for those employees. In this study, the beneficiaries are women in shelters and skills development is done on a very low level as shelters are not accredited for training and do not meet the requirements as per Hammond's (2016) definition.

The SDA is linked with another law which is the South African Qualifications Authority (SAQA) Act, Act 58 of 1995. The SAQA Act was the first new education and training legislation to be promulgated in post-apartheid South Africa (Reddy et al. 2017). The purpose of the act is to provide for the development and implementation of a National Qualifications Framework. The South African Qualifications Authority (SAQA) is a statutory body established through an Act of Parliament (SAQA Act, Act 58 of 1995) to oversee further development and implementation of the National Qualifications Framework (NQF). SAQA is responsible for the development of policy and criteria for registering education and training outcomes and qualifications standards on the NQF (Council on Higher Education 2013). The NQF was positioned from the outset as an important government priority that would be used in the years to follow to transform the education and training system. Before the National Qualifications Framework can be discussed, it will be critical to touch on the National Skills Qualifications Framework Act, Act 67 of 2008.

3.3.3 National Skills Qualifications Framework Act, Act 67 of 2008

The National Skills Qualifications Framework cannot be effective without guidance from the Act. The National Skills Qualifications Framework Act, Act 67 of 2008 is the legislation around this framework. The purpose is as follows:

- to provide for the National Qualifications Framework;
- to provide for the responsibilities of the Minister of Higher Education and Training;
- to provide for the South African Qualifications Authority;
- to provide for Quality Councils;
- to provide for transitional arrangements;
- to repeal the South African Qualifications Authority Act, 1995; and
- to provide for matters connected therewith.

SAQA (2008 - 2015) and the NQF Act, Act 67 of 2008 were designed to build on the experiences and structures established since the SAQA Act of 1995. This Act restructured the NQF in order to overcome contradictions and problems that had emerged in the first decade of implementation. The NQF is a comprehensive system approved by the Minister of Education for the classification, registration, publication and articulation of quality-assured national qualifications (Cedras 2016). It records the credits assigned to each level of learning achievement in a formal way to ensure that the skills and knowledge that have been learnt are recognised throughout the country (Cedras 2016). Coetzee (2000), Cloete (2005) including Council on Higher Education (2013) cite that the objectives of the NQF are as follows:

- to create a single integrated national framework of learning achievements;
- to facilitate access, mobility and progression within education training and career paths;
- to enhance the quality of education and training;
- to accelerate and redress the past unfair discrimination in education, training and employment opportunities; and
- to contribute to the full personal development of each learner and the social and economic development of the nation at large.

The NQF Act, Act 67 of 2008 has put in place an integrated framework capable of recognising and linking distinct forms of learning in South Africa. This Act is applicable to education or learning programmes that lead to qualifications or part qualifications offered within the Republic. It is also applicable to the skills development service providers. Skills development forms part of the third objective which is the enhancement of the quality of education and training (Council on Higher Education 2013).

Cloete (2005) and Council on Higher Education (2013) view the NQF as a ladder because each and every step in the ladder represents progress. It also acknowledges many possible learning and career paths which include all forms of education and training, including skills development. It is critical for the researcher to mention that the purpose of the NQF is to close the gap between education and training. It also recognises that people learn all the time both from their own personal experiences and in formal learning situations. The NQF recognises that there are many paths to learning. One can learn on a part time basis, full time, at work or by correspondence (Cedras 2016). The NQF will register all these different forms of learning and give credit for them, including courses run by community centres, Non-Governmental Organisations (NGO's), churches and in the workplace, provided that these institutions are accredited service providers. Skills development can also be facilitated through any of these paths as long as the services are accredited. The NQF provides opportunities for people to learn on an ongoing basis regardless of their age, circumstances and or present level of education and training (Pilz & Wiemann 2020; DHET 2017). The NQF was created to ensure that all this is possible without learners reaching 'dead-ends' in their education and training (Council on Higher Education 2013; Annual Integrated Report 2017/18).

The National Skills Development Hand Book (2007/ 2008) and The South African Qualifications Authority (SAQA) (2013) stipulate that the NQF is a single integrated system which comprises of three coordinated qualification sub-frameworks. These sub-frameworks are the general education and training (GET) which is compulsory basic education because everyone in the country should have it. The general education and training band is a level of education equivalent to grade 0 to 9 for school goers or the Adult Basic Education and training (ABET 1-4). ABET is for adults who missed or did not complete their basic schooling. The General and Further Education and Training, contemplated in the General and Further Education and Training Quality Assurance Act, 2001 (Act 58 of 2001) is overseen by Umalusi (Council on Higher Education 2013). Majority of women in shelters fall under this level due to the fact that they do not have matric. However, the researcher wants to acknowledge that in some instances, survivors falling under the second level (which is still to be discussed) can also be accommodated in the shelters.

The second band is called further education and training (FET) and includes grades 10, 11 and 12 in secondary schools, as well as college certificates and various types of workplace learning such as short courses (Council on Higher Education 2013). Learning falling within this band is often called vocational because it is more closely linked to practical work or occupational related requirements. The Council on Higher Education (2013) refers to this level as higher education. It is contemplated in the Higher Education Act, Act 101 of 1997 overseen by the Council on Higher Education. Skills development falls under the second band which is Further Education and Training. This refers to college certificates and or workplace learning. Work place learning refers to the exposure, interaction and experiences required to practise the integration of knowledge, skills and attitudes required in the workplace.

The last band is called higher education and training (HET) which starts with one year certificates and going all the way up to university doctorates (Coetzee 2000; The National Skills Development Hand book 2007/2008; Thomson & Armey 2015). Having access to Further Education and Training already facilitates movement to the last band which is Higher Education and Training. The Council on Higher Education (2013) calls it Trades and Occupations. It is contemplated in the Skills Development Act, Act 97 of 1998, overseen by the Quality Council for Trades and Occupations.

There is also occupational qualifications sub-framework (OQSF) within the sub – frameworks, which covers levels 1 to 6. The OQSF is an integral part of the NQF. An occupational qualification is the formal recognition and certification of learning achievement awarded by an accredited skills development provider (Chemical Industies Education and Training Aauthority (CHIETA) 2017). It is designed to facilitate the learning of post school learners to contribute to the social, cultural and economic development of South Africa. Occupational qualifications are designed to integrate knowledge, practical skills and workplace learning into the curriculum through the incorporation of work integrated learning (WIL). WIL is an umbrella term that covers the work experience component of occupational qualifications. WIL takes various forms, including simulated learning, work-directed theoretical learning, problem-based learning, project-based learning and work experience (work-based learning). It is the structured part of an occupational qualification. The volume of learning allocated to WIL should be appropriate to the purpose of the occupational qualification, and to the cognitive demands of learning outcomes and assessment criteria contained in the appropriate level descriptor (Council on Higher Education 2013; DHET 2017). In the situation where the entire WIL component or any part of it takes the form of work experience, it is the responsibility of the trade and skills development provider that offers that component to place learners into appropriate workplaces for the duration of training. Such work experience must be appropriately structured, properly supervised and assessed (Major 2016). Skills development is also performed under this sub-framework.

3.3.4 Further Education and Training Act, Act 98 of 1998

Education and training cannot function without any form of legislation as highlighted in the introduction. Further Education and Training Act, Act 98 of 1998 was developed and implemented as from November 1998 with the intention to deal and correct the past discrimination. It was also established to ensure representivity and equal access to especially the majority of South Africans who were exposed to poor education system. It has also intended to transform programmes and institutions to respond better to human resources, economic and development needs of the Republic.

The researcher is fascinated by the fact that the Act also consider those who have been marginalised in the past, such as women, the disabled and the disadvantaged. Optimal opportunities for learning, creation of knowledge through further education and training, utilisation of workplace and the development of intermediate to high level skills is facilitated.

The objectives of the Act are:

- to regulate further education and training;
- to provide for the establishment, governance and funding of public further education and training institutions;
- to provide for the registration of private further education and training institutions;
- to provide for quality assurance and quality promotion in further education and training;
- to provide for transitional arrangements and the repeal of laws; and
- to provide for matters connected therewith.

The purpose of this Act is to establish a national co-ordinated further education and training system which promotes co-operative governance and provides for programme-based further education and training. The researcher's observation is that it is a fact that Further Education and Training Act, Act 98 of 1998 cannot function alone to achieve its purpose. A lot of other Acts as stipulated in the introduction have to come into operation to ensure that a national further education and training system is coordinated.

The second objective (to provide for the establishment, governance and funding of public further education and training institutions) links well with the Skills Development Act, Act 97 of 1998, as well as the Skills Development Levies Act, Act 09 of 1998. They address skills development as well as funding which facilitates it. The unfortunate situation is that these Acts seem not to be directly applicable to the shelters as they are not accredited; skills development is not regulated nor funded for. It is critical to highlight that the Further Education and Training Act, At 98 of 1998 has been repealed by the Further Education and Training Colleges Act, Act 16 of 2006, as of 11 December 2006.

At the same time, Further Education and Training Colleges Act, Act 16 of 2006 was amended during 2010, and was called the Higher Education and Training Laws Amendment Act, Act 25 of 2010, which was initially called the Higher Education and Training Act, Act 101 of 1997 before amendment. The purpose and application of the Act is as follows:

(a)   Enable students to acquire -

(i)   The necessary knowledge;

(ii)   Practical skills; and

(iii)   Applied vocational and occupational competence; and

(b)   Provide students with the necessary attributes required for –

(i)   Employment;

(ii)   Entry to a particular vocation, occupation or trade; or

(iii)   Entry into a higher education institution.

The Higher Education and Training Laws Amendment Act, Act 25 of 2010 was amended in 2011 (Higher Education Laws Amendment Act 21 of 2011) and 2012. After the last amendment, it is called Higher Education and Training Laws Amendment Act 23 of 2012. Among other important things, the Act emphasises redressing of the past discrimination, ensuring representivity and equal access as well as optimal opportunities for learning and the creation of knowledge. Optimal opportunities for learning and the creation of knowledge encompasses skills development. Strategies such as National Skills Development Human Resource as well as different programmes also came on board.

3.3.5 The National Skills Development Strategies and Programmes

The researcher's understanding of the National Skills Development Strategy (NSDS) is that it is a vehicle used to drive the process of developing skills of the South African labour force. According to Du Toit (2012) and Jali-Khaile (2014), the NSDS is under-pinned by three key pieces of legislation: The Skills Development Act, Act 97 of 1998 amended in 2003 and 2008; the Skills Development Levies Act, Act 09 of 1999; and the Employment Equity Act, 1998. These Acts have different purposes: the Skills Development Act introduced implementing agents for the NSDS; the Skills Development Levies Act established a funding system for skills development; and the Employment Equity Act is used to determine the performance of the implementing agents and whether they provide skills development support to members of all social groups equitably. In terms of this study, the first two Acts are more relevant hence they are discussed in detail.

Benjamin and Barry (2002) and Department of Higher Education (DHE) (2015) highlight five objectives identified to drive the national skills strategy as follows:

- To develop a culture of high quality lifelong learning;
- To foster skills development in the formal economy for productivity and employability;
- To stimulate and support skills development in small businesses;
- To promote skills development for employability and sustained livelihoods through social development initiatives;
- To assist new entrants into employment.

The National Skills Development Strategy, according to du Toit (2012) as well as Tshilongamuledze (2012), is one of the interventions developed. Its purpose was to address structural deficiencies that exist in the South African labour market, and to develop a workforce that is skilled, mobile and can respond to the modern economic milieu. Mummenthey and Du Preez (2010), Bartlett (2011) including Okoye, Raymond and Ezejiofor (2013) argue that the first phase of the NSDS I was implemented from 2001 to 2005. It is indicated that during this phase that more than six million workers completed structured learning programmes, and 109 647 unemployed youth participated and benefited in learnerships and apprenticeship programmes (Mummenthey & Du Preez 2010; Tshilongamuledze 2012).

The second phase of the NSDS (2005-2010) (NSDS II) was launched in 2005. Its five broad objectives include:

●Prioritising and communicating critical skills for sustainable growth, development and equity

● Promoting and accelerating quality training for all in the workplace

● Promoting employability and sustainable livelihoods through skills development

● Assisting designated groups, including new entrants to participate in accredited work through integrated learning and work-based programmes to acquire critical skills to enter the labour market and self-employment

● Improving the quality and relevance of provision.

Das (2015) stipulates that the third National Skills Development Strategy (NSDS III) 2011 – 2016 followed. It was an overarching strategic guide for skills development in South Africa, and provides direction to sector skills planning and implementation in the Sector Education and Training Authorities (SETAs). According to South Africa (2015), the NSDS IV (2016 –2021) has been proposed. The aim is to steer planning and resources.

The third objective is more relevant to the study; hence it addresses designated groups as per the Skills Development Act, Act 97 of 1998, as Amended in 2003 and 2008. Women in particular are targets as far as skills development is concerned for NSDS IV. At the same time, the researcher acknowledges that women in shelters are not benefiting as expected because the skills development as a programme as well as the organisation are not accredited. The shelter is also not a workplace for survivors of domestic violence, but a temporary home for them.

3.3.5.1 Human Resource Development (HRD)

Another strategy introduced in 2001 supporting the NSDS was Human Resource Development (HRD) in order to develop the human resources of South Africa (Coetzee 2004; Mummenthey & Du Preez 2010; Okoye et al. 2013; Richman 2015). The HRD strategy provides the overarching framework for the governments approach towards skills development and its overall vision (Mummenthey & Du Preez 2010; Bartlett 2011; NSDS III – Implementation Report 2015-2016). There is also Skills Development Regulations which strongly recommend that every workplace with more than fifty employees should elect a skills development committee (South Africa 2012).

According to Coetzee (2004), the Human Resource Development Strategy has three overarching goals, namely –

- To improve the social infrastructure of the country;
- To reduce disparities in wealth and poverty and develop a more inclusive society;
- To improve international confidence and investor perceptions of the country.

The Human Resources Development Strategy for the Public Service (2002-2006) has five objectives, and they are as follows:

- Improving the foundations for human development
- Improving the supply of high-quality skills (particularly scarce skills), which are more responsive to societal and economic needs
- Increasing employer participation in lifelong learning;
- Supporting employment growth through industrial policies, innovations, research and development; and
- Ensuring that the four pillars of the Human Resource Development Strategy are linked.

The Human Resource Development Strategy becomes critical in countries like South Africa where a market-based system is reigning. The market-based system is competitive in nature and needs skilled work force to enhance competition. Despite the country functioning from the market-based system, it is a fact that the South African government has produced a number of strategies that claimed to address unemployment and create jobs.

In support of the abovementioned fact, LaRocque (2007) and van Vuuren (2014) argue that solutions to skills shortage must encompass a wide range of legislations. It is acknowledged that these legislations do not exist in a vacuum but relate to each other and to related issues like poverty (Brynard 2011 & van Vuuren 2014). In addition to highlighted strategies, programmes were also made available to address the three burning issues – unemployment, poverty and inequality (South Africa Progress Report 2011-2013). One of the programmes is Reconstruction and Development Programme (RDP).

3.3.5.2   Reconstruction and Development Programme (RDP)

The Reconstruction and Development Programme (RDP) came in as a vehicle to transport South Africans from the apartheid legacy to a democratic state (Mamburu 2004; Greyling 2009; Daily Maverick 2013; Business Report 2014; Cewuka 2015; Dunn 2017). It is well acknowledged by Rakate (2006) as well as Palmer and Uys (2012) that by 1994, the South African society was in need of transformation. RDP is the product of ongoing consultation and enjoyed widespread support from all sections of the society. It has been adopted by all political parties in the Government of National Unity (GNU) and in Parliament by all sectors (Cewuka 2013)

Kingdon and Knight (2007), South Africa Progress Report (2011-2013), Ngwenya (2016) as well as Maphumolo and Bhengu (2019) alluded to the fact that the RDP recognised that all the problems (lack of housing, a shortage of jobs, inadequate education and health care, failing economy) are connected. Kingdon and Knight (2007), Bidandi (2007), South Africa's key economic policy changes (1994-2013) including Fuller Housing Centre Report (2014) further state that the goal of the RDP is to meet the social and economic needs of the people and to create a strong, dynamic and balanced economy which will:

- Create jobs that are sustainable and increase the ability of the economy to absorb new job-seekers in both formal and less formal sectors;
- Alleviate poverty, low wages and extreme inequalities in wages and wealth generated by the apartheid system, meet basic needs and thus ensure that every South African has a decent living standard and economic security;
- Address economic imbalances and structural problems in industry, trade, commerce, mining, agriculture, finance and labour markets;
- Integrate into the world economy utilising the growing home base in a manner that sustains a viable and efficient domestic manufacturing capacity and increases the country's potential to export manufactured products;
- Address economic imbalances and uneven development within and between South Africa's regions;
- Ensure that no one suffers discrimination in hiring, promotion or training on the basis of race or gender;
- Develop the human resource capacity of all South Africans so the economy achieves high skills and wages;
- Democratise the economy and empower the historically oppressed, particurlarly the workers and their organisations, by encouraging broader participation in decisions about the economy in both the private and public sector, and create productive employment opportunities at a living wage for all South Africans; and
- Develop a prosperous and balanced regional economy in Southern Africa based on the principle of equity and mutual benefit.

The researcher acknowledges all the bullets, but would like to specifically reflect on six, seven and eight. Capitalism which still reigns in South Africa promotes discrimination, particurlarly in the workplace. It fuels competition in the market. The fact that blacks do not possess the necessary skills to compete in the market facilitates discrimination. Women in particular are still oppressed by the patriarchal system which characterises the country.

Bullet seven addresses skills development specifically, but fails to acknowledge women as target beneficiaries. In the definitions of the Skills Development Act, Act 97 of 1998, there is a designated group which refers to black people, women and people with disabilities. There is no specific mentioning of women as one of the marginalised people in the Skills Development Act, and in this RDP bullet. If women at large are not mentioned in bullet seven, what more about the women in shelters. Bullet eight is about the historically oppressed. This refers to the workers generally who have never been given any opportunity to contribute to decision making in the workplace. Men as workers are affected but the level in which they are affected significantly differs from those of women. The patriarchal nature of the South African society regarded women's place as in the kitchen and therefore do not qualify to be at work-place. The fact that they belong to the kitchen means that they cannot contribute economically. The researcher's interpretation of women's role of being carers, nurturers and cooks is not counted in the skills development and cannot be paid for. Generally, RDP is a socialist programme but the fact that South Africa is functioning from a market-based approach makes it difficult for the government to create sustainable jobs and alleviate poverty. This is a clear indication that RDP will never be in a position to address economic imbalances in SA.

Koch (2011), Palmer and Uys (2012), South Africa's key economic policies changes (1994-2013) as well as Business Report (2014) summarise the purpose of RDP as aimed to address and redress the inherited gross inequalities of apartheid, socially, economically and spatially. Its main five key programmes were as follows:

- Meeting the basic needs
- Developing human resources
- Democratising the state and society
- Building the economy
- Implementing the RDP

3.3.5.2.1   Meeting the basic needs

It is critical for the researcher to indicate that all these five (5) key programmes as per RDP connect and link with each other. The discussion here is done according to Maslow's hierarchy of needs. According to the Training Manual on Restoration and Healing Programme (2011) and Borkowski (2016), equilibrium consists of five levels of needs. *"The most basic needs are physiological, such as need for air, food and water. After the basic needs are fulfilled, the individual moves towards satisfying safety and security needs. This means that individuals are interested in having a home in a safe neighborhood, job security, retirement plan, health or medical insurance and others. The third level of needs is the desire to be loved and belong and be approved by others. The fourth level of needs is self-esteem. Self-esteem can be categorised into two. They are external and internal. The external self-esteem is satisfied by achieving the respect from others, social and professional status, recognition and appreciation. Internal esteem involves the need for self-respect, a feeling of confidence, achievement, and autonomy. Individuals want to be competent in what they do and self-esteem grow when one receives attention and recognition from others for one's accomplishments. The last level is self-actualisation and it means the desire to become more of what one is, and to become everything that one is capable of becoming"* (Streeten 1981; Sheppard 2006; Cummins, Sevel & Pedrick 2006; Bambina 2007; Training Manual on Restoration and Healing Programme 2011; Borkowski 2016; Lepeley, von Kimakowitz & Bardy 2016).

Meeting the basic needs of individuals in communities and the second level of needs (safety and security) are the most critical areas which RDP focused on. Food parcels which in most cases is called Social Relieve of Distress (SRD) and other different grants are given to those who are categorised as unable to do without them. The provision of housing which addressed safety and security is also provided on a means-test approach. The education system is also selective as financial aid (NSFAS) also considers who qualifies, and therefore benefits certain people.

3.3.5.2.2 Development of human resources

The researcher's understanding of development of human resources is that it should be seen as an ongoing and continuous process as long as one is interested. Reitzes (2009), South Africa's Key Economic Policies Changes (1994-2013), Gibb (2013), Okoye et al. (2013), Richman (2015) as well as The African National Congress Disclaimer (2018) are of the view that the RDP aims to create a culture of teaching and learning. It also aims to give people access to education and training throughout their lives. The access is not only at schools and institutions but also at the workplace and in communities. According to The African National Congress Disclaimer (2018), this is one education and training that provided equal opportunities for all irrespective of race, colour, sex, language, age, religion, where people live, or what their opinions and their beliefs. The researcher noticed contradiction on the last statement. South African education is based on means-test approach, especially at tertiary level and not for every citizen.

The SDP falls under this second programme (Development of human resources). As already mentioned, the researcher still emphasises that the RDP on its own is a socialist programme. A means-test approach means that the country is functioning from the market/ capitalist system. At the same time, the purpose of the SDP is to promote the market system through the acquisition of the necessary skills to facilitate competition in the market. Therefore, the state cannot provide one education and training that gives equal opportunities to all. It is a fact that in the market system, government is responsible for the development of policy on skills development. It should also create an enabling environment for skills development to take place in the economy.

The abovementioned analysis is confirmed by Luiz (1993), Axinn and Stern (2005) as well as South Africa's key economic policy changes (1994-2013) that the South African social welfare system is characterised by its racial discrimination in terms of provision, expenditure and facilities. It is also fragmented and bureaucratic as well as ineffective in meeting the real needs of sections of the society. The education system was also structured in a way that it produces too many graduates in the fields that are not highly needed by the economy (Jaile-Khaile 2014).

These opportunities of human resource development are also provided on a shelter level where survivors of domestic violence are protected and empowered to be self-reliant when they are out in communities. Adult Basic Education and Training (ABET) is also provided to survivors as a means to further their education and to access skills development (Kiggundu & Castle 2006; South Africa's Key Economic Policies Changes 1994-2013; Moyo 2014; Rabothata 2016).

3.3.5.2.3   Democratising the state and society

The researcher's observation of RDP as a socialist programme is implemented differently from the normal democracy in South Africa. Mamomano (2013), Garcia-Rívero (2013), Gianolla (2017) and The African National Congress Disclaimer (2018) claim that democratisation means that all South Africans have access to power and the right to exercise their power to participate in the process of reconstructing the country. Democracy means enabling people especially women to participate in decision making at all levels of their lives. This will be done through people's forums, negotiating forums, work place committees, local development committees and referendums. The researcher's understanding of access to power and participation in decision making is a socialist approach and therefore cannot happen in South Africa, especially where women are still seen as objects. Democracy in SA is only on paper and therefore power belongs to the rich minority.

3.3.5.2.4 Building the economy

Blankley and Booyens (2010), South Africa's key economic policies changes (1994-2013), The World Bank (2017) and The African National Congress Disclaimer (2018) argue that the aim of the RDP is to build the economy by proposing a new approach which will be more effective than the past approaches. The three key words used are reconstruction, restructuring and development (World Bank 2017; Peres 2019). Kingdon and Knight (2007), Fedderke and Simkins (2012), South Africa's Key Economic Policies Changes (1994-2013) and Hattingh (2017) argue that in meeting the basic needs and building the economy, job creation should be done through public works programmes. Expanded Public Works Programme is discussed in detail later.

The researcher's view is that the basic needs of survivors whilst they are out of the shelters cannot be met without them being working. On the other hand, it is a fact that the economy needs the necessary skills for them to compete in the market in order to earn a salary and be self-reliant. The researcher has to acknowledge that in a market system, the markets are free and government interference is very minimal. Individualistic self-reliance on markets is promoted (Aspalter 2001; Ferragina & Seeleib-Kaiser 2011; Jensen 2012; Ndunda 2016). In other words, the goal of the RDP could not be reached since in a market regime, the government cannot be in a position to create jobs or build the economy.

A national Public Works Programme aims to respond to basic needs such as water supply, sewerage and roads and at the same time create jobs, particularly in poor and rural areas (McCord 2012; Peres 2019). The programme was planned to provide adequate wages, working conditions and skills training and will be based on community involvement (Kingdon & Knight 2007; ILO 2015; The African National Congress Disclaimer 2018). In addition to the abovementioned statements, Brynard (2011) advocates that the public works programme can potentially employ large numbers of poorly educated and otherwise unemployed workers. In addition to the abovementioned fact, McCord (2012) suggested that unemployed people with low level education could be included in the special job creation projects such as public works programmes.

Despite the fact that this programme employed large numbers of poorly educated people, skills development is not occupationally based. It is also not provided by an accredited training service provider and complies with any prescribed requirements (Hammond 2016). This programme was also intended to provide adequate wages in communities, but in actual fact, the researcher is of the view that no adequate wage can be paid to unskilled labour. Taking into consideration that this programme is public (social democratic), and the fact that South Africa is functioning on a liberal system, it makes it difficult for one to comprehend the two. The RDP cannot achieve the intended goals.

3.3.5.2.5   Implementing the RDP

The researcher is also of the view that it will never be of use to have RDP plans in place but not implementing them. The implementation can be done or achieved through the financing of the programme and allocation of the necessary resources. According to South Africa's Key Economic Policies Changes (1994-2013) and Business Report (2014), RDP was successful in some areas such as social security in which the government established a very extensive welfare system. The researcher is of the view that the welfare system created and promoted dependency on beneficiaries. The system catered for the aged, disabled, children in need, foster parents and many others too poor to meet their basic social requirements. At the same time, the RDP did not deliver as it was planned particularly in terms of economic growth. In addition to the above mentioned failure of RDP, the researcher is of the view that it did not address economic issues which are still of major concern until to date.   Democracy which was achieved in 1994 cannot be meaningful if welfare services are selective and means-tested. RDP ignored the gathering of new taxes, rather focusing, far too narrowly, on fiscal prudence and the reallocation of existing revenues. In addition, the government suffered from lack of sufficiently skilled managers, while policy co-ordination and implementation methods used were not proven successful (Cewuka 2013; Manomano 2013). Due to ineffectiveness of RDP, GEAR came into existence.

3.3.5.3   Growth Employment and Redistribution (GEAR)

South Africa's Key Economic Policies Changes (1994-2013) points out that when faced with these constraints, government introduced a macroeconomic policy framework called Growth, Employment and Redistribution (GEAR) in 1996. The main purpose of GEAR was to stimulate faster economic growth which was required to provide resources to meet social investment needs (Mosala, Venter & Bain 2017).

The policy encompassed most of the social objectives of the RDP but was also aimed at reducing fiscal deficit, lowering inflation, maintaining exchange rate stability, decreasing barriers to trade and liberalising capital flows. Fiscal deficit is understood to be the imbalance between the revenues generated and the expenditure incurred (Mosala, Venter & Bain 2017). In actual fact, it is when the expenditure is more than what one (government) is having. According to The Liberalisation and Management of Capital Flows (2012) as well as Brockmeijer, Marston and Ostry (2012), a study on the liberalisation of the capital and financial account of Malawi refers to the removal of measures that are designed to limit capital flows. The concept includes the underlying capital transaction as well as related payment or transfer, and implies unrestricted convertibility of local currency in international financial transactions.

According to Kingdon and Knight (2004) as well as South Africa's Key Economic Policies Changes (1994-2013) under GEAR policy, fiscal deficit, inflation and government consumption targets were slightly met with different figures respectively by the end of 2000, bringing greater macroeconomic stability, better reporting of and increased accountability as well as drastic improvement of public finances. On the other hand, failures such as private investment, job creation and gross domestic product (GDP) were experienced.

Low levels of economic growth and private investments were insufficient to contribute to the reduction in unemployment as well as very less distribution of wealth (Mosala, Venter & Bain 2017). The abovementioned authors air that GEAR failed to bring about increased formal employment and more evenly distributed wealth. In other words, while the GEAR policy was sufficient for the achievement of macroeconomic objectives, it clearly fell short with regard to the social challenges of the country, most notably poverty reduction and employment creation (South Africa's Key Economic Policies Changes, 1994-2013). The fact that GEAR is a market-based system policy makes it difficult to reduce poverty and creates employment.

3.3.5.4 Accelerated Shared Growth Initiative for South Africa (ASGISA)

South Africa's Key Economic Policies Changes (1994-2013) and Kgatle (2017) state that GEAR was replaced by the Accelerated and Shared Growth Initiative for South Africa. ASGISA envisioned to reduce poverty by 2010, and halving unemployment by 2014. It was launched to promote the governments mandate from 2004 to 2014 (Bartlett 2011; Mosala et al. 2017). This mandate was first to halve unemployment from 30% to 15% and poverty from one-third to one-sixth of the population by 2014 (Bartlett 2011; Kgatle 2017). One of the targets was to accelerate employment equity and equal share of the wealth by majority (Mosala et al. 2017; Gumede 2017). Van Vuuren (2014) argues that the greatest single impediment identified by ASGISA was shortage of skills (skills development), including engineers and scientists. There were also shortage of managers such as financial, personnel and project managers; and skilled technical employees such as artisans and IT technicians were also scares (Van Vuuren 2014).

The researcher is of the view that there is common consensus that the available skills are not meeting the needs of the current market. Due to that, ASGISA cannot be in a position to accelerate employment, reduce poverty and halve unemployment as stipulated. It is only skilled people as alluded to by the Human Resource Development Council Skills System Review Technical Task Team in South Africa (2013) who can compete in the market. They can also become self-employed and form income generating entities that sustain livelihoods, and expand to provide employment opportunities. It is further mentioned that highly skilled people create jobs and suitably skilled people can be absorbed into employment when jobs are created and the economy is accelerated (Human Resource Development Council Skills System Review Technical Task Team in South Africa 2013).

Van Vuuren (2014) as well as Trade and Industrial Policy Strategies (2016) further argue that ASGISA builds on the foundations of goals of RDP of building a united, democratic, non-sexist and non-racial society and a single integrated economy. Despite the fact that ASGISA's intention was to promote economic growth and half unemployment and poverty by 2014, the government's mandate is to create an enabling environment for the jobs to be created and not to create jobs. The economy cannot be integrated as it is currently characterised by inequalities, competition and discrimination.

Mummenthey and Du Preez (2010) as well as Reddy et al. (2017) are very clear that ASGISA should ensure that skills programmes and learnerships replace apprenticeships. Due to unforeseen circumstances, this did not go as anticipated. One of the causes of failure was that there has been a delay in the implementation of learnerships; there was restructured content together with a lack of quality control which leads to many practitioners not being able to deal with the complex requirements of the new system. As already highlighted, shortage of skills as an impediment was an obstacle on its own to halve unemployment and poverty with targeted percentages. The reality is that economic growth can only be promoted through the availability of the necessary skills. ASGISA was followed by the New Growth Path (NGP)

3.3.5.5　New Growth Path (NGP)

The researchers' observation is that RSA recognised that reducing poverty and unemployment cannot be achieved by the abovementioned policies, strategies and programmes, hence the implementation of NGP. This is confirmed by Meyer (2013), that there is growing consensus that creating decent work, reducing inequality and defeating poverty can only happen through a new growth path. The NGP is founded on a restructuring of the South African economy to improve its performance in terms of labour absorption as well as the composition and rate of growth. At the same time, the former South African President Jacob Zuma declared 2011 to be a "year of job creation" (State of Nation Address 2011). The government's NGP aimed to create five million jobs by 2020, and to bring the unemployment rate down to 15 per cent (Natrass 2011; ILO 2011; National Youth Policy 2015-2020).

Taking into consideration the abovementioned wish of creating five million jobs by 2020, as well as the reality and impact of COVID-19, the researcher does not see this possibility happening. Again, StatsSa (2020) is already reporting that during the fourth quarter of 2019, South Africa's unemployment rate was at 29.1% and therefore how is the reduction to 15% going to be possible. The NGP recognised that structural unemployment remains extremely high, poverty continues to affect millions, oppression of workers continued and that inequalities were deeper than ever before (ILO 2011; Meyer 2013). The NGP was envisioned to accelerate growth in the South African economy and to do so in ways that rapidly reduce poverty, unemployment and inequality (State of Nation Address 2009; Natrass 2011; Meyer 2013). Meyer (2013) further confirms that the overall focus of the NGP is on job creation, with secondary focus on improvement of inequality levels; reduction of poverty; improved co-ordination; planning; and implementation of economic policies in all three spheres of government. The NGP also encourages strong partnerships among government, business and communities, as well as improved co-operation with other African countries, including BRICS countries (Brazil, Russia, India, China and South Africa) (De Lannoy et al. 2018). One of the advantages of BRICS countries is that they have high levels of productivity, competitiveness and technological innovation. Skills development and education are priorities (Meyer 2013).

The New Growth Path starts by identifying where employment creation is possible, both within economic sectors as conventionally defined and in cross-cutting activities (De Lannoy et al. 2018). It is a fact that the high level of unemployment in the country has led to many socioeconomic problems such as poverty, crime, poor education and ill health (Cloete 2015; Van der Westhuizen 2015; Woolf, Aron, Dubay, Simon, Zimmerman & Luk 2015; Elliot 2016). The endemic unemployment has led to low consumer spending and low government income through taxes (Van der Westhuizen 2015). The NGP aims to address unemployment, inequality and poverty by unlocking employment opportunities in South Africa's private sector (Cloete 2015; Ferreira & Rossouw 2016). The point of departure for the NGP was identifying key areas where jobs can be created (Ferreira & Rossouw 2016; De Lannoy et al. 2018). It would place job creation at the centre of economic policy (McCarthy 2011; Meyer 2013; Country Report 2013; Ferreira & Rossouw 2016).

One of the triggering issues for the NGP was that the country experienced an ongoing economic crisis. Up to 945 000 jobs were lost in 2009, and there was a further loss of 171 000 in the first quarter of 2010 (Eastern Cape Socio- Economic Consultative Council 2010; Ferreira & Rossouw 2016).

As already highlighted, the NGP identified investment in infrastructure, energy, transport, communication, water and housing (Cloete 2015; Ferreira & Rossouw 2016). It is suspected that sustaining high levels of public investment in these areas will create jobs in construction, operation and maintenance of infrastructure (Ferreira & Rossouw 2016). The Eastern Cape Socio-Economic Consultative Council (2010) believes that infrastructure development and investment is the main job driver of the NGP, and government's role is vital in the process. There is an acknowledgement that the NGP alone cannot achieve the intended results as it has been highlighted already that good partnership will do better. Therefore, there should be partnerships between key social players, business and government to address structural challenges in the economy (McCarthy 2011; Meyer 2013; Cloete 2015).

The researcher's observation of the NGP is that despite the fact that about 200 major projects were launched countrywide, it has never helped South Africa to achieve the goal. Those projects included water, the construction of roads, maintenance of railway and improvement. They also included the upgrading of harbour facilities; construction of in-land transport hubs; energy projects; and social infrastructure such as hospitals and schools (Consultative Council 2010; McCarthy 2011; Hendriks 2012).

It is critical for the researchers to indicate that all these initiatives work together towards promoting and achieving a more labour intensive economy. It is also a strive towards the creation of "decent work" opportunities with minimum income levels; reforming labour policies to allow more protection for vulnerable workers and the provision of basic services to the poor. In ensuring that the NGP works better, some programmes such as community works programme (CWP) and the expanded public works programme (EPWP) were implemented and must be used to drive job creation. EPWP is discussed in detail below. One of the critical areas to address under the NGP was skills development under Accord 1.

There were a number of commitments made under this accord on how skills development will be enhanced, but Archer (2011) highlights that government is simply not able to take responsibility for expanding higher education of the right kind for development needs. It is also unable to raise the intermediate levels of skills training complementary to high-level skills production. It is also acknowledged that governments cannot determine the optimum mix of graduate output without resorting to market signals and to willing employer collaboration. Despite the fact that a lot of commitment was made to facilitate skills development, willing employers remain gate keepers for skills development hence there was no much of achievement as far as skills development is concerned.

Unfortunately, the New Growth Path did not deliver as expected. Its main goal was to create new jobs and ensure that existing jobs are retained. The NGP focussed more on government intervention rather than on creating an enabling economic climate for successful private sector initiatives. The implementation of the policy relied too much on the government (Fiona 2011; Meyer 2013; Ngwenya 2016; Nkosi 2017). All three spheres of government, especially local government have relatively poor capacity and skills levels. The lack of strong links with the private sector is also a key factor which needs improvement (Meyer 2013). In a market- based system, the government is responsible for the creation of an enabling environment for job creation. The reality is that South Africa is currently in an economic "slow-down" phase, and jobs are lost rather than added to the economy.

A total of 450 000 jobs were lost from 2009 to 2011 and 700 000 jobs were lost in the agricultural sector in the last decade (Meyer 2013). The researcher is of the view that creating 5 million jobs by 2020 is completely unrealistic. If between the year 2002 and 2008, only 300 000 jobs were created, this means that five million jobs is completely impossible. Taking into consideration the fact that 945 000 jobs were lost in 2009 and 171 000 were further lost in the first quarter of 2010 means the country is indeed moving backwards in terms of job creation.

3.3.5.6   Expanded Public Works Programme (EPWP)

Another short-term programme, Expanded Public Works Programme (EPWP) was also introduced and implemented. It was also a government initiative to redress the legacy of exclusions designed to disinherit and disempower people (Heradien 2013; Mfusi 2014; Peres 2019). Kraak and Press (2008) as well as The Hlatswayo (2017) advocate that EPWP is an intervention to increase employment specifically among the low-skilled through the accumulation of entry-level skills. In the South African context, the EPWP was implemented in 2004, with two intentions. Firstly, to provide poverty and income relief through temporary work for the unemployed, and secondly, to equip the participants with skills development training and work experience to enhance their ability to earn a living in the future (McCord 2012; Heradien 2013; Mahope 2019).

The expanded public works programme (EPWP) could be located where rural unemployment is severe (McCord 2012; Mukhathi 2015; Hlatswayo 2017). The programme can potentially employ large numbers of poorly educated and otherwise unemployed workers (Mahadea & Simson 2010; Brynard 2011; Mukhathi 2015; Hlatswayo 2017). The downside of the expanded public works programme is that it does not provide for training that equip workers for meaningful employment. Training is not its primary focus. Levinsohn (2007) and Peres (2019) postulate that the nature of the public works programme is short-term; in a way it addresses poverty that relates to unemployment. This is effective for a rather under-developed informal sector and a relatively subsistence agricultural sector. Levinsohn (2007) further postulates that the severe unemployment in South Africa is of such a nature that the expanded public works programme will not adequately alleviate unemployment. Kraak and Press (2008) and Peres (2019) advocate that EPWP has been identified as an intervention strategy to increase employment among the low-skilled through the accumulation of entry-level skills.

The EPWP is defined by McCord (2012) and Mahope (2019) as a nationwide programme covering all spheres of government and state owned enterprises to draw unemployed into productive work. The implementation of SDP has been influenced by the serious South African skills deficit that hampers its economic growth (Cloete 2005; Akoojee et al. 2005; Matea 2013). Cloete (2005) and Mekwa (2012) further indicate that the South African government is attempting to create an environment that is conducive to job creation and that promotes high levels of productivity through SDP.

The researcher is of the opinion that despite the good intentions of implementing this programme, it is not effective due to the fact that it is creating temporary jobs for the poor and no training is provided. This is supported by Peres (2019) that EPWP is designed to create short-term employment to address seasonal unemployment. It is also said in Mahope (2019) that City of Tshwane supports and participates in the programme with the intention of transferring skills and providing income. The researcher is still of the view that the transfer of skills cannot be done without the provision of relevant training. As a result, the beneficiaries go back to poverty after exiting the programme due to the fact that there was no training provided to acquire a certain skill (Mfusi 2014). There is no sustainable employment created. This for the researcher challenges the element of decent work since decent work should be coupled with training and be permanent. The researcher is also of the view that poverty reduction needs a permanent job for one to be able to maintain and sustain oneself financially.

McCord (2012) and Vaughan (2016) mention that the EPWP is about the creation or repair of assets which will enhance household, local, regional or even national productivity. What is interesting currently is that there is little evidence to confirm that the creation of assets through public works has made a significant or sustained impact on productivity or growth generally. One other challenge is that according to Ramachela (2005), South African Cities Network (2013-2014) and Mukhathi (2015), this programme is not driven by the need, but by the supply. The scale of the programme is determined by the capacity of creating opportunities rather than by demand. It is, therefore, unable to provide employment opportunities to all unemployed adults who need to work (McCord 2012; Mfusi 2014; Vaughan 2016).

Another challenge is that there is a call made by the City of Tshwane for the unemployed residents between the ages of 18 and 60 to register on its central Expanded Public Works Programme data base for jobseekers as highlighted by Mahope (2019). According to the Older Persons Act, 2006 (Act 13 of 2006), a female person who is 60 years is regarded as an older person and does not qualify to be employed. Thus, the question then becomes, how can an older person be registered and be made available for employment? This, for the researcher means a contradiction between this Act, Older Persons Act, Act 13 of 2006 and the EPWP.

3.3.5.7   Very Small and Medium Enterprise (VSME)

In South Africa, government recognises the importance of Very Small and Medium Enterprise as one of the vehicle to carry business activity. Due to that, a new Ministry of Small Business Development was established in early 2014. The aim of the Ministry was to facilitate the promotion and development of small businesses. These enterprises contribute significantly to national GDP and have proved to be major contributors to job creation (Bureau for Economic Research 2016).

McGrath (2005) as well as Pike, Puchert and Chinyamurindi (2018) postulate that given the historical legacy of white advantage and black disadvantage in SA, Very Small and Micro Enterprise (VSME) were also seen as a crucial tool for broad-based black economic empowerment (BBBEE). VSME were seen as an important generator of employment and of poverty alleviation in a country where increasing numbers are likely to find their future work in smaller and informal enterprises. The debates about the importance of VSME development intersect with other national priorities with respect to skills development. According to McGrath (2005), Kraak et al. (2013) as well as Reddy, Wildschut, Luescher, Petersen, Rust and Kalina (2017), skills development and small enterprise development are closely related. Despite the two being related, one of the disadvantages is that the sector is negatively affected by a shortage of skills and limited entrepreneurship capacity act as constraints to employment growth.

Changes in the South African Education System (2002) together with Chithiga-Mabugu, Tsoanamatsie, Motala, Jonas, Mashile, Nhemachena, Karuaihe, Molokomme, and Ngwenya (2016) advocate that people who see themselves as unemployed but are involved in income-generating and subsistence activities could be included in small business development and agricultural training programmes. Small and micro-enterprises (SMEs) can absorb large numbers of unemployed people in a country. However, experience has shown that large numbers of them are unable to earn incomes that will enable them to escape poverty (Kraak et al. 2013). The researcher's observation is that majority of VSME are not paying levy and therefore it becomes difficult to promote skills development.

Jali-Khaile (2014) posits that like all other governments in other parts of the world, South Africa's main responsibility is to create enabling environments, to develop legislative frameworks and policies, and to ensure that strategies of implementing these policies are in place. It is also the role of government to monitor and evaluate the impact of these policies in the labour market and economy.

Chongo and Folscher (2006) as well as Mosala et al. (2017) hold forth that post 1994, the government diagnosed skills as challenges that were hampering economic growth and social development. The diagnosis also indicated that there was a need to develop skills particularly for the previously disadvantaged people in order to bring about equality and social development (Van der Westhuizen & Swart 2015). Mohlala (2011) asserts that skills development and training in the South African context should be addressed against the broader social, political and economic background where reconstruction and development still occupy the highest status on the national agenda.

3.3.5.8   National Development Plan (NDP)

The researcher's understanding of most of the abovementioned policies, strategies and programmes for poverty alleviation and job creation was more of a short term. The NDP, which is a holistic plan to eliminate poverty and reduce inequality by 2030 seems to be a long term plan (Chilenga 2017). Ansu and Tan (2008), South Africa's Key Economic Policies Changes (1994-2013), Zarenda (2013) as well as Pule (2014) argue that during 2013, the government introduced the NDP as a South Africa's long-term socio-economic development road map. It has been adopted as a cornerstone and blueprint for a future economic and socio-economic development policy for the country as of 2012/13 at Mangaung. In order to address the country's socio-economic balances, the NDP identifies key constraints to faster growth, and presents a road map to a more inclusive economy (Chilenga 2017).

The country's socio-economic balances will be addressed through seven objectives. They are follows:

- Uniting South Africans of all races and classes around a common programme to eliminate poverty and reduce inequality
- Encouraging citizens to be active in their own development, in strengthening democracy and in holding their government accountable
- Raising economic growth, promoting exports and making the economy more labour absorbing
- Focusing on key capabilities of both people and the country
- Capabilities include skills, infrastructure, social security, strong institutions and partnerships both within the country and with key international partners
- Building a capable and developmental state
- Strong leadership throughout society that work together to solve our problems

For the abovementioned priorities to be realised to ensure a decent standard of living for South Africans, the following should be the point of departure.

- Housing, water, electricity and sanitation
- Safe and reliable public transport
- Quality education and skills development
- Safety and security
- Quality health care
- Social protection
- Employment
- Recreation and leisure
- Clean environment
- Adequate nutrition

The researcher would like to acknowledge the abovementioned critical facts but for the purpose of this study, wants to specifically focus on the third point (quality education and skills development). NDP is promoting skills development. It is viewed as one of the most critical and pressing challenges facing South Africa. Pule (2014) is very clear that education, training and innovation are central to South Africa's long term development. They are core elements in eliminating poverty and reducing inequality (Pule 2014; Chilenga 2017). Education, training and innovation are also a foundation of an equal society (Zarenda 2013; Peters 2014; Chilenga 2017).

Education is acknowledged to empower people to define their identity, take control of their lives and raise healthy families (Burnside & Fuchs 2013; Peters 2014). Educated persons can take part confidently and play an effective role in politics and governance of their community. It is clear that a strong educational system starting from early childhood development, primary, secondary, tertiary and further education is crucial to address poverty and inequality (Masilela 2013; Davids 2016).

The researcher would like to acknowledge that education system is comprehensive and cannot be studied separately. In this situation, the study will concentrate on tertiary and further education as it addresses skills development and is crucial for poverty and inequality. The plan envisages an economy that serves the needs of all South Africans- rich and poor, black and white, skilled and unskilled, those with capital and without, urban and rural, men and women (Peters 2014; Davids 2016). Despite the good wishes of the plan, challenges have been identified and few of them will be highlighted. It has been realised that many parts of further education, training and skills development sector are severely underperforming. There are no enough public institutions providing learning opportunities in this sector. Although there are some strong institutions, the college sector is small and weak (Mgijima 2014). On the other hand, the success rate in FET colleges is extremely low. Training providers, further education and training colleges have very weak relationships with workplaces, leading to incomplete training (Mokone 2011; Garraway, Bronkhorst & Wickham, 2015). It is estimated that approximately 65% of college students are unable to find workplace experience which is valuable for all students and a requirement for skills development (Mokone 2011; Mgijima 2014).

Mokone (2011) and Frost (2019) emphasise the importance of work-based experience which serves as a good foundation of skills development. The work-based experiences serve the following purposes:

• providing a strong learning environment for both hard and soft skills;

• improving the transition from school to work by allowing employers and potential employees to get to know each other;

•contributing to output; and

• linking the provision of training to real labour market needs.

As much as the NDP is still on its way towards 2030, there are already challenges identified as already mentioned. Realistically, poverty elimination, job creation and equality in South Africa is just a wishful thinking. Taking into consideration the fact that SA is functioning under a liberal system, and the market only favours those who are able to compete; job creation and placement, including other critical issues which are already highlighted cannot reach the target.

After twenty six years of democracy, poverty and unemployment is growing on a daily basis irrespective of the availability of relevant legislation. Skills development does not come to reality in South Africa. The researcher's question becomes: what more about the women in the shelters? The objective of the NDP of reducing unemployment by 2030 is just a wish. This is confirmed by Oosterwyk (2017), who opined that the new jobs to be created are supposed to be 1 million per year, which amounts to 83000 new jobs a month. The researcher finds this to be impossible and unrealistic.

It is a reality that South Africa has achieved its democratic status in 1994. Since then a lot of legislation has been developed and is in place to deal with a heavy load of poverty, inequality, discrimination and poor workforce skills. The intention was job creation, placement and increment, improvement of international competitiveness, crime reduction, a better education system and increment of economic growth. Despite these huge efforts, high unemployment and other highlighted issues remain the key challenge for the Republic of South Africa. The country struggles to generate sufficient jobs (World Bank 2018). At the same time, Trigaardt (2006), Rennkamp and Moyo (2012) as well as McKnight, Steward, Himmelweit and Palillo (2016) assert that women, younger workers, people with disabilities, ethnic minorities and individuals with low skill levels are all more likely to be low paid than their counterparts.

The EPWP as a programme has short-term merit, but is not a credible, long-term, sustainable employment response to South Africa's unemployment crisis (Meth 2010; Heradien 2013; The State of South African Cities Report 2016; Peres 2019). The researcher is of the view that many of the poverty reductions strategies such as the EPWP focus on the short to medium term. The risk of poverty is also much higher for workers on temporary as opposed to permanent contracts (McKnight, Steward, Himmelweit & Palillo 2016). Good and quality jobs are key to future reductions in poverty and inequality (Rennkamp & Moyo 2012; World Bank 2018). Vocational education and training, adult basic education (ABET) and vocational rehabilitation are key elements in the successful engagement of people with disabilities (Moyo 2014; Buys 2015; Rabothata 2016).

From the abovementioned discussion, the researcher argues that although the Skills Development Act was introduced in 1998, up to now it does not appear to have had much impact on the skills deficit in the country. The Act also just highlighted the designated groups in the definition but did not discuss them as part of the beneficiaries. Other strategies and programmes such as the RDP did not do much to help the poverty and skills development situation.

CHAPTER 4: SKILLS DEVELOPMENT PROGRAMME AND PSYCHO-SOCIAL SUPPORT SERVICES RENDERED BY SHELTERS ACCOMMODATING SURVIVORS OF DOMESTIC VIOLENCE IN GAUTENG PROVINCE, TSHWANE REGION

4.1 INTRODUCTION

In this chapter, the Skills Development Programme rendered in the shelters for survivors of domestic violence in Gauteng Province, Tshwane Region will be discussed. The discussion will also define shelter, its origin, admission and experiences. Other benefits from the shelter which include different empowerment activities such as group work and educational programmes will also be discussed. The similarities and differences between the national SDP presented in chapter two and the one rendered in the shelters for domestic violence in Gauteng Province, Tshwane Region will be compared and contrasted. Information on strategies and manuals pertaining to SDP in the Tshwane Region shelters will also be highlighted.

4.2 Definition of a shelter

Domestic violence can leave one without any option but to go to the shelter if there is no family member or friends to assist in offering accommodation. A shelter refers to a residential facility providing short-term intervention in a crisis situation (Gelles & Cornell 1990; Gierman et at. 2013; LaViolette & Barnett 2014; Ontario Ministry of Children, Community and Social Services 2018). Shelters provide survivors and their children a place of safety, psycho-social support services, opportunities for child care, job preparation, counselling, advocacy, educational and preventative community outreaches (Ramabulana 2007; Groenewald 2009; LaViolette & Barnett 2014; Department of Social Development Shelters for Women who are abused 2015; Ontario Ministry of Children, Community and Social Services 2018). In addition to the abovementioned services, Maconachie (1993), Renzetti et al. (2011) as well as Department of Social Development Shelters for Women who are abused (2015) confess that shelters provide a variety of activities and resources, including individual counselling, group work, assistance with health and legal matters, educational programmes such as assertiveness training, parenting and vocational skills. Ontario Ministry of Children, Community and Social Services (2018) define a survivor as a person who has experienced violence or abuse in any of its form.

In South Africa, shelters that accommodate survivors of domestic violence also adopted the Skills Development Programme with the intention of empowering the survivors to be financially self-reliant. The Skills Development Programme in shelters is implemented for a period of six months depending on the stay of the survivors (Groenewald 2009; Bhana, Lopes & Massawe 2013; Lopes & Watson 2013; Mokoape 2019). All shelters for domestic violence expect the survivors to be well-equipped with a particular learned skill and be ready to function independently after exiting the shelter.

SDP for Watson and Lopes (2017) is one of the strategies for job preparation offered in those shelters. Groenewald (2009), Renzetti et al. (2011) as well DSD (2015) further mention that the intervention in the shelters includes meeting the basic needs, which refer to the protection, food, clothing and warmth, but does not exclude the psycho-social support, skills development and other services. The intervention also includes the provision of both formal and informal services that address one's psycho-social wellbeing whether directly or indirectly. Survivors' abilities to function independently in a positive lifestyle free of violence are strengthened through psycho-social support services (Kettner, Moroney & Martin 2013). The Skills Development Programme is preferably rendered simultaneously with psycho-social support services. What is very disturbing is that when psycho-social support service is done, there is no time to complete the Skills Development Programme.

Renzetti et al. (2011) and Karger and Stoesz (2014) argue that prior to the 1960's, battered women found themselves in the same shelters as catastrophe victims, alcoholics and all other homeless individuals. The only options for sheltering services were the Salvation Army, churches and other homeless shelters. The abovementioned authors further argue that many times these facilities were full and turned battered women and their children away. Most of the shelters were insensitive to the needs of women with abusive partners and often blamed the women for their victimisation (Renzetti et al. 2001; Karger & Stoesz 2014; National Strategy for Sheltering Services 2013-2018).

"The concept of shelter for battered women originated in England in 1972. Since then, thousands of shelters have been established throughout Western Europe and North America, resulting in the emergence of an active Battered Women's Movement. This movement which evolved out of the Women's Liberation Movement has served to break the long socially-induced silence surrounding battering. With little or no government support and often times with intense citizen and professional opposition, grassroots women's groups gave birth to shelters. Women of many backgrounds and orientations were united in a way that eventually brought shelters legitimacy and respect from the community at large. The Battered Women's Movement was essentially founded on the notion that building an alternative community for isolated battered women was a treatment in itself. Wife abuse was introduced as a feminist issue which means an issue that demonstrated the secondary status of women in American society. In the Feminist view, wife abuse was the result of the patriarchy and sexist attitudes that degraded and oppressed women and had to be redressed with social change to bring greater equality and status to women in general" (Machonachie 1993; National Strategy for Sheltering Services 2013-2018).

Maconachie (1993) and Crime against Women in South Africa (2018) further highlighted that the first South African shelters for battered women and their children was opened in Johannesburg in 1981 by People Opposing Women Abuse (POWA), followed by Rape Crisis Shelter in Cape Town in 1986. These South African shelters have been established as part of initiatives of Feminist organisations. On the other hand, the Domestic Violence Act, Act 116 of 1998 came into effect in December 1999, and made provision for a suitable shelter for survivors of domestic violence.

The Act is very clear that any member of the South African Police Service must, at the scene of an incident of domestic violence or as soon thereafter as is reasonably possible or when the incident of domestic violence is reported, render such assistance to the complainant as may be required in the circumstances, including assisting or making arrangements for the complainant to find a suitable shelter and to obtain medical treatment (Domestic Violence Act, National Shelter Strategy for sheltering services for victims of crime and violence 2013-2018; Ontario Ministry of Children, Community and Social Services 2018). Ontario Ministry of Children, Community and Social Services (2018) acknowledges that women access shelter services on a voluntary basis. It is further acknowledged that women have the right to make their own choices and decisions about the services they receive from the shelter.

Gondolf and Fisher (1948), Renzetti et al. (2001), Bhana, Vetten, Makhunga and Massawe (2012) as well as Lopes and Mpani (2017) advocate that battered women needed not only care and emotional support, but also to be made aware of the social circumstances of their abuse. Being made aware of one's social circumstance means that the survivor has been taken through the pre-contemplation stage and now functioning on the contemplation stage (Webb 2011; Lindsay 2013; Bauer & Liou 2016). Contemplation stage means being fully aware of social circumstances of abuse and weighing the pro's and cons of change (Bauer & Liou 2016). In this stage, survivors of domestic violence need more empowerment to be able to be mobilised to challenge their subjection and take charge of their lives (Gondolf & Fisher 1948; Renzetti et al. 2001; Lindsay 2013). Taking charge of one's life is an indication of ownership of the action stage (Brandell 2011; Gottawald & Goodman 2012; Lindsay 2013; Page & Page 2015). The researcher's understanding is that empowerment and being mobilised to challenge survivors' subjection of victimisation and being responsible for one's life is a result of being exposed to the contemplation stage, taking action and functioning on the maintenance stage (Naidoo & Wills 2001; Brandell 2011; Webb 2011; Page & Page 2015).

Renzetti et al. (2011), Training Manual on Restoration and Healing Programme (2011) as well as the National Strategy for Sheltering Services (2013-2018) mentioned that the typical maximum stay at a domestic violence shelter is thirty (30) days although most programmes offer extensions as needed. Renzetti et al. (2011) further mention that the length of stay can be determined by a combination of factors such as individual resources, compliance with shelter rules, attitude, shelter's constitutions and others. This is different from the South African context as all funded shelters accommodate survivors for six months unless otherwise (Groenewald 2009; Sithole 2018). During a study conducted by Maconachie (1993) in Cape Town for battered women seeking solutions, the stay in the Rape Crisis Shelter was three (3) months (Watson & Lopes 2017).

There are one hundred and thirty six (136) shelters in all nine provinces providing psycho-social support services. Psycho-social refers to a number of theories, which are combined and concerned with psychological development and the interaction between individual and the social environment (Chan & Rhind 1997; Van Berg 2006; Lindsay, Parker & Bradley 2013). It is an ongoing process of meeting the physical, emotional, social, mental and spiritual needs of individuals all of which are meaningful and positive development (Lindsay et al. 2013; DOH 2016). Chan and Rhind (1997), Summers (2012) Lindsay et al (2013) and Parrot (2014) emphasise that a non-judgmental approach rendered by social workers is a prerequisite to render effective psycho-social support services to survivors.

Battering, according to Maconachie (1993) and Lindsay et al. (2013), exact a high price to women's lives - financially, emotionally and physically. Psycho-social support services, for Bloom and Farragher (2011) and Lindsay et al. (2013), are for the empowerment of survivors to be able to develop resilience and to approach situations differently. It is non-financial social welfare programmes that enhance people's personal development and functioning (Aravacik 2018).

Education, protection from physical and emotional harm as well as personal counselling help people solve their problems and manage interpersonal relationships (Bloom & Farrager 2011). It also helps survivors to participate more effectively in society, hence survivors of domestic violence in shelters in this study (Federico 1990; Bloom & Farrager 2011).

The researcher finds it clear from the literature review that shelters are doing their best to protect, counsel and empower survivors of abuse to be independent in different ways (LaViolette & Barnett 2014). As already mentioned, Bhana, Vetten, Makhunga and Massawe (2012) emphasise that shelters provide individual counselling, career and employment assistance, social awareness and outreach programmes that include HIV and AIDS and drug awareness programmes as well as after-school service to ensure that the interventions are holistic and comprehensive.

Normally, when survivors are victimised, they go to hospitals for the injuries or police stations to report cases; that is where they get their referral systems to the shelters. Domestic violence is the most common form of serious abuse against women and girls around the globe (Pike 2011; Lopes & Mpani 2017). Survivors may be referred to the shelters by law enforcement agencies, private and public helping agencies, or it can also be self-referral (Roberts 1981; Groenewald 2009; Ontario Ministry of Children, Community and Social Services 2018).

It is highlighted that survivors of abuse arrive at shelters traumatised. Some are totally disorientated, confused, heartbroken, angry, and discouraged by life and other things (Groenewald 2009; Lindsay 2013; LaViolette & Barnett 2014; Joshi 2017). Groenewald (2009) and Lindsay (2013) further mention that shelters have a mutual purpose of not only protecting the survivor from the perpetrator, but also to enable the survivor to go through the process of healing. The good work which is done by the shelters in providing much needed support for women in a time of acute crisis is acknowledged and appreciated by van Wormer (2001) and Bhana et a. (2012). Van Wormer (2001), Renzetti et al. (2011), Sullivan (2012) and LaViolette and Barnett (2014) further postulate that shelters not only provide care and protection, but also emotional growth and strength.

In addition to the abovementioned services provided by shelters, Roberts (1981) and LaViolette and Barnett (2014) confirm the following referrals. Those referrals are for medical and legal assistance, coordination with area hospitals, mental health agencies and other medical facilities will facilitate the smooth handling of survivors' medical needs. Maconachie (1993), Groenewald (2009), Pike (2011), Sithole (2018) and Ojha (2019) confirm that battered women frequently require medical attention for their injuries*.*

Roberts (1981) and Lindsay (2013) highlight many reasons for women to be in the shelters. "The first one *is to provide a supportive community of women through advocacy and counselling services. This will also provide guidelines for the constructive task of building the low-esteem of abused survivors. The other one is the provision of housing information which can be facilitated between department of social development and Human Settlement. Lastly, to provide an opportunity for growth, advancement and independence for the survivors. The last referral is attained through the sub-objective of provision of job or education guidance by coordinating with agencies such as Vocational Rehabilitation, local technical-vocational schools and the Employment Security Commission"* (Roberts 1981; Lindsay 2013). The last reason for referral is related to this study as survivors are empowered not only with the psycho-social support services but also with the Skills Development Programme. Finding gainful employment is essential not just for economic reasons, but also to enhance a woman's self-concept as a productive and worthwhile human being (Roberts 1981; Lindsay et al. 2013).

From the researcher's experience, one of the reasons why survivors of domestic violence go to shelters is that most often they do not have finances, houses, family or friends for support; hence they go to shelters for their protection and survival. As already mentioned, the literature made it clear that shelters provide survivors and their children a place of safety, services, opportunities for child care, job preparation, counselling and others (Maconanchie 1993; Groenewald 2009; LaViolette & Barnett 2014; Ontario Ministry of Children, Community and Social Services 2018). SDP is one of the strategies for job preparation offered in those shelters. However, Maconachie (1993) and Borkowski (2016) alluded to the fact that most battered women seeking solutions in their study conducted in Cape Town turned to their extended family first for help.

On top of the highlighted services from the shelter, Roberts (1981) and Johnes, Portela & Thanassoulis (2017) emphasise that crisis intervention, empowerment and an opportunity to think about re-organising one's life are rendered. Empowerment is defined by O'Melia and DuBois (2007), Johnes, Portela & Thanassoulis (2017) including including Ruffolo, Perron and Voshel (2016) as taking control, achieving self- direction and seeking inclusiveness rooted in connectedness with experiences of other people. Gottawald and Goodman-Brown (2012) are of the opinion that an empowered individual is the one who has the necessary information, skills and confidence to play an active role in their recovery. Maconachie (1993) together with Ruffolo et al. (2016) further advocate that the acquisition of something for the women and their children after a long hard struggle is a significant element in a woman's determination to make her new life work.

4.3 ADMISSION IN THE SHELTERS

Shelters as alternative homes of survivors operate differently. Admission in the shelters is determined by the shelter policy, admission criteria and the survivor's willingness to adhere to basic shelter rules, regulations, guidelines and others (Roberts 1981; Renzetti et al. 2011; Ontario Ministry of Children, Community and Social Services 2018). It is acknowledged that shelters will have a written procedure on how staff will support women and their children who access shelter services (Ontario Ministry of Children, Community and Social Services 2018). On the other hand, Ontario Ministry of Children, Community and Social Services (2018) acknowledges that shelter services are rendered on a voluntary basis, and survivors have the right to make their own decisions about the services they receive. It is further highlighted that shelter services are intended to be women-centred, and to focus on each survivor's individual immediate and long-term needs (Gierman et al. 2013; Hughes 2017; The National Network to End Domestic Violence 2017; Ontario Ministry of Children, Community and Social Services 2018).

4.4   SHELTER EXPERIENCES

Shelters are available for the survivors of domestic violence's protection and comfort, but it also depends on how one perceives it. Renzetti, Edlesson and Bergen (2001), Lyon and Lane (2008) as well as the Department of Planning, Monitoring and Evaluation (2016) highlight experiences of women in the shelters. They argue that women work together, sharing household duties such as cooking and cleaning. According to Maconachie (1993) and Ontario Ministry of Children (2018), the shelter experience starts during a process of disengagement from a violent relationship and often acts as a point of rupture before the transition to a new life begins. Domestic violence shelter programmes have been found to be one of the most supportive and effective resources for women with abusive partners (Renzetti et al. 2001; Hughes 2017).

Maconachie (1993) conducted a study in Cape Town, South Africa and shared the report. The safe space provided by the shelters presented the women with an opportunity to think about their lives and to begin to make their own decisions (Bhana et al. 2012). It is further highlighted by Bhana et al. (2012) that many women mentioned that it was the first time in their lives that they felt independent and put themselves first. In other words, the admission of survivors in the shelters means that the survivors were taken through the Stages of Change Model and experienced transition to a new life (Brandell 2011; Lindsay et al. 2013; Page & Page 2015). The transition process to a new life is moving from the pre-contemplation to the contemplation stage because one starts to be aware of the real life without violence. According to the researcher, the women were not only taken through the Stages of Change Model, but they have also experienced the necessary support from their peers, friends, staff, social workers and others whom they befriended in the shelters. The survivors did not know that they can get more services, love and sense of belonging than safety from the shelters (Borkowski 2016; Lepeley et al. 2016). Survivors received more services and benefits from shelters (LaViolette & Barnett 2014; Hughes 2017).

4.5 THE BENEFITS FROM SHELTERS

Shelter can be perceived by different people differently. According to Maconachie (1993) and Bhana et al. (2012), shelter is a large and noisy environment, but the women in their study perceived it as an extremely peaceful environment than the severe tension under which they have been living. The women further acknowledged that living together with other women and children fundamentally influenced the way they saw themselves and understood the issue of battering, and as a result, emotional healing occurred through sharing their experiences (Hughes 2017; The National Network to End Domestic Violence 2017). When psycho-social support services have been rendered successfully, it brings back control and confidence into the lives of those affected, resulting in increased social, physical and psychological wellbeing (Neswiswa 2014; Hughes 2017). Neswiswa (2014) further confesses that psycho-social support services recognise that physical or mental support in the form of clothes, food, shelter and money is not enough if the emotional and psycho-social well-being is neglected.

"*The significance of the shelter lies in breaking the silence and isolation of battered women. The strength and self-confidence and the perspective that the women gain about battering empowers them to persevere in spite of enormous social, emotional and economic problems"* (Maconachie 1993; Bhana et al. 2012; LaViolette & Barnett 2014). As already highlighted, breaking the silence and isolation of battered women means transition from abusive life to independent one in the shelter. This is a confirmation that survivors were taken through the pre-contemplation to the contemplation stage.

4.5.1 Psycho-social support services

Shelters not only provide protection services to the survivors but psycho-social support as well. One of the advantages of going through sheltering services is that the psycho-social support services rendered empower women to learn to redefine their relationships with men with less idealism. They can also be clear and decide on what suits them better, having supportive space, communication and rights (Maconachie 1993; Neswiswa 2014; The National Network to End Domestic Violence 2017). Psycho-social support services can be done in the form of counselling. According to Lishman (2009), Pike (2011) and Lindsay et al. (2013), counselling is a way of responding to a wide range of human needs, including lack of self-confidence or self-esteem, relationship difficulties, work-related stress and bullying. It also deals with difficult transitions, problems associated with one's own or someone else drinking or drug abuse, bereavement, mental health problems, vague feelings of unease, desire for personal change and many more. Counselling can be done through case management.

In support of Poulin (2005), Cummins, Sevel and Pedrick (2006), Miley, O'Melia and DuBois (2007), Corcoran (2012), Bauer and Liou (2016) as well as Hughes (2017), the abovementioned services are rendered to survivors because it is acknowledged that everyone has strengths, capacity and potentials to grow and develop. Sheppard (2006), Poulin (2005), Bauer and Liou (2016) as well as Hughes (2017) argue that humans are basically rational, socialised, and realistic and they do have an inherent tendency to strive towards growth, self-actualisation, self-direction and therefore need empowerment.

Psycho-social support services for Lindsay, Parker and Bradley (2013) are provided to empower survivors to be able to develop resilience and to approach situations differently. Chan and Rhind (1997), Poulin (2005) as well as Lindsay et al. (2013) advocate that a non-judgmental approach rendered by social workers is a prerequisite to render effective psycho-social support services to survivors. "*Survivors leave the shelter with so much confidence and a renewed sense of their true potential: their courage is restored, they have self-belief and confidence in their abilities and they trust themselves and their judgement so much more*" (Lopes & Mpani 2017).

The above quotation is the view of shelters on the effectiveness of the psycho-social support services provided to survivors. These shelters are guided by their constitutions in rendering services to their survivors. The Training Manual on Restoration and Healing Programme (2011) refers to psycho-social support services as a restoration and healing programme. It is critical to mention that this training manual was developed specifically for survivors of human trafficking, but also has been adapted to be used for survivors of domestic violence. The Department of Social Development commissioned an independent service provider to develop this manual. As already highlighted, the purpose of the manual was to guide services to human trafficking survivors.

The abovementioned manual is used by social workers to guide their psycho-social support services to survivors. The Restoration and Healing Programme consists of therapeutic programme, educational sessions and developmental activities. Restoration for the Training Manual on Restoration and Healing Programme is about regaining self-sufficiency and functioning in a normal manner as much as possible.

Hogg and Langa (2005), Sheppard (2006), Cummins et al. (2006), The Training Manual on Restoration and Healing Programme (2011), Scalfano (2013) as well as Olsen (2014) encourage self-determination and participation. The Training Manual on Restoration and Healing Programme also emphasises the recognition of the right and need of survivors to make their own choices, and encourages them to participate in decision-making as much as possible. Hogg and Langa (2005) and Olsen (2014) advocate that evidence suggests that people who live and work in community-based settings are more self-determined, have higher autonomy, have more choices and are more satisfied. On the other hand, it is very important to mention that in the process of conducting this study, the researcher found no policy on Skills Development Programme in the shelters and could only lay her hands on a Training Manual on Restoration and Healing Programme (2011) which was used to guide the psycho-social support services and SDP.

4.5.2 Therapeutic Programme

The researcher understands therapy to be a method or treatment for healing. A therapeutic programme consists of nine (9) weeks programme and encompasses: re-connect to the self, destructive behaviour, feelings, self-esteem, values and thoughts, family, re-integration, future and preparation to leave. In nine weeks, the abovementioned issues are addressed on an individual level and in groups. Communication skills are used to facilitate therapeutic services and survivors are also taught how to communicate. Datar, Bawikar, Rao, Rao, and Masdekar (2010) define communication as a process of passing information and understanding from one person to another. Datar et al. (2010) further assert that communication is the sum total of directly or indirectly and consciously or unconsciously transmitted feelings, attitudes and wishes. It is a meaningful interaction between a person and his or her environment involving telling, listening and understanding.

Bauer and Liou (2016) highlight that assessment in the shelters is done through communication between the social worker and the survivor to assess the needs of the survivor. In addition to the abovementioned statement, Shannon and Weaver (1949); Datar et al. (2010) including Lepelley et al. (2016) are that communication consists of five elements: a source (sender), transmitter (channel), message, receiver and destination or goal.

Mkhandawire (2009), Datar et al. (2010), Ledlow and Coppola (2011), Snell and Brown (2014) as well as Bauer and Liou (2016) are of the view that communication is one of the critical things to empower survivors to interact effectively and comfortably with the self, immediate environment, community, family, workplace, friends and others. Communication is also acknowledged by Mohlala (2011) as one of the critical required skills in job performance. It is also important to indicate that communication facilitates interpersonal interaction (Weir 2011; Lepelley et al. 2016). According to the researcher, communication acknowledges Ecological Model, hence the interaction is more than just one individual.

Communication, according to Mkhandawire (2009), Ledlow and Coppola (2011) including Snell and Brown (2014) is the process of acting on information, and serves three purposes. Those purposes are understanding, achieving the intended effect and being ethical (Morrison 1983; Healy 2012). The abovementioned authors emphasise that communication is a process of active transaction, which means that messages are sent and received simultaneously. Communication, for Ledlow and Coppola (2011), can be verbal and non-verbal. Writing is another form of communication as information is passed to others through writing. It is also acknowledged that many jobs require writing skills. According to Mossberger, Tolbert and Stansbury (2003) and Sandolo (2010), most writing skills can be done through computer. Mossberger et al. (2003) and Partovi (2018) further confess that in the shelters, computer skills are best viewed as part of a package of basic skills, along with literacy and numeracy, which can enhance an individual's employability for a broader range of occupations. In shelters, survivors have an opportunity of being taken through computer literacy. This computer session involves teaching survivors to type on the computers depending on their level of school background. Other survivors are not in a position to benefit from the computer lessons because their educational background is very low.

Ledlow and Coppola (2011) emphasise that feedback is an essential aspect of the communication process. Snell and Brown (2014) emphasise that communication is an essential life skill for all individuals, regardless of age, gender, race, culture or ability and is further needed at any time and in any environment and may be directed to both familiar and unfamiliar persons. Communication skills can also be helpful for better self-management of individuals as well as their own work-related places once they execute the shelters (Asemanyi 2015). The researcher is of the view that communication skills should be learnt and mastered by survivors since no work can be done without it as it facilitates assessment.

The researcher's understanding of assessment is that it is a starting point for the provision of therapy in the shelters by the social worker and the survivor. According to the Training Manual on Restoration and Healing Programme (2011), assessment of survivors in the shelters focuses on their strengths and weaknesses. This entails the physical, health, emotional, social and spiritual functioning of the survivor prior to the violence. It also entailed the life style and behaviour prior to violence; coping skills and ability to deal with every day stress and traumatic events. It also look at support systems; current levels of functioning to determine wellness dysfunctioning and areas of concern (Training Manual on Restoration and Healing Programme 2011).

It is well communicated in the Training Manual on Restoration and Healing Programme (2011) that restoration programme within a structured environment such as shelter should take place within a pre-planned framework. The researcher wonders if the pre-planned framework is informed by the assessment or needs of survivors or otherwise. The manual also promotes interpersonal relationship within shelters and outside.

Ledlow and Coppola (2011) and Bauer and Liou (2016) define interpersonal skills as knowledge about human behaviour and interpersonal relationships. It is also the ability to understand feelings, attitudes and motivations of others, the ability to communicate and deal with conflict effectively and the ability to build effective relationships. Interpersonal interaction does not exclude intrapersonal communication (Hepworth, Rooney, Rooney and Strom-Gottfried 2013).

Interaction cannot take place without emotions and therefore one needs to be emotionally intelligent. Warhurst, Grugulis and Keep (2004), Neale, Spencer-Arnell and Wilson (2011) as well as Jacobs, Wollny, Sim and Horsch (2016) define emotional intelligence as the ability to perceive, access, generate and regulate emotions to promote emotional and intellectual growth.Recreational activities are also done to introduce survivors to a healthy, socially acceptable activities of socialising, fun and relaxation (Training Manual on Restoration and Healing Programme 2011). One of the advantages of exercising as a recreational activity is that it increases energy levels (Weir 2011; Smith 2016).

4.5.3   Educational sessions

Shelters not only provide protection and counselling services, but educational activities as well. The Training Manual on Restoration and Healing Programme (2011) alluded to the fact that educational sessions address issues of safety and physical care, rights and health issues as well as roles and responsibilities of family and community. During these sessions, survivors are encouraged to take care of themselves and to adhere to the health treatment in case there is a need. The educational sessions are based on the needs of survivors, but it can also be assumed that they will need information on issues like alcohol and drug abuse, including treatment, management of stress and pressure, effective parenting, roles in the family and others. According to Bauer and Liou (2016), stress is a normal part of life and can serve as a motivational factor to stimulate performance, but the researcher's view is that too much stress can harm one's health.

Weir (2011) and Martin (2013) advocate that educational sessions also address life skills of survivors. Time management is one of the issues addressed on the life skills to help survivors to realise the importance of punctuality, especially in the workplace or for appointments. Planning is a way to avoid the mismanagement of time (Weir 2011; Training Manual on Restoration and Healing Programme 2011; Martin 2013).

The life skills programme entails assertiveness, conflict and anger management, HIV and AIDS information, mental health and medical care, spiritual care, stress management, effective parenting, alcohol and drug abuse, fun and relaxation activities and others. Chan and Rhind (1997) and The Training Manual on Restoration and Healing Programme (2011) emphasise what Lindsay et al. (2013) advocate for, that non-judgmental attitude in handling the survivors of domestic violence in shelters is critical and the staff needs to treat them with utmost respect.

4.5.4 Developmental activities

Developmental activities address economic and cognitive issues. SDP which address economic issues are rendered to survivors with the intention of empowering them financially. In the economic empowerment programme, survivors are introduced to different options on income generating skills to enter the labour market. Economic empowerment for Burkey (1993) together with Golla, Malhotra, Nanda and Mehra (2011) is a process by which people through their own individual and or joint efforts boost production for direct consumption and to have surplus to sell for cash.

According to the Training Manual on Restoration and Healing Programme (2011), economic skills range from bid work, gardening, baking, sewing, knitting, hair dressing, computer training courses, Adult Basic Education and Training (ABET), drafting of CV's, application for a position, establishment of entrepreneurship and management of personal finances to ensure sustainable financial independence. The training Manual on Restoration and Healing Programme (2011) as well as the National Strategy for Sheltering Services for Victims of Crime and Violence (2013-2018) refers to the economic empowerment as a Skills Development Programme.

At the same time, the National Strategy for Sheltering Services for Victims of Crime and Violence (2013 - 2018) refers to the economic skills as vocational or entrepreneurship skills. Matea (2013) emphasises that education and training could play a critical role in addressing skills development and equip citizens with skills that could enable them to participate fully in economic development and competitiveness of the country. Economic skills are performed by skills development facilitators employed in the shelters. Sometimes an external service provider is contracted by the shelter to teach survivors a particular skill.

Budgeting, which is money management, is also important in the management of finances and self. Budgeting is a written plan for spending the money wisely; it helps one to see how much money one is having as well as spending (Weir 2011; Bell 2020). Survivors are made aware of the importance of budgeting and financial management for their future benefit when they are out of the shelters.

The National Strategy for Sheltering Services for Victims of Crime and Violence in South Africa (2013-2018) is of the understanding that survivors are given a choice of skills to learn. Such skills will fit in with their culture, age and will be sustainable after reintegration. Desai and Potter (2008), Brennan, Parker, Watne, Fien, Hue and Doan (2013) as well as Hess (2013) cite that the learnt skills can assist in producing income, subsistence and coping strategies that generate an adequate standard of living and fulfils other household goals.

One of the activities in the shelters is community development, which is also facilitated by social workers employed in those shelters. Community work is done in communities largely to raise awareness and to make use of available resources. Datar et al. (2010) contend that community work has been discussed in detail in chapter 2 under the objective auditing intervention tools in assessing and addressing the needs of survivors in the shelters. Asset-based development emphasises common interests and values that can serve as a basis for mobilising residents to address critical issues facing their community (Green & Goetting 2010; Laverack 2015; Benenson & Stagg 2016).

Nelson, Butlerr and Wall (1993), Sustainable Development Strategies (2002), Green and Goetting (2010), Gibson (2012) as well as Brennan et al. (2013) view livelihoods as sustainable only when people are able to maintain or improve their standard of living related to well-being and income or other human development goals. It is also sustainable when reducing people's vulnerability to external shocks and trends, as well as ensuring that their activities are compatible with maintaining the natural resource base.Gibson (2012) mentions that sustainable livelihood identifies various capital assets in communities to make up the means at their disposal. A household must have access to different types of resources in communities, such as financial, natural, physical, human and social to produce desirable outcomes (Brennan et al. 2013).

Sustainable livelihood is guided by the Asset-Based Community Development (ABCD) Model. Laverack (2015); Benenson and Stagg (2016) as well as Benenson and Stagg (2017) define the ABCD model as a model that seeks to use the strengths within communities as a means for more sustainable development. ABCD is based on the assumption that even the poorest of neighbourhoods is a place where individuals and organisations are resources that can be used to rebuild themselves (Cummins, Sevel & Pedrick 2006). Poulin (2005), Green and Goetting (2010) as well as Laverack (2015) further highlight that the ABCD Model can be defined by three characteristics, as follows:

- Asset-based starts with what is present in the community, not with what is absent, needed or problematic, so it aims to use the capacities in the community;
- It concentrates on the agenda building and problem-solving capacities of local residents, local associations and local institutions;
- It constantly builds and re-builds linkages among local residents, local associations and local institutions.

In addition to the highlighted characteristics, Benenson and Stagg (2016) as well as Nel (2018) emphasise that asset-based approaches in development focus on how the poor use their resource base to develop strategies for acquiring, mobilising, expanding and preserving their assets. It is also emphasised that the asset accumulation approach addresses important short-comings in income or consumption-focused poverty reduction strategies (Nel 2018).

An asset-based community development calls for individuals and communities to be empowered such that people are able to reclaim ownership of their own futures utilising their own strengths, resources and culture to move beyond oppression and deficiency (Brennan, Parker, Watne, Fien, Hue & Doan 2013). Hopkins and Rippon (2015) including Benenson and Stagg (2016) refer to the individual level as human capital investments in education, health and nutrition. It is the investments that determine people's capacity to work and returns from their labour. Brennan et al. (2013) argue that ABCD is a coherent development approach which includes a set of participatory tools built on the premise that recognition of strengths and assets is more likely to inspire a positive action for change than is primary focus on needs and problems.

Brennan et al. (2013) further share that the significant innovation of ABCD beyond most participatory development practice is thus its focus on the appreciation and utilisation on otherwise unrecognised community assets, both tangible and social as primary resources for self-managing their own development and reliance on community leadership. Innovation of ABCD also focuses on social networks and advocacy to bring about sustainable change. In addition to the highlighted points, Fuimaono (2012) together with Benenson and Stagg (2016) argue that the asset accumulation approach addresses important shortcomings in income or consumption-focused poverty reduction strategies by emphasising the way the poor themselves establish a base of resources under their control. In addition to Green and Goetting (2010), Brennan et al. (2013) emphasise that during community work, the first step in the process is to identify existing, but often unrecognised assets, and assess the resources of an individual, group or community to determine what types of skills and experience are available. Green and Goetting (2010) further argue that the key is to begin to use what is already in the community.

"*The next step is to discover what individuals and the community itself care enough about to act on. The final step is to determine how individuals, groups and communities can act together to achieve their goals. Asset mapping is commonly used in ABCD to mobilise people around a common vision. Its purpose is to generate an inventory of the resources and capacities available at the individual, group and institutional level within a given community*" (Green & Goetting 2010). As already highlighted, Green and Goetting (2010) as well as Laverack (2015) emphasise that individuals, groups and community should identify assets which they value as these are likely to have the greatest impact.

In his study of economic growth and sustainable livelihood, Hess (2013) states that throughout history, most people have been able to earn enough income to meet their most basic needs for shelter, food, water and clothing. Taking into consideration the function of sustainable livelihood, the researcher wonders if survivors are trained just as beneficiaries of the Skills Development Programme only, or trained to be trainers in their communities to benefit both themselves and the community at large.

The researcher would like to appreciate the existence of a Training Manual on the Restoration and Healing Programme, guiding restoration and healing process in shelters. However, she is of the opinion that the manual is incomplete. When a manual is developed, the National Qualification Framework level should be highlighted. In other words, on which level this qualification is functioning. The manual does not indicate the level which the qualification is functioning, including credits. The manual does not have credits. The complete manual will always have rationale for the qualification, and this will be followed by the purpose. In this manual, only the purpose is mentioned under the foreword. The researcher is further of the opinion that learning outcomes should always be stipulated; but she realised that in this manual only unit outcomes are highlighted. A lack of the abovementioned points means that the credibility of the manual is compromised. On the other hand, the manual is not clear in terms of how to perform SDP in the shelters. It just mentions that skills development should be part of economic empowerment.

4.6 Empowerment in shelters

It is a fact that domestic violence can humiliate and de-huminise people and therefore empowerment becomes critical. Empowerment is defined by Ruffolo, Perron and Voshel (2016) as well as Bauer and Liou (2016) as taking control, achieving self-direction and seeking inclusiveness rooted in connectedness with experiences of other people. It is about bringing change in to survivors' lives and survival strategies. Individuals' belief and self-efficacy is enhanced through empowerment (Morales & Sheafor 1998; Jabri 2012; Oliver & Pitt 2013; LaViolette & Barnett 2014; Langer & Lietz 2015). Empowerment is a process whereby the social worker engages in a set of activities with the survivor. The aim is to reduce the powerlessness that has been created by negative valuations based on membership in a stigmatised group (Hardina, Middleton, Montana & Simpson 2007; Langer & Lietz 2015).

Gottawald and Goodman-Brown (2012) are of the opinion that an empowered individual is the one who has the necessary information, skills and confidence to play an active role in their recovery. From the researcher's perspective, it is indeed a fact and critical that the empowered survivor is the one who can stand for her own rights and act accordingly. This is also supported by Gottawald and Goodman-Brown (2012).

In addition to the abovementioned definition, empowerment is about bringing change into the survivors' lives and the survival strategies (Turner 2011; Ledlow & Coppola 2011; Jabri 2012; Langer & Lietz 2015; Ruffolo, Perron & Voshel 2016). Change, according to Ledlow and Coppola (2011), means adjusting, revising, delegation of power, influence, authority and redirecting efforts and actions to a new environment. An individual's self-efficacy is enhanced in preparation to approach life differently (Jabri 2012; Oliver & Pitt 2013; LaViolette & Barnett 2014; Langer & Lietz 2015). Empowerment is done through the Skills Development Programme in shelters.

4.7 SKILLS DEVELOPMENT PROGRAMME IN TSHWANE REGION

Protection and counselling in the shelters cannot be complete if the Skills Development Programme is not rendered to survivors of domestic violence. Shelters in Gauteng Province, Tshwane Region are also empowering their survivors with the Skills Development Programme. In the exploration of Expanded Public Works Programme (EPWP) internationally, McGrath (2002) and McCord (2012) assert that skills development has been identified as one of the interventions to provide safety nets and accumulation of financial and material assets and promotion of livelihoods. It also stimulates economic growth through the promotion of demand and productive assets in the context of unacceptably high levels of unemployment and poverty (McGrath 2002; Akoojee et al. 2005; McCord 2012). One of the advantages of the Skills Development Programme is that it promotes the livelihood and creates opportunities for self-employment (McCord 2012; Adams, de Silva & Razmara 2013).

The Skills Development Programme have been identified as an intervention strategy for poverty alleviation since 2004, and has been adopted by the shelters providing accommodation and psycho-social support services to survivors of domestic violence in South Africa (Akoojee et al. 2005; McCord 2012; Matea 2013). The Programme is used to empower survivors of domestic violence for their economic self-reliance as Scott and Reynolds (2010) cite that no one can perform a job successfully without the necessary knowledge and skills. Skills development has an important role to play in poverty reduction (McGrath 2002; Akoojee et al. 2005; Hayyat & Chughtai 2015). According to Burkey (1993), Scott and Reynolds (2010) as well as Johnes et al. (2017), self-reliance means doing things for one's self. It also means maintaining one's own self-confidence, making independent decisions-either as an individual or within the context of a collective group to which each member has voluntarily allied himself or herself. Burkey (1983) including Johnes, Portela and Thanassoulis (2017) further advocates that self-reliance in the economic sense refers to the ability of an individual, family, community or nation to produce some or all of its basic resources. It is also about producing surpluses with which to trade for those commodities and services which it does not produce efficiently itself (Burkey 1983; Johnes et al. 2017).

As already mentioned, skills development can stimulate demand labour and self-employment opportunities (Adams et al. 2013). It can also lead to increased productive participation in the informal sector and more sustained benefit for small scale enterprises and domestic production. The SDP includes economic empowerment skills for survivors in order to make them financially self-reliant. It is also critical that it should emphasise the training for employability as per Bryman (2011). In addition to McCord (2012), Noman et al. (2012) in their study of economic growth in Sub-Saharan Africa (SSA) found skills development to be a critical programme to be used to increase productivity. Skills development also makes economies more competitive and motivate investors to provide capital and engage in economic activities that will propel growth (McCord 2012; Noman et al. 2012). Despite the provision of the Skills Development Programme, which has been identified as intervention strategies towards poverty alleviation, it is evident that the level of skills training provided does not conform to the identified skills shortage in the economy, sometimes due to limited time which the training had provided.

The graduation from this programme does not mean success for survivors. Instead, it results in the participants going back to poverty status once the programme has reached its end (Flores 2007; McCord 2012; Gottwald & Goodman-Brown 2012). In addition to the highlighted problem of returning to poverty, the researcher also noticed that despite survivors being empowered with SDP in shelters, they continue to be unemployed and dependent on government resources to make a living post-institutionalisation.

In South Africa, there are shelters that accommodate survivors of domestic violence, human trafficking and others. These shelters emanated from the Domestic Violence Act, Act 116 of 1998. The Act recognised the seriousness of domestic violence in South African society as well as the vulnerability of survivors. The purpose of the Act is to afford survivors of domestic violence maximum protection from domestic violence, introducing measures which seek to ensure that the relevant organs of state give full effect to the provision of the Act as well as State commitment to the elimination of domestic violence.

The domestic violence shelters have also adopted skills development with the intention of empowering survivors whilst they are still admitted. Currently, Gauteng Province has twenty four (24) shelters that are funded by the Department of Social Development because they are the extension of the department's services to communities. However, not all of them are rendering the Skills Development Programme. The focus of this study will be on the following shelters based at Tshwane Region in Pretoria. They are Mercy House, Beth Shan, Potter's House, Mali Martin, Youth for Survival and Rebafenyi. They are all rendering both psycho-social support services and the Skills Development Programme.

The expectation that survivors will be staying in the shelters for six months but at the same time master the learnt skill within that period is a challenge to survivors. It is a fact that the Skills Development Programme is given less consideration because psycho-social support service comes first. The social worker assessment of the survivors which is about the development of an understanding of the nature of the problem to be addressed facilitates empowerment. Capacities present within survivors to create a positive change is taking place to guide the development of an action plan (Healy 2012; Datar et al. 2012; Sorenson & Goldsmith 2013). The assessment process guides the needs of the survivor as well as their strengths and capabilities (Sorenson & Goldsmith 2013; Lindsay et al. 2013). Similarly, the shelter expects the survivor to be well equipped with that particular skill and being independent in such a short period of time.

Johanson and Adams (2004) as well as Darling-Hammond, Flook, Cook-Harvey, Barron and Osher (2019) contend that skills development is the acquisition and mastery of knowledge and processes used to earn a living. It may be acquired in a formal technical or vocational school at secondary or tertiary levels. It may also be acquired non-formally in a vocational training centre (VTC) outside the formal schooling; formally on the job through apprenticeship; or informally on the job through observation, unstructured learning activities and practice. The researcher is of the opinion that the abovementioned facts contributed to the existence of the Skills Development Programme in the shelters hence they are done outside the formal centres and are informal.

4.8 TYPES OF SKILLS DEVELOPMENT PROGRAMME RENDERED IN SHELTERS

As already highlighted, one of the means of being empowered is done through the SDP, which includes both life and financial skills, providing survivors with skills of being socially and financially self-reliant after executing the shelters. Jail-Khaile (2014) highlights that all SDP are supposed to be holistic in approach. It is also highlighted that they are expected to focus on both technical, occupation-specific skills as well as generic, transferable human behavioural competencies that are needed to be successful in the world of work (Daniels 2007; Dunbar 2013). In addition to the abovementioned skills, Dunbar (2013) and Reddy et al. (2017) emphasise that the most effective Skills Development Programme include soft skills, off-the-job as well as on-the-job training skills. Ideally, training programmes for disadvantaged groups would include income-earning opportunities, including apprenticeships, with formal recognition of the competences gained. Corcoran (2012) also shares the same activities rendered in the shelters. They are skills training and income generating projects, adult literacy, health issues, sewing, vocational training and others. According to Kaeane and Ross (2012), income generating projects and skills training encompasses piggery, poultry, agricultural projects, sewing and many others. Most rural people derive their livelihood from agricultural production.

The SDP are done with the intention of addressing vulnerability and unemployment of survivors depending on their needs. It is a process whereby the social worker engages in a set of activities with the survivor with the aim of reducing powerlessness that has been created by negative valuations based on membership in a stigmatised group (Hardina et al. 2007). The goals of skills development interventions are to deliver job competence development; affirmative action; succession planning and broad-based black economic empowerment (Patel 2013).

In the study of employment and skills strategies in South East Asia, Martinez-Fernandez and Powell (2018) acknowledge that poverty reduction is a key macro-policy objective in Southeast Asian countries. It is also said that one of the best ways to combat poverty is to provide the poor with the basic levels of skills that are certified so that they can be used effectively in the labour market. One of the objectives of this study is to identify the types of SDP rendered in the shelters. The following skills are rendered in the shelters for domestic violence in Gauteng Province, Tshwane Region:

4.8.1   Social skills

The Skills Development Programme cannot separate itself from social skills. The third level of needs according to Maslow's hierarchy of needs is the desire to be loved and belong. Social skills for Williams (2013) and Borkowski (2016) are about knowing how to act in certain situations. Such skills teach people how to work in teams and are essential as part of customer care service (Warhurst, Grugulis & Keep 2004; Borkowski 2016). Bamber (2011) emphasises that people with good social skills are in a better position to relate to others easily, make positive impression, give and receive constructive criticisms and good conversational skills. The Organisation for Economic Co-operation and Development (OECD) (2015) is of the opinion that social skills entail emotional status, sensitivity, emotional tolerance to stress, relationship and others. Ledlow and Coppola (2011) as well as Kettner et al. (2013) postulate that the ability to build and maintain relationships is critical for successful leaders. Bamber (2011) puts more emphasis that these are the required skills for one to be an employee or self-employed. Bamber (2011) further emphasises that social skills enable one to be flexible, especially to cultures of the people around him or her. For the social skills to be well implemented, emotional intelligence is needed (Ledlow & Coppola 2011; Gallagher 2013; Jali-Khaile 2014).

4.8.2 Emotional intelligence skills

Human beings are emotional beings and therefore a clever leader or manager should be emotionally intelligent. Emotional intelligence, according to Ledlow and Coppola (2011), is defined as having a high locus of control. On the other hand, Warhurst et al. (2004), Neale, Spencer-Arnell and Wilson (2011) as well as Jacobs et al. (2016) define emotional intelligence as the ability to perceive, access, generate and regulate emotions to promote emotional and intellectual growth. It entails self-awareness, self-management, social-awareness and social-skills including relationship management (Neale et al. 2011; Mantell 2013; Jali-Khaile 2014; Thomson & Arney 2015).

The abovementioned authors are of the opinion that individuals with a high locus of control are able to process, receive and transmit information absent from emotional content, and acknowledge that they control their own destiny and future. Self-awareness for Mantell (2013), Gottwald and Goodman (2012) and Jacobs et al. (2016) is about the understanding of one's own emotions, strengths, weaknesses, needs and drives, own goals, intentions and responses.

One is able to deal with his or her emotional intelligence when he or she is able to be aware, control, motivate and manage own emotions (Mantell 2013; Kahtani 2013). According to Neale, Spencer-Arnell and Wilson (2011) as well as Jacobs et al. (2016), there are two types of emotional intelligence. Intrapersonal intelligence is about being intelligent in picking up what is going on inside one's mind and doing what one needs to do about it, and interpersonal intelligence is about being intelligent in picking up what is going on in other people and between other people and doing what needs to be done about it (Neale et al. 2011; Thomson & Arney 2015).

Morrison (1982) and Mantell (2013) emphasise that effective leaders tune into and care about the views, biases, values and perspectives of those they work with. The abovementioned statement is confirmed by Mantell (2013) as well as Kahtani (2013) that emotional intelligence is both a concept of life and work and a more specific behavioural model for how people conduct themselves in order to be more effective and to better understand the world, including business organisations and its stakeholders. The survivor should be in a position to handle herself better and be in control so that she can be able to understand and deal with other people's emotions effectively (Jacobs et al. 2016).

Management of both self and others' emotions is the critical skill to work with other people whether in the workplace or own company (Kahtani 2013). The researcher is of the opinion that the empowered survivor should be in a better position to deal with and master her own emotions in the workplace or in her own organisation in future when they are released from the shelters.

4.8.3   Interpersonal, people orientated and team work skills

As already highlighted under social skills, interpersonal skills facilitate interaction and team work. Social interaction is promoted through interpersonal skills. Bamber (2011), Ledlow and Coppola (2011) and Mohlala (2011), Jali-Khaile (2014), Snell and Brown (2014) as well as Scales, Streeter and Cooper (2014) highlight the most commonly needed employability skills when dealing with people such as interpersonal and team work, self-management, self-awareness, self-assessment, diversity awareness, self-determination as well as management. Ledlow and Coppola (2011) and Bauer and Liou (2016) define interpersonal skills as knowledge about human behaviour and interpersonal relationships. It is also the ability to understand feelings, attitudes and motivations of others. At the same time, it is the ability to communicate and deal with conflict effectively and the ability to build effective relationships. Self-determination for Snell and Brown (2014) as well as Ginneh and Akbar (2019) is about self-realisation, self-regulation, psychological empowerment and autonomous actions. Interpersonal, people-orientated and team work skills including emotional intelligence can produce a good manager whether in an organisation or self-employment.

People orientated skills are more about problem solving, communication, assertiveness, anger management and others, and can promote good interaction with one's environment (Ledlow & Coppola 2011; Gallagher 2013; Lepeley et al. 2016). The skills of problem solving are especially important in an empowerment approach as they help people to think and act differently in an oppressive environment.

In addition to the abovementioned interpersonal skills, Paley (2013) confesses that coaching, counselling, motivating and empowering is the ability to communicate one's intent effectively. These skills can also be helpful for the better self-management of individuals as well as their own work-related places once they exit shelters. Paley (2013) further confesses that interpersonal skills affect one's dealings with people. These skills, for Paley (2013), are about communicating one's intent without impatience or anger. Sorenson and Goldsmith (2013) add that articulation of vision and persuasion are some of the important skills to have for effective interaction and management.

Interpersonal skills for McGill and Beaty (1992), Ledlow and Copola (2011) as well as Jali-Khaile (2014) are listening, reflection and disclosure. Listening refers to the way in which one can be with the presenter both physically and psychologically. The minimum requirement for a good listener is to apply a SOLER. Egan (1990), Bamber (2011), Jali-Khaile (2014), Freedberg (2015) including Langer and Lietz (2015) refer to "S" as facing the presenter squarely; "O" as adopting an open posture; "L" as leaning forward to the presenter as an indication of showing interest and engagement; "E" means maintaining eye contact with the presenter and "R" for being relatively relaxing and being comfortable with the presenter. The researcher is of the view that these skills are not only good for the facilitation of communication in the shelters by social workers, but also to equip survivors for future effective communication when they are out of the shelters.

Active listening means effectively attending to the presenter to hear exactly what is she or he saying verbally and non-verbally (Morrison 1982; McGill & Beaty 1992; Connor & Pokora 2012). Connor and Pokora (2012) further highlight that other communication skills entail non-verbal communication (eye contact, facial expression, posture, smiling or frowning). The researcher will apply these communication skills effectively during interaction with research participants to enhance the discussion. Active listening will also help in the development and maintenance of good working relationship (Connor & Pokora 2012; Weger, Bell, Minei & Robinson, 2014; Freedberg 2015).

Connor and Pokora (2012), Weger et al. (2014) as well as Jali-Khaile (2014) emphasise the importance of the development of rapport during the interaction process. The abovementioned authors highlight that the moments one is in a rapport with another person, a feeling of mutual trust which is a sense of warmth towards that person is experienced even though the person is not known. During the interaction with participants, the researcher will acknowledge their' interests and concerns should there be any, use relevant language and reflect on their comments in order to build and maintain rapport.

As already mentioned, good rapport will enhance the interview process and facilitates positive participation. Summarising and paraphrasing are also helpful to let survivors know that they have been understood (Connor & Pokora 2012). Lepeley et al. (2016) refer to the abovementioned skills as soft skills and put them under one basket. The abovementioned authors are of the view that the job market is increasingly demanding good communication skills, critical thinking, problem solving, emotional intelligence, work ethics, time management, cultural awareness and solid customer service skills. It is also mentioned that soft skills are effective in managing difficult situations that inevitably affect organisational climate due to human dynamics (Lepeley et al. 2016).

4.8.4 Cultural competence skills

There is a relationship between social, interpersonal and cultural competence skills as a survivor cannot live or work alone. This means that one cannot separate the three. Ledlow and Coppola (2011) highlight cultural competence as one of the most critical skills for one to have. The abovementioned authors postulate that cultural competence provides the knowledge, skills and abilities that allow leaders to increase their understanding and appreciation of cultural differences among groups of people. Bauer and Liou (2016) emphasise that gaining knowledge about participants' cultures helps to avoid stereotypes and biases in appreciating positive characteristics of their backgrounds.

4.8.5 Leadership skills

4.8.5.1 Time management skills

A good leader/ manager should always possesses leadership skills. Martin (2013), Snell and Brown (2014) as well as Bauer and Liou (2016) postulate that other skills to be included in business skills training course are time management, leadership, stress management and others. Morrison (1982) including Martin (2013) warn that good time management is determined by good planning. Morrison (1982) and Doyle (2018) further warn that if one does not manage her or his time well, it will be managed by others for her or him. Employees who manage their time well are more productive, more efficient and more likely to meet deadlines (Doyle 2018). This means that in business, the leader should possess good time management skills in order to achieve the desired goals. The leader should set a good example to the people involved and be a role model (Morrison 1982; Bauer & Liou 2016; Doyle 2018).

Ledlow and Coppola (2011) and Jacobs et al. (2016) define leadership as the capacity or ability to lead. Leaders are essential to organisational achievement and success. Ledlow and Coppola (2011) further highlight that potential leaders have strong interpersonal skills and the ability to interact with individuals on a variety of levels. Sorenson and Goldsmith (2013) point out that leaders who demonstrate high levels of integrity are more credible, more open, more collaborative, more receptive to receiving negative feedback and are less likely to be consumed by impressing their superiors at the expense of others.

4.8.5.2   Stress management skills

Bauer and Liou (2016) acknowledge that although stress is a normal part of life and can serve as a motivational factor to stimulate performance, too much stress can harm one's health. West (2012), Bhagat, Segovis and Nelson (2012), Haber (2013) together with Burgers, Regehr and Roberts (2013) point out that stress management skills enable people to avoid being immobilised by extreme tension or losing control of emotions . Expressing stress in violent ways can be damaging to others and to the self (Smith & Hamon 2012; Mkhatshwa-Ngwenya 2012). The researcher doomed it important for survivors to be equipped with this skill in order to manage their own stresses effectively, including other people when survivors are employees or employers in future.

4.8.5.3   Problem solving skills

Problem are experienced on a daily basis and need to be solved whether as individuals or at work-places. Problem solving, conflict management and assertiveness are some of the critical skills for the leader to possess in a working relationship (Bauer & Liou 2016). Problems will never be solved until they are identified and dealt with openly (Morrison 1982; Saygili 2017). Morrison (1982) and Chaudhry and Rasool (2012) further posit that the group leader should be in a possession to set a climate to approach problems as challenges and be able to deal with them accordingly. This simply means that the survivor should be able to practise this skill whether as an employee or employer depending on the environment where she finds herself in.

4.8.5.4   Assertiveness skills

Assertiveness for Gottwald and Goodman-Brown (2012) involves individuals having greater self-awareness while respecting the needs of others and not compromising his or her values and principles. The researcher is of the opinion that the assertive survivor will be in a position to handle her own issues appropriately in the workplace or in their own self-employment.

4.8.5.5   Conflict management skills

Conflict is acknowledged by Ledlow and Coppola (2011) as well as Borkowski (2016) as both an individual and a group phenomenon and need to be solved. Borkowski (2016) further highlights that conflict can be either positive or negative. It is acknowledged that a positive conflict can act as a stimulus for positive change. However, a negative conflict can be counterproductive and have dysfunctional outcomes. It can also affect the psychological well-being of the individuals (Borkowski 2016). In their study of leadership for health professionals, Ledlow and Coppola (2011) propose six styles of resolving conflict. They are accommodating, avoiding, collaborating, competing, compromising and problem solving. Morrison (1982) and Ledlow and Coppola (2011) are of the opinion that a good approach to conflict management is to acknowledge the conflict and differing values. The role of a good leader is to create a conducive neutral environment for the conflict to be well resolved.

4.8.5.6   Communication skills

Communication skills are also acknowledged by Mohlala (2011) as one of the critical skills in the job performance. These skills have been discussed in detail under the therapeutic programme.

4.8.5.7   Economic skills

The researcher's understanding of economic skills is all those skills that can help one to be able to participate and compete in the economy. They are listed but not limited as follows:

4.8.5.8 Technological skills

In an attempt to enhance and improve the Skills Development Programme, Mossberger, Tolbert and Stansbury (2003) as well as Darling-Hammond et al. (2019) focus on the economic opportunity and highlight the advantages of technology. The abovementioned authors are of the opinion that technology has the potential to enhance economic opportunity in three ways. It can be used on the job, for finding a job and for learning. Based on the abovementioned authors' argument, the researcher contends that technology can facilitate employment or advancement in job or business.

The internet offers tools for searching for a job and for gathering information about occupations and their requirements. Technology can provide users with choices for improving other basic skills or earning educational or occupational credentials (Mossberger et al. 2003; Braňka 2016). Technology can be enhanced by computer skills, and the survivor can learn the skills for their financial survival and self-reliance when they are out of the shelters (Mossberger et al. 2003; Toner 2011; Braňka 2016).

Mossberger et al. (2003) and Toner (2011) assert that computer skills refer to the ability to use computer software and hard ware. Being computer functional is usually a computer skill. Computer skills are best viewed as part of a package of basic skills, along with literacy and numeracy which can enhance an individual's employability for a broader range of occupations (Mossberger et al. 2003; Brewer 2013). It is acknowledged by Mossberger et al. (2003), Toner (2011), Brewer (2013) and Darling-Hammond et al. (2019) that computer and cognitive skills may be more valued in jobs that offer better pay and benefits for less educated workers. Ongoing career development is more important in the new economy for several reasons.

Toner (2011) and Brewer (2013) elaborate that a computer has the potential to provide major benefits for an enterprise and can reduce the cost of training and increase its effectiveness. Some of the shelters were nominated as best shelters during 2016, Award Ceremony as part of 16 Days of Activism on no Violence against Women and Children and received laptops from Vodacom as a donation. The purpose of the laptops was to empower survivors on computer skills. Considering the fact that SA is a blend to the market-based system, economic skills will enable one to compete in the market and be self-reliant.

4.8.5.9　　　Agricultural skills

Vanni (2014) warns that public support to agriculture is increasingly under scrutiny from governments, academics, policy analysts, Non-Governmental Organisations', producers and organisations in terms of the provision of public goods. Nyathi (2015) shares the same fact that according to Food and Agricultural Organisation (FAO), increasing agricultural growth is encouraged as it may have a large positive impact on poverty reduction. This is well supported by Moyo (2014) that agricultural activities have always been based on sustaining production for the benefit of mankind for as long as human-beings exist.

Moyo (2014) further warns that the sustainability of agricultural production has been a necessary goal for time in memorial particularly under indigenous means of production. Similar to the Food and Agriculture Organisation of the United Nations (2015), social protection programmes reduce poverty and food insecurity. It is further emphasised that social protection contributes to higher incomes and food security not only by ensuring increases in consumption, but also by enhancing a household's ability to produce food and augment income. This is also confirmed by Moyo (2014) that the main priority of farmers is to ensure food security and not only at the household level but at the community level as well. Market orientated production can be used to raise cash for the purchase of items that are not produced on the farm such as the payment of children's school fees, purchasing of clothing and other needs (Food and Agriculture Organisation of the United Nations 2015). Survivors of domestic violence in shelters are also encouraged to have at least small gardens (if not big ones) to ensure food security.

4.8.5.10 Hairdressing skills

Milligan (2014) acknowledges that hair is transformative for individuals, particularly for women. *"Women are targeted by media and advertisers who use cultural pressures to draw attention to their hair. An example to the abovementioned statement is that American cultures assume that a women should have a long hair. Women are faced with abundant choices as to how style their hair. Whether it is shampooing, combing, styling, brushing bangs out of the eyes, flipping the hair over the shoulder, or covering their hair, women constantly engage their hair as part of self-expression. It serves as an external display of how a woman wishes to be perceived, how society or culture encodes her, her taste, personality or convictions"* (Milligan 2014).

The beneficiaries of the Skills Development Programme will be the Department of Social Development, shelters, potential employers, community members as well as survivors of domestic violence. The literature acknowledges that many social workers do not have the abovementioned skills themselves and draw on the expertise of specialist organisations or individuals working in the field of business development support (Patel 2013). Patel (2013) points out that social workers do this because they are in a position to play a broker by linking specialist service providers in micro-economic development with individuals and community groups.

4.8.5.11 Self- employment skills

For Mayombe (2014) and Doyle (2018), self-employed workers in the informal sector usually need to complete specific jobs by themselves, from beginning to end. Simple self-employment and income-generating activities require a different set of technical and business skills that are needed to run a larger enterprise that is part of the formal sector. De Vos and Willemse (2011) as well as Doyle (2018) further indicate that training for self-employment in micro enterprises requires major changes for most training providers, particularly with regard to the following areas:

4.8.5.11.1 Labour market linkages

New trades selected for training need to be based on an analysis of the local labour market and will probably be different for each geographic area. Trainers need to be selected for their special competencies and with attention to cost-sharing.

Training content. Practical business skills need to be taught, and training for examinations and official certificates de-emphasised. Short modular courses can be introduced. Technical training will need to be broadened beyond the standard trades for which it is now offered (for example, tailoring, carpentry) to avoid market saturation for the products of these trades.

4.8.5.11.2 Training delivery.

Training has to be short, modest and competency based. Entry requirements should be flexible and training hours and venues convenient for trainees. The focus is on outreach training (that is, taking training programmes out to the target audiences) instead of on fixed centre-based training.

4.8.5.11.3 Training materials.

Poorly educated trainees should be able to follow the materials, most of which still need to be developed, and certification should be based on demonstrable competency.

4.8.11.4 Training follow-up.

Early attention should be given to complementary services needed to succeed as a self-employed person (for example, credit, marketing, business counselling).

4.8.5.11.5 Income-generating activities.

The promotion of income-generating activities is particularly relevant for rural areas, and many NGOs are already engaged in such efforts by providing micro-credit.

4.8.5.12   Entrepreneurship

The teaching of entrepreneurship as an integral part of formal education and training is a variant on vocationalisation (Dunbar 2013). The purpose is to teach knowledge and skills that will enable a graduate to plan, start and run a business. A collateral purpose is to combat the negative image of self-employment. A review of the literature on integrated entrepreneurship education (IEE) and three case studies were commissioned (Mwangi 2011). The case studies found that entrepreneurship education and training has been a regular part of the curriculum at secondary and post-secondary levels in the three countries. The courses are mostly taught by teachers who have backgrounds in business management or entrepreneurship development. In Kenya, the curriculum is being delivered with the support of a small business centre at all post-secondary public institutions. The study encountered an all-too-familiar lack of reliable data on the costs and impact of IEE. Moreover, entrepreneurs usually have a few years of work experience before they start their own businesses, so the impact of any school-based programme must necessarily be diffused. The review also found three pedagogic tools that look promising if they are closely and competently supervised, namely, work placement with an entrepreneur as part of the school programme; establishment of student enterprises; and compulsory development of a business plan (planning a specified production, assessing the market, and writing a cost and financing plan). Careful planning and implementation are clearly required, as has been done in Botswana.

In their study of employment and skills strategies in Southeast Asia, Martinez-Fernandez and Powell (2009) and Kritikos (2014) argue that entrepreneurship development and managing skills are needed across all industries. It is also recommended that countries in South East Asia should ensure that all forms of skills development as well as strategies for employment and entrepreneurial development are linked to areas of growth or industrial development. In their study of employment and skills strategies in Southeast Asia, Martinez-Fernandez (2009) argue that the region of South East Asia is confronted with significant labour market challenges. Similar to South Africa, skills development as well as entrepreneurship are linked to areas of growth and economic development (Martinez-Fernandez 2009; Park 2017; Byun, Sung, Park & Choi 2018).

Boyle and Holben (2006) as well as Park (2017) postulate that entrepreneurs share some common personality traits and are achievers who set high goals for themselves. They are hard workers, good organisers and enjoy managing a project to completion as well as accepting responsibility for their ventures. Entrepreuneurs further strive for excellence and are optimistic, believing in themselves and for them anything is possible. They are reward orientated, seek recognition and respect for their ventures. Their recognition and respect are more important than money (Martinez-Fernandez 2009; Dunbar 2013; Kritikos 2014).

In support of the concept of entrepreneurship, Laverack (2015) focuses on social entrepreneurship, and define it as a process of pursuing innovative solutions to social problems by drawing upon appropriate thinking in all aspects of the business and profit sectors. Social entrepreneurship value profit but they also value the positive return that their activities give to society in regard to social, cultural and environmental goals. Social entrepreneurs use disciplines and practices of the corporate world to tackle social problems (Laverack 2015).

4.8.5.13   Financial management

Skills development in shelters include financial management with the intention of empowering survivors to be financially self-reliant after exiting the shelters (Groenewald 2009; McCord 2012). According to Federico (1990), Brouwers and Koetzier (2015) including Goto, Devine, Nicholas Mascie-Taylor, Ormand and Jufry (2019), the purpose of the income generating programme which is also called income maintenance programmes in shelters for abused women is to enable survivors to meet their basic needs while encouraging them to be as self-sufficient as possible.

The researcher is of the opinion that SDP, particularly financial management addresses the unemployment of survivors. It enriches them depending on their potentials, and as a result, they must be self-reliant and meet their economic needs. The livelihood approach used in shelters on imparting the skill is human capital, which encompasses mental and physical health, skills, knowledge and labour (Patel 2013). Economic growth is important in achieving social development in the region as it directly reduces income poverty for many households, increases their savings and frees resources for investments in human development.

4.8.5.14 Technical skills

Warhurst, Grugulis and Keep (2004), Gottwald and Goodman (2012) as well as Gallagher (2013) refer to the technical skill as one that includes knowledge of equipment, work methods and work technologies. Gallagher (2013) is of the opinion that for one to be able to succeed, both technical and people orientated skills are critical. On the other hand, technical skills, according to Ledlow and Coppola (2011), refers to knowledge about approaches, methods, processes, procedures and techniques of conducting specialised work, and the ability to use these tools and equipment relevant to the activity.

Akoojee et al. (2005) and Paley (2013) also acknowledge the importance of technical skills, regarding them as a key element in the improvement of economic performance. Paley (2013) also emphasises that technical skills which are job related are important to accomplish the assigned work and tasks, and therefore it is critical for survivors to possess them. This entails respecting diverse backgrounds of people working closely, varied cultures, customs and traditions of those whom one interacts with (Paley 2013). In order to practicalise technical skills, the researcher is of the opinion that the survivor must be willing to be flexible and apply the learnt skill effectively to the satisfaction of her employers or customers depending on the context where she will be finding herself in. It is also critical for the survivor to be able to be independent and practicalise the learnt skills in order to maintain a healthy relationship with the people around (Ledlow & Coppola 2011).

Adams et al. (2013) point out that technical skills may not be in demand, but income-generating activities cannot be promoted effectively without addressing a "technical" side to transfer practical knowledge about production techniques, raw materials, tools and equipment, and product design. This does not necessarily amount to a real skills training course, but it requires activities that can be called para-training such as pre-credit technical orientation. Prospective borrowers should be advised of promising economic activities, relevant technologies, kinds of tools and equipment to buy, and other practicalities (Adams et al. 2013).

4.9 AUDIT ASSESSMENT TOOLS USED IN ASSESSING AND ADDRESSING THE NEEDS OF SURVIVORS IN THE SHELTERS

Survivors are not in the shelters for protection only, but there are a number of needs which the social worker should together with the survivor deal with. One of the ways of dealing with those needs is to create an enabling environment to facilitate the development of rapport. There are also tools used to gather information from the survivor. Messier, Glover and Prawitt (2017) define auditing as a systematic process of objectively obtaining and evaluating evidence regarding assertions about economic actions and events. Auditing asserts the degree of correspondence between those assertions and established criteria, and communicating results to interested users. In addition to this definition, Arens and Loebbecke (1997) as well as Kaufman and Guerra-Lope (2013) view auditing as the accumulation and evaluation of evidence about information to determine and report on the degree of correspondence between the information and established criteria. Messier et al. (2012) further point out that the role of audit is to determine whether the reports prepared by the manager conform to contract provisions. Arens and Loebbecke (1997), Thompson, Cramton and Wood (2012) including Kaufman and Guerra-Lope (2013) further indicate that auditing must be done by a competent independent person. In their study of money and schools, Thomson et al. (2012) point out that auditing is meant to detect accidental or intentional errors in accounting. In this research study, intervention tools to address the needs of survivors will be audited.

Bhana et al. (2012), Hutchinson (2012), Schutt (2012), Healy (2012), Scales, Streeter and Cooper (2014), Van Hook (2014), OECD (2015), Wambeam (2015) as well as Bauer and Liou (2016) argue that assessment involves gathering information and formulating it into a coherent picture of the survivor and his or her circumstances. It involves identifying risky factors.

The following authors, Hardcastle, Powers and Wenocur (2011), Lewis, Lewis, Daniels and D'Andrea (2011), Fee (2011), Healy (2012), West (2012), Summers (2012), Hepworth, Rooney, Rooney and Strom-Gottfried (2013), Berg-Weger (2013), Langer and Lietz (2015), as well as Perrin (2015) share a common understanding of assessment and further emphasise that it is about identifying the survivor's needs and issues, strengths and resources and prioritise needs and desired outcomes. Assessment is done through the intake form to determine the survivor's situation (Ontario Ministry of Children, Community and Social Services 2019). Morales and Sheafor (1998) and Heally (2012) emphasise that each and every individual has his or her own special needs.

The social worker's initial problem-solving task is to assess factors that have contributed to the development and maintenance of the problem situation (Hutchinson 2012; Soriano 2013). The survivor's particular personal and social assets and liabilities that influence the problem-solving process will also be looked at (Morales & Sheafor 1998; Daniels & D'Andrea 2011). As already highlighted, Suchman (1967) and Kettner et al. (2013) emphasise that the starting point of needs assessment is the identification of a problem. As soon as the problem is identified and defined, it must be translated into the needs, which are translated into services or other interventions. In their definition, Kettner et al. (2013) further emphasise that a need is any identifiable condition which limits a person or individual or a family member in meeting his or her full potential. Needs are usually expressed in social, economic, political or health-related terms and are frequently in qualitative statements. It is also emphasised that the social worker must also assess the extent to which intrapsychic and or intra-familial forces contribute to feelings of powerlessness and impaired social functioning which is relevant in this study.

Freedberg (2015) as well as Bauer and Liou (2016) warn that consultation will give citizens the opportunity of influencing decisions about public services. Consultation provides objective evidence which will determine service delivery priorities. It is also highlighted that consultation can help to foster a more participative and co-operative relationship between providers and users of public services (Daniels & D'Andrea 2011; Freedberg 2015). The customer's needs and priorities will be the starting point for the setting of plan of action. Since delivering on plan of action will involve decisions about resources, it is essential to have accurate information about what clients really want. Similar to the consultation process in the shelters, survivors are consulted to find out their needs for empowerment purposes (Freedberg 2015). In the shelters as well, assessment is done on the intake level, and it is the starting point for the social worker to be able to render a proper service guided by the needs of the survivor (Soriano 2013; Freedberg 2015). Assessment is done to ensure adequate screening of survivors as soon as they arrive for admission (Bauer & Liou 2016; Bhana et al. 2012).

Brandell (2011), Glicken (2011), Lindsay et al. (2013), Hepworth et al. (2013), Mantel (2013) as well as Van Hook (2014) are of the view that assessment serves the purpose of identifying and recognising that all people (survivors) have strengths and capacities, and they can assist in creating change. Every person is a person of worth and is entitled to be treated as such. It is acknowledged that everyone has strengths and can develop (Hepworth, Rooney & Larsen 1997; Lindsay 2013). It is also highlighted by Hepworth et al. (2013) that all human beings deserve access to resources that they need to deal with life's problems and to develop their potentials. In this study, the researcher's understanding of assessment is that information is gathered, analysed and synthesised to provide a concise picture of the survivor and his or her needs and strengths. It is the process of understanding survivors and their needs better (Bhana et al. 2012). Survivors actively participate in assessment in order to clarify their needs and explore potential solutions (Bauer & Liou 2016). The strengths of survivors can also be identified and be used as resources to benefit themselves (Healy 2012; Lindsay et al. 2013; Hepworth et al. 2013).

Assessment can take place during the arrival of the survivor in the shelter, but on the other hand, Palmer and McMahon (1997) and Soriano (2013) argue that it may take place telephonically. Soriano (2013) further argues that preliminary assessment establishes the exact nature of the fault, how it developed, other features which may shed light on what has gone wrong and what should be done to correct it. It allows the counsellor to intervene in the most effective way possible. According to Sorenson and Goldsmith (2013), assessment must be initiated prior to the development of an action plan. On the other hand, Bauer and Liou (2016) specify that assessment should be made periodically for not only to set new goals, but to also to monitor progress and other interventions. The researcher shares a similar view with Bauer and Liou (2016) that assessment should be an on-going process to ensure that the survivor gets a comprehensive service.

Through assessment, needs analysis and an individual development plan (IDP), social workers in the shelters are able to locate the necessary skills as per the needs of that particular survivor. IDP, according to Rathod (2013) and Herman and Reinke (2015), refers to a formal document specifying one's development goals and how he or she plans to accomplish them. According to Rathod (2013), an individual development plan is a formal document that specifies the individuals' developmental goal and how he or she plans to accomplish them. It is a tool used to promote self-development (Groenewald 2009; Rathod 2013). Rathod (2013) supports the work of the shelters for domestic violence and mentioning that there are some activities which the IDP is doing on a personal level. One of those activities is building employability, developing strengths or talents and identifying or improving potential. Shelters perform this function through skills development. Rathod (2013) further advocates that personal development includes activities that improve awareness and identity and develop talents. It also improves strengths and potentials, builds human capital and facilitates employability. Personal development also enhances quality of life and contributes to the realisation of dreams and aspirations (Eerola & Eerola 2014). It is further advocated that as personal development takes place in the context of institutions, it refers to methods, programmes, tools, techniques and assessment systems that support human development at the individual level in organisations. The researcher understands the organisations to refer to shelters.

Bauer and Liou (2016) are of the view that assessment is done through the following tools: intake forms, interviews, admission criteria, individual development plan, care plan and others at the shelters accommodating survivors of domestic violence in Gauteng Province, Tshwane Region. Assessment promotes empowerment, development and contributes to the realisation of dreams and aspirations (Sorenson & Goldsmith 2013). The researcher is of the view that it is through assessment tools that the needs of survivors are identified and addressed accordingly. At the same time, it is critical to highlight that in this study, the abovementioned tools will be audited.

Kettner, Moroney and Martin (2013) emphasise that understanding the needs of the survivors requires a number of key issues, as follows: the concept need should first be understood in relation to the standard of living. Secondly, there are factors that influence need such as social, political and economic institutions as well as the availability of resources and technology (Kettner et al. 2013). The researcher understands the standard of living as the normal expectation which is determined by that particular community. The socio-political environment is more of public attitudes and expectations which are constantly changing. This is clearly confirmed by Kettner et al. (2013), who highlights that needs are elastic and relative, which means they change over time. The third issue is the availability of resources and technology, which means that the available resources should be adequate to meet those particular social needs under consideration (Kettner et al. 2013).

The researcher is of the view that taking the survivor of domestic violence through assessment is to raise awareness and bring change in their lives. Bringing change means being taken through pre-contemplation to contemplation stage. Assessment should include evaluation of the health histories of the survivor, siblings, parents, or and grandparents as well as environmental issues (Henderson 1994; Tan 2013; Van Hook 2014). In this research, assessment is used to identify and address the needs of survivors in the shelters for domestic violence. At the same time, Healy (2012) points out the disadvantage of assessment and say that it might take a long time before interventions may commence. Due to the longevity of assessment processes, social workers might feel personal or organisational pressure to quickly move to problem-solving and mislead the process of identifying and addressing the needs of survivors.

It is also critical that during the preparation of the reintegration/ reunification process, social workers should conduct assessment to determine the safety and risks involved in releasing the survivor to their communities (Healy 2012). In addition to the main purpose of this study, the researcher is interested in finding out if this preparation process as well as aftercare services are conducted to ensure that the service rendered is comprehensive and holistic.

Bhattacharyya (2015) highlights the benefits of training needs assessment in his study of training and development. Firstly, training needs assessment outlines broader developmental needs of employees. Secondly, it can help in reducing the perception gap between employees and management on needs and the expectations from training programmes. Thirdly, it can also help in meeting the specific developmental needs of employees and others. Assessment in this research will consider outlining the broader and specific developmental and training needs of survivors for empowerment purposes. These needs will guide the type of SDP to be rendered to the survivor. In this study, the identification of the needs of survivors will also be guided and follow the three developmental needs as per Kettner et al. (2013).

A general statement is that needs differ as per the survivor's values, changing standards of living, including resources and technology. Lindsay et al. (2013) further comment that resilience and a sense of control over the survivor's actions and rights can also be built through assessment. At the same time, Soriano (2013) advocates that needs assessment may indeed be considered a form of evaluation because it may suggest that some of the current services are not needed or are lacking. In other words, it is critical for assessment tools used in identifying survivors' needs in the shelters to be accurate. Soriano (2013) indicates that appropriate tools are critical to collecting valid and reliable information.

4.9.1   Advocacy

One of the shelter's responsibilities is to advocate on behalf of their survivors or communities. Patel (2013) as well as Mantel (2013) define advocacy as a social action tool, and a community change strategy as well as a mode of social development intervention. It has the potential to empower individuals and communities to take action to address social, economic and environmental injustices. In addition to this definition, Kenny (2014) defines advocacy as the process of identifying with and representing a person's views and concerns in order to ensure enhanced rights and entitlements undertaken by someone who has little or no conflict of interest. It is a device to influence the balance of the needs/ rights of the group in the favour of the needs/ rights of individuals, especially those in the social margins (Bateman 2000; Farrer & Marinetti 2015).

Advocacy, for Kenny (2014), Mantell (2013) and Van Hook (2014) is classified into five, as follows: political advocacy, self-advocacy, citizen advocacy, issue advocacy and professional advocacy. The researcher would like to acknowledge all these advocacies but in this study the professional advocacy is a critical one. The reason is that it is where a professional such as a nurse or social worker takes on the advocacy role (Mantell 2013). It is acknowledged that a social worker in this situation will be advocating for survivors of domestic violence in shelters and in the community, especially during the reunification/ re-integration process. Family reunification can be a source of joy and relief, but can also pose problems (Mantell 2013). The researcher is of the opinion that if a reunification is done for the survivor who is not comprehensively empowered, obviously she is exposed to poverty and abuse again. This means that the reunification into the community was meaningless.

DSD (2008) and Sithole (2018) highlight that there are four levels of service delivery, as follows: prevention, early intervention, statutory process and continuum of care. The prevention level refers to all programmes aimed at educational, awareness raising, advocacy, campaigns and information sessions. Educational programmes in communities are done at this level (DSD 2008; Bhana et al. 2012). It is further highlighted that the social worker in the shelter is able to raise awareness and education to communities on a prevention level. According to Hepworth et al. (2013), prevention involves the timely provision of services to vulnerable persons in order to promote social functioning before problems develop. It includes programmes and activities such as family planning, parental education, pre-marital and pre-retirement counselling and marital enrichment programmes (DSD 2008; Bhana et al. 2012; Watson & Lopes 2017).

Laverack (2015) argues that advocacy involves people acting on behalf of themselves or on behalf of others to argue a position and to influence the outcome of decisions. The researcher is of the view that advocacy can include media campaigns, public speaking and publishing research with the intention of influencing policy, resource allocation and decision- making within political and social systems.

4.9.2   Case management

Dealing with survivors of domestic violence on an individual level in the shelters should be managed. Levin and Sheridan (1995), Chan and Rhind (1997), Datar et al. (2010), Glicken (2011) as well as Department of Health (DOH) (2016) refer to case management as a social case work. It is a method of providing services whereby a professional social worker assesses the needs of the survivor and the family. When it is appropriate, the social worker will arrange, coordinate, monitor, evaluate and advocate for a package of multiple services to meet the specific survivor's complex needs.

Perlman (1964), Healy (2012) as well as Fjeldheim, Levin and Engebretsen (2015) mphasise that casework and counselling involve a purposeful and planned approach to working with individuals and families. The purpose is to cope more effectively with their problems in social functioning. Healy (2012) further emphasises that case work is a method of interpersonal practice developed by social workers to assist individuals resolve life's problems.

Datar et al. (2010) including Fjeldheim et al. (2015) highlight that social case work involves a number of phases such as intake and engagement. Intake and engagement involves establishing a rapport and beginning a relationship with survivors. It also defines the survivors' concern or problem identification, determining the eligibility of service, assessing problem-solving efforts of the client and determining urgency and or emergency of the situation. Intake and engagement involves gathering information which throw more light on the survivor's situation, arriving at tentative diagnosis, deciding what needs to be done, what can be changed and how that can be done. Planning and contracting as the second step in case management involves the survivor in the problem-solving process' collaborating in formulating objectives and setting of goals. It also involves understanding the limits and the approximate timeframe for task completion. Intervention and monitoring refers to carrying out the plans leading to the achievement of tasks and the reduction of problem and or better coping. Intervention and monitoring also involves monitoring the progress as well as revising plans if there is a need or if the movement is not in a positive direction.

Evaluation and termination is about evaluating the progress achieved, assessing what brought about the progress and what led to stabilisation of gains. Both the worker and the survivor feel that the professional relationship can come to an end since the survivor has reached self-reliance. Follow-up means continued support, ensuring stabilisation of gains or changes that occurred due to intervention and ensuring that the survivor's functioning remains problem-free (Datar et al. 2010; Alexander 2019).

Glicken (2014) is of the view that social work case management is both micro and macro in nature. Intervention occurs at both micro and macro levels. On the other hand, intervention occurs at both survivor and system levels. It requires social workers to develop and maintain a therapeutic relationship with the survivor, which may include linking the survivor with systems that provide him or her with needed services, resources and opportunities (Glicken 2014). Glicken (2014) further highlights that the micro level of goals of case management include linking people with the needed services, improving those services and contributing to social policies that improve the lives of people. Macro level goals of case management include improving the social service network by developing new strategies and approaches of helping people. It includes resource development, financial accountability, social action and agency policy formation. Data collection, information management, programme evaluation and quality assurance are also included. Its focus is primarily engaging with the individual to enhance the interface between the individual and their social environment. Through this engagement, the individual interacts with their social environment, and change is created (Glicken 2014).

It is also acknowledged that the shelter has been perceived to be the supportive and effective resources as well as network available for abused women (Maconachie et al. 1993; Renzetti et al. 2001; Groenewald 2009; LaViolette & Barnett 2014). Through case management, battered women in shelters do not appear to display the survivor's characteristics commonly ascribed to victims, instead they appear as survivors. They act assertively and logically in response to the abuse (Gondolf & Fisher 1948; Datar et al. 2010; Alexander 2019). The fact that survivors are assertive and empowered from the shelters is a clear indication that change has taken place in their lives, hence the Stages of Change Model. The researcher opines that they are not only taken through the pre-contemplation stage, but also functioning on the maintenance stage; and this is observed by assertiveness.

The importance of these services has been realised by more communities, who are either establishing or extending the existing shelters (Renzetti et al. 2001; LaViolette & Barnett 2014). In other words, shelters provide a safe and supportive space for a survivor to be empowered and think clearly on how to restructure their lives (Maconachie et al. 1993; Groenewald 2009; LaViolette & Barnett 2014). The researcher opines that these support services in the shelters is done to ensure that survivors are thinking and structuring their lives in a stress-free environment.

According to Roller-Coaster Model of adjustment to crisis developed by Hill (1949), the period when the survivor is in the shelter is called reorganisation and recovery. The researcher's understanding of the reorganisation and recovery period is that the survivor is able to re-organise the self again. On the other hand, psycho-social support services have been proved to be working hence in the study of medical social services in Hong Kong, Chan and Rhind (1997) as well as Glicken (2011) postulate that psycho-social support services have been found to be effective in putting patients, especially chronic illnesses at ease. Taking into account that these patients are often physically and emotionally vulnerable, psycho-social support services become handy in this process. Ill health has been found to have an effect on people's self-concept, sense of confidence and dignity and hence psycho-social support services (Chan & Rhind 1997; Lindsay et al. 2013; Neswiswa 2014).

4.9.3   Group work

One of the effective ways of normalising different problems for survivors is to address them through group work. Balgopal and Vassil (1983), Toseland and Rivas (2001), Healy (2012), Lindsay et al. (2013) as well as Mantell (2013) define group work as a method of social work which aims, in an informed way, through purposeful group experiences, to help individuals and groups to meet individual and group needs. Group work can influence and change personal, group, organisational and community problems. Lindsay et al. (2013) and Van Hussteen (2015) call group work group counselling, emphasising that group counselling is about members exploring and learning about experiences that they have in common, such as domestic violence, the impact, lessons learnt and others.

Alle-Corliss and Alle-Corliss (2009) as well as Brame and Biel (2015) advocate that groups are categorised into two. They are task and treatment. The abovementioned authors advocate that task group is developed to achieve a specific set of objectives or tasks, and focus on the completion of a project or development of a product. Treatment groups are more clinical and therapeutic in nature, and are aimed at enhancing the socio-emotional well-being of members through the provision of social skills, education and therapy using the vehicle of group process (Toseland & Rivas 2001; Healy 2012). Treatment groups are considered therapeutic in that they encourage behavioural change in their members, and serve to increase self-awareness and knowledge of others. It help members clarify changes that they wish to make in their lives, and provide them with the necessary tools to make these changes. Through the group process, a trusting and accepting environment is created that allows members to experiment with new behaviours, take healthy risks and receive constructive feedback that allows them to become aware of how they appear to others (Darling-Hammond, Flook, Cook-Harvey, Barron & Osher 2019). Treatment groups are composed of group counselling and group therapy (Toseland & Rivas 2001; Chiriac 2014; Van Hussteen 2015). The researcher understands the group work in the shelters to be treatment groups as they are therapeutic, and help the member to change their behaviour as per their assessed needs.

4.9.4   Motivational interviewing

For a comprehensive information to be obtained from the survivor during assessment, a motivational interviewing should be used. This is where critical issues are explored in order to determine the relevant intervention.

"It is a client-centred, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence. Motivational interviewing is a method and style of practice, initially developed for working with addictions and substance abuse, but has since been found to be effective in work with a variety of clients' situations, from parenting issues to work with sex offenders" (Lindsay et al. 2013).

The researcher is of the opinion that survivors of domestic violence are also benefiting from this intervention. Van Hook (2014) warns that an interview is an essential assessment tool for the counsellor. It is further warned that the purpose of interview is to obtain and give information. The researcher is further of the view that survivors are provided an opportunity to ventilate their feelings and relieve tension. Survivors of domestic violence are also assisted in understanding and resolving their problems.

In the study of helping people with colour, Henderson (1994), Chapman and Carbonetti (2011) as well as Banerjee (2016) claim that in order for human service professionals to be optimally effective, they must have respect for people of colour as human beings and not as people who are vulnerable, disadvantaged, deprived and or minority people. Similarly, the researcher is of the view that survivors of domestic violence will always be treated as human beings with dignity and not as a desperate and vulnerable group. This includes taking into account the survivor's needs, assets, problems, fear and cultural backgrounds in order to make their service comprehensive (Corcoran 2012; Bauer & Liou 2016).

4.9.5 Mediation services

Generally, the researcher views a mediator as a third person standing in between the two who do not see things from the same page. Patel (2013) defines mediation as a process whereby a neutral third party helps disputing parties arrive at a mutually acceptable solution to their conflict. Patel (2013) points out that in the process of mediation, agreements and disagreements are carefully explored, information is shared, options are developed and the interest of each party are clarified. It means dealing with issues such as salary, pensions and property assets (Lindsay et al. 2013). Mediation uses the third party who is not a member of the organisation and is free of bias in the situation. A mediator may offer advice, suggestions and options to help resolve the problem, and can also assist in resolving group issues (Kenny 2014). In terms of evaluating the effectiveness of the Skills Development Programme rendered in the shelters for domestic violence, the researcher will play the role of a mediator hence she will be free of bias.

4.9.6 Research

It is critical for the shelters to ensure that their services are research based. According to Parker and Doel (2013), research is a systematic investigation, and the study, of materials and sources in order to establish facts and reach new conclusions. Parker and Doel (2013) emphasise that it is important to recognise research as being systematic which means it is guided by the rules of knowledge acquisition and the application of ideas which seek to gain an inclusive and comprehensive understanding of the object of study.

4.9.7 Supervision

A good psycho-social support services rendered to survivors of domestic violence should always be done under supervision. Parker and Doel (2013) define supervision as a method to ensure that the organisation's mandate is achieved and that survivors benefit from service. Supervisors need to examine whether the services offered are leading to improved outcomes for survivors. Supervision should also bring the importance of reflection, critical thinking and learning from situations that are not successful in the interests of continuous learning that improves service (Parker & Doel 2013).

Madella (2004) including Parker and Doel (2013) are of the view that supervisory practice seeks to build capacity and promote competence of people. Kettle (2015) and Kühne, Maas, Wiesenthals and Weck (2019) assert that the ultimate goal of supervision in a developmental milieu aims to promote the wellbeing of individuals and communities through holistic, effective and efficient services, which ensure that survivors have access to a range of resources appropriate to their individual, development and therapeutic needs. Madella (2004) and Kettle (2015) further highlight that supervision is deeply ingrained in social work as a method to transmit professional knowledge, values and skills.

4.9.8 Statutory services

Healy (2012) and Kenny (2014) define statutory as the fact that the legal requirement is embedded in a statute. Healy (2012) defines statutory case workers as social workers who are required as central part of their role to implement statutory law to investigate, assess and intervene in the lives of individuals and families. The researcher is of the opinion that ongoing research in social work can benefit and inform professional interventions, particularly in the shelters accommodating survivors of domestic violence.

Statutory services encompass court preparation issues, survivor support and access to legal assistance (DSD 2008 & 2011). Should prevention and early intervention programmes not be helpful, statutory services come into place (DSD 2011). DSD (2008, 2011) emphasises that on this level the courts should assist either through placing family members in a therapeutic environment or rehabilitation centres as efforts to correct unacceptable detrimental behaviour of family members. In statutory services, the social worker must pay attention to ensuring that the process of intervention reflects and reinforces goals, values and legal responsibilities (Healy 2012).

4.9.9   Community work services

One of the services which can be rendered to communities on a prevention level is community work. According to Tropman (1997) and Datar et al. (2010), community work refers to a set of approaches focused on understanding individuals as part of a community and on building the capacity of that community to address social, economic or political challenges facing its members. In addition to this definition, Tesoriero (2010) refers to community work as a method a social worker may undertake either as their primary activity, such as when they are employed as community development workers, or as part of their social work role, such as when they apply community work methods alongside other practice methods.

Datar et al. (2010) and Stenger (2013) dispute that community work involves a process whereby communities are organised to work towards their development. Datar et al. (2010), Erickson and Andrews (2011) and Stenger (2013) mention that in this process of development, a professional change agent enables a community action system comprising of individuals, groups and communities to engage in planned, collective action in order to deal with commonly felt problems. In support to the abovementioned facts, Stenger (2013) including Benenson and Stagg (2016) argue that the resources which are in the communities can be identified and be mobilised to generate income, produce additional resources and transfer those resources across generations to broaden opportunities for their children. It is also highlighted that this process is initiated within a democratic framework, which lays emphasis on collaborative efforts, consensus building and building one's potentials and capacities through participation. Community enhancement involves bringing people together to improve lives and opportunities (Tropman 1997; Datar et al. 2010).

Community workers build the capacity of communities to recognise and utilise their strengths and assets as well as address challenges facing their members (Datar et al. 2010; Stenger 2013). Twelvetrees (2008), Datar et al. (2010) as well as Quimbo, Perez and Tan (2018) warn that community practitioners seek to build the capacity of the community to recognise their shared concerns and to identify and realise common goals. The researcher understands this approach to be community centred one.

The researcher understands that prevention programmes such as awareness raising of social issues like substance abuse, child abuse and neglect, domestic violence, abuse of older persons and people with disabilities can be presented to communities to build their capacities and make them aware and how to deal with them. The researcher further understands that the benefits of raising awareness in communities is as follows: communities will be educated and informed of the impact of crime and violence, available resources and access to them. Communities will also be informed about the referral procedures and identification of early signs and symptoms of violence and the reporting thereof. An informed community is in a better position to prevent domestic issues and can report and expose the perpetrators.

The abovementioned services in the shelters are guided by person centred approach which places the survivor at the centre of the service (Kenny 2014). This approach is about building up the capacity of the survivor, her or his likes, dislikes, values, beliefs, history and lifestyles. Through this process, the social worker begins to find out what the individual's views and wishes might be. It is generally acknowledged that the person centred non-instructed approach works best as part of a long term intervention (Kenny 2014).

It has been clear from the literature review that majority of services rendered in shelters encompass the first three levels- prevention, early intervention and statutory. Ramabulana (2007), Groenewald (2009), Renzetti et al. (2011), Gierman et al. (2013), LaViolette and Barnett (2014) confirm that the abovementioned services are rendered in the shelters. Despite the provision of the abovementioned services, Roberts (1981) and Pleace (2011) are of the opinion that the fourth level which is continuum of care/ aftercare services is in most cases lacking. The researcher is of the opinion that it is proper to make a number of follow-ups to the survivor after leaving the shelter just to ensure that she is independent and able to survive on her own. This will be to confirm that the survivor is functioning on the maintenance stage as per the Stages of Change Model. Practising and mastering the learnt skill is critical to ensure that survivors use them for their benefits in communities.

4.9.10 Referral services

Shelters are not always answers to survivors of domestic violence as others need immediate referrals depending on their needs. The shelter will have a written policy that outlines steps the shelter will take to refer survivors and their children who do not meet the eligibility criteria to appropriate services (Ontario Ministry of Children, Community and Social Services 2018). It is further highlighted that shelters will have up-to-date information of local service providers to refer survivors and their children accordingly. This means that the shelter can link the survivor with other organisations depending on the survivor's needs.

4.9.11 Evaluation of services

Auditing of intervention tools for addressing the needs of survivors in the shelters should be an on-going process. This is well confirmed by Healy (2012), who emphasise the need for continuously improving social work services through evaluation. This can be done by evaluating the outcomes and process of involvement with survivors. Evaluation is a systematic investigation to determine the merit and worth of a set of activities (Tshilongamulenzhe 2012; Zepeda 2012; Flyn & Mcdermott 2016). The concept evaluation means value (McLaughlin & Phillips 1991; Ruhe & Zumbo 2009; Grenbowski 2016). McLaughlin and Phillips (1991) and Grenbowski (2016) further highlight that sometimes the evaluation is part of the continual monitoring activity of the institution to ascertain whether a current programme is effective and if not to redesign it to enhance its effectiveness.

4.9.12   Criticism to shelters' services

Shelters are working hard to do a very good job of protecting and empowering survivors in the shelters. Despite the good work that the shelters are doing to empower and change the lives of survivors, this change is not appreciated by batterers or perpetrators. It is also acknowledged that not all women value that service. Some women feel that shelters are not the options due to the rules and regulations which they find themselves in and not having any freedom of choice and movement (Renzetti et al. 2013). In addition to the abovementioned issues, Neswiswa (2014) highlights that having no place to stay and relocating to another temporary place often results in a complete breakdown of one's social network. Again in cases where a survivor is a lesbian, the researcher's experience is that some problems of discrimination are identified. Lesbians might feel that more preference and attention is given to ordinary women, and are receiving a secondary or less treatment. Gays sometimes also want to be accommodated in those shelters, and this creates a lot of unsafety to survivors in the sense that ordinary women do not feel safe in front of gays (men). Lesbians do not feel safe in front of ordinary women as they were also abused by women; and ordinary women may also not feel safe in front of gays as men are seen as potential perpetrators.

Another criticism is that re-traumatisation or secondary trauma of survivors may also occur in the shelters (Renzetti et al. 2013; Sprang, Ford, Kerig & Bride, 2019). The treatment in the shelters may make survivors to think that they are ill-treated. Lastly, the number of shelters available to cater for survivors of domestic violence is limited, particularly in rural areas (Roberts 1981; Renzetti et al. 2013). Maconachie et al. (1993) argue that during the time of the study which they conducted in Cape Town, only three shelters for battered women were available - People Opposing Women Abuse, Rape Crisis and Salvation Army. This means that survivors had to survive on their own when confronted with violence in their homes without any form of shelter or safety provided. Other shelters are using twin beds (which are having lower and upper sleeping areas) for more space. The survivors might feel treated like students in the institutions because of the way they sleep.

This study focuses on survivors of domestic violence who were kicked out of their homes and find themselves in the shelters for safety and security. In most cases, survivors are kicked out because of being financially dependent on their partners. This is contrary to Shivambu (2015). She conducted a study on an investigation into psychological factors that compel battered women to remain in abusive relationship in Limpopo Province, Vembe District. According to her findings, women with high qualifications stay in abusive relationships due to psychological factors. This is a clear indication that the needs of survivors are different and cannot be treated in the same way. From the study by Shivambu (2015), it is evident that not all survivors who are going to the shelters are financially dependent on their perpetrators or need Skills Development Programme. The necessary support in the shelters should be rendered to survivors as guided by their needs. What is critical for this study is to determine if those SDP imparted to survivors through informal training is effective or not.

4.10 Table G: COMPARISON BETWEEN NATIONAL SKILLS DEVELOPMENT AND THE SKILLS DEVELOPMENT PROGRAMME IN THE SHELTERS ACCOMMODATING SURVIVORS OF DOMESTIC VIOLENCE IN GAUTENG PROVINCE, TSHWANE REGION

	National Skills Development Programme	Skills Development Programme in the shelters accommodating survivors of domestic violence in Gauteng Province, Tshwane Region.
4.10.1 Definition of Skills Development Programme	Hammond (2016) defines SDP as a learning programme; occupationally based; provided by accredited training service provider/s and complies with prescribed requirements.	There is no clear definition of the Skills Development Programme in the shelters.
4.10.2 Functions of the SDP	Redress economic imbalances.	To empower survivors of domestic violence to learn a particular economic skill for their survival.
	Poverty alleviation	To be competitive in the market and be financially self-reliant.
	To make the country competitive and grow the economy. Close the gap between rich and the poor.	To teach survivors agricultural skills such as gardening for vegetables and fruits. To close the gap between men and women.

	Widening the scope of careers.	Empowering women in the shelters to manage their finances/ budget.
	Acquisition of new occupational skills.	Link survivors to available resources.
	Stimulate demand for labour.	Promote education through ABET.
	Creation of opportunity for living/ job creation.	Promotion of opportunity for self-employment.
	Sustain livelihood.	Encourage survivors to make use of their space at home for gardening.
	Promote equality between black and white.	Boost the low self-esteem of survivors.
	Promotion of social inclusion in the market.	Encourage survivors to be creative and innovative.
	Increase employability.	To identify potentials from the survivors
	Skills Development Programme encourages self-employment.	To minimise stigma and labelling from survivors' perpetrators.

	Promote market-based system. Promote learnership, apprenticeship and entreupreuneurship.
4.10.3 Similarities between the national and SDP in shelters	The purpose of SDP is to alleviate poverty, unemployment and imbalances of South Africans, including survivors of domestic violence in the shelters. Skills development is a process of redressing the previous apartheid system which contributed to the fragmented, dysfunctional and unequal educational and social system. The goals of skills development interventions are to deliver job competence development; affirmative action; succession planning and broad-based black economic empowerment (Patel 2013). Improved and increased productivity (DSD 2011; McCord 2012; Jali-Khaile 2012; Lasserre 2012; Adams et al. 2013). Profitability and livelihood performance; increasing wage income an intervention to reduce structural unemployment. Stimulation for labour demand and self-employment opportunities; addresses supply-side securing employment, poverty eradication and emotional awareness and control. They both emphasise that wealth creation strategies/ entrepreurship skills must first be taught (DSD 2011; Patel 2013). Wealth creation for Patel (2013) can be done through the livelihood approach of natural capital, which encompasses natural resources such as water, land, forests, grass, trees, vegetation, game and others. The promotion of natural resources in the shelters such as food gardening is also emphasised (Patel 2013).

| | | Skills Development Programme promotes innovation and job creation. Entrepreneurship represents the willingness and initiative needed to identify opportunities and investment of capital and to take the risk of failure or success. |

4.10.4 Differences between the national and SDP in shelters	National Skills Development Programme	SDP in the shelters accommodating survivors of domestic violence in Gauteng Province, Tshwane Region
	The National Skills Development Programme is guided by the legislative framework such as the National Skills Development Act and others.	On the shelter level, there is no policy guiding the SDP in Gauteng Province, Tshwane Region. As a result, only the Training Manual on Restoration and Healing Programme as well as the National Strategy for Sheltering Services for Victims of Crime and Violence (2013 - 2018) touch slightly on SDP.
	Education and training is promoted, hence it is occupationally based and complies with prescribed requirements.	The abovementioned two documents also do not provide clear guidance on how to conduct those SDP (procedure) as well as who should render them.
	Learnerships and apprenticeships are used to facilitate accumulation of skills. Contracts with employers are made and stipends are given to	In the shelters, the SDP ensures that survivors are given a choice of skills to develop that will fit in with the culture and age, and will be

	learners. However, contracts might not be renewed.	sustainable after re-integration (Training Manual on Restoration and Healing Programme 2011).
	The trainees on SDP are linked with their needs.	The SDP in the shelters is not guided by survivors' needs hence it is compulsory for everybody to attend.
	SDP is guided by relevant SETAs and it is accredited.	Skills Development facilitators are not accredited.

Adult Basic Education and Training (ABET) refers to all learning programmes for adults from Level 1 to Level 4, where Level 4 is equivalent to Grade 9 in public schools or Level 1 on the NQF. The researcher's observation is that in South Africa, there are no existing measures to date assessing the effectiveness and evaluation model with regard to skills development, hence the need for this study.

4.11 DEVELOPMENT OF A MODEL THAT ENHANCES SHELTERS' EFFECTIVENESS OF THE SKILLS DEVELOPMENT PROGRAMME IN GAUTENG PROVINCE, TSHWANE REGION

The development of a model is guided by the empirical findings in chapter 6 of the study.

CHAPTER 5: RESEARCH METHODOLOGY

5.1 INTRODUCTION

This chapter outlines the methodology used during the research and covers research design, sampling procedures, data collection and analysis. The purpose of this study was to evaluate the effectiveness of the Skills Development Programme rendered in shelters accommodating survivors of domestic violence in Gauteng Province, Tshwane Region.

5.2   RESEARCH METHODOLOGY

The researcher understands the research methodology as a various steps followed by a researcher to look at the research problem. Kothari (2004), Creswell (2013) as well as Pandey and Pandey (2015) define the research methodology as a way to systematically solve the research problem.

5.2.1.   Research approach

This study adopted the qualitative approach which is evaluative in nature. Qualitative research is a means of exploring and understanding the meaning that individuals or groups ascribe to social or human problems (Creswell 2013). Qualitative research is conducted in a natural and not a laboratory setting (Guest & Namey 2015; Haradhan 2018). One of the advantages of qualitative research as stated in De Vos (2011) is that it is flexible and does not provide the researcher with a step-by step plan or a fixed recipe to follow.

5.2.2   Research design

The study was evaluative and a case study design was followed. 'This qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. This ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood' (Baxter & Jack 2008; Mohajan 2018). The units of analysis was the Skills Development Programme in Gauteng Province. Interviews, observation and a focus group were used to collect data and to justify the use of a variety of lenses to allow multiple dimensions of the phenomenon to be understood.

Evaluative research provides formative or summative information that describes and assesses the effectiveness of a programme (Rossman & Rallis 2012). Formative evaluation is done during the design stage and early phases of a project to determine which interventions are effective and to define practical goals and objectives (Rehle, Saidel, Mills & Magnani, 2006; Perrin 2015; Grenbowski 2016). It determines if the programme met any combination of measurement about impact, outcome or benefits, and in most cases, it is conducted by the external evaluators (Perrin 2015). Summative evaluations for Perrin (2015) determines if the programme met any combination of measurement about an impact, outcome or benefits. Perrin further argues that this type of evaluation is frequently conducted by external evaluators. Sorenson and Goldsmith (2013) as well as Bauer and Liou (2016) are of the opinion that summative evaluation is conducted at the end of the training to measure performance or outcomes.

In this study the researcher was more specific and followed summative evaluation, which described and assessed the effectiveness of a programme (Rossman & Rallis 2012). Zepeda (2012) argues that summative evaluation could provide decision makers and consumers with judgements about the worth or merit particularly in relation to intended results. Summative information was adopted as it contributed to a final decision about its value and effectiveness in producing intended changes. Taking into consideration the fact that the study evaluated the effectiveness of the Skills Development Programme in the shelters accommodating survivors of domestic violence in Tshwane Region, summative evaluation was relevant because the findings were presented at the end.

5.2.3   Sampling and sampling methods

This study adopted non-probability sampling which is purposive. Purposive sampling is based entirely on the judgement of the researcher (May 2011; Singh 2013). The sampling was appropriate because survivors who were once admitted in the shelters and attended the Skills Development Programme were the relevant participants. Their exposure to the Skills Development Programme placed them in a better position to provide rich data as far as the effectiveness of the programme is concerned.

From twenty four (24) funded shelters rendering psycho-social support services and Skills Development Programme in Gauteng Province, the researcher purposively sampled six (6) shelters in Tshwane Region, North Rand. Shelters that were not funded and not rendering both psycho-social support services and Skills Development Programme were excluded.

The managers of the six shelters were recruited to take part in the study and thus formed the first purposive sample. Since information from the managers alone would not justify an in-depth study of the phenomenon, those managers were requested to provide a list of survivors of domestic violence who stayed and exited the shelters between 2014 and 2016, and who received both psycho-social support services as well as SDP. This constituted the second sample. The inclusion criteria included the first two (2) survivors who were on the list, available on their phones and willing to voluntarily participate. The exclusion criteria for survivors was that the third survivor on the list was not considered for interview after the first two available ones volunteered to participate. The third sample, constituted of the focus group which was made out of the four survivors who participated individually in the study. They were recruited to be part of the focus group and voluntarily agreed to participate. The individual survivors who voluntarily agreed to participate in the study, were five but the fifth one disappeared after the individual interviews (between individual interviews and the focus group session).

Due to time constraints and scope of the study, twelve survivors of domestic violence were targeted, but finally, five individual survivors participated in the individual interviews and four volunteered to be focus group members. The exclusion criteria was that there is no new member who will be part of the focus group if she was not part of the individual interviews. The participant who might decide to withdraw and not form part of the focus group will also not be forced to participate.

The inclusion criteria from the managers' side were that one (1) manager per shelter was identified and interviewed. The telephonic engagement with the managers during sampling was to check their willingness to participate. The managers' willingness to participat was confirmed by the signing of Informed consent form (Annexure A). The researcher felt it important for every shelter to have a manager as a voice of that organisation. Therefore, six managers were appropriate for sampling considering time constraints as well.

The researcher felt it important to disclose that despite the request for survivors' list, shelters volunteered to trace the survivors on her behalf. As a limitation, the researcher did not have access to the list as it was not provided. This means that she relied on the shelters for the recruitment and participation of survivors of domestic violence. At the same time, the researcher was informed that it was difficult to trace all survivors because of various reasons such as their contact details being changed. The researcher was also told that other survivors of domestic violence did not want to be associated with shelters and therefore did not want to participate. The second limitation the researcher was informed about was that other survivors were staying outside Gauteng Province and could not be traced. This report did not make sense to the researcher, but instead her analysis was that some of the social workers, including certain managers, were not happy about this request. They were participating because the study was approved by the Head of Department of Social Development in Gauteng Province, and their choice to say 'no' was limited.

The researcher felt that it was important to disclose how survivors of domestic violence were made available for the study. The first two shelters made survivors of domestic violence available for interviews. The third shelter made one survivor available. The social worker who was doing the tracing for the above shelter claimed that the second survivor was not available. That was in September and the party was going to be in December 2019. The researcher requested her (the social worker) contact numbers for the survivor in order to negotiate with her (survivor), but the social worker did not provide the researcher with those details. The fourth shelter did not make their survivors available for interviews, but only a manager and a social worker. This was the shelter which stated that survivors of domestic violence are out of the province and could not be traced. Shelters tended to keep their doors closed to outsiders (Smith 2013).

As the researcher was negotiating to call the survivors herself, she was informed that survivors will only be comfortable with the shelters and not the strangers. This was understood as gate keeping by shelters. Two last shelters did not participate in the study at all. The fifth shelter kept on saying they were still busy with some awareness raising activities and will inform the researcher the time when they were available. The researcher made a number of telephonic follow-ups using both land lines and personal cellphones the managers were using, but unfortunately that could not help. The awareness raising process was unfortunately indefinite. On the other shelter, the manager responsible for approving the research request kept on saying he did not receive the documents requesting research participation. He avoided contact with the researcher and kept on saying "*I will come back to you*" with regards to an appointment. It was also unfortunate that after many attempts to get hold of him, he did not come back to the researcher. This is another reason to suspect that some of the managers behaved as though there was something to hide from the researcher. This is the reason why five survivors of domestic violence were available for interviews.

The researcher sensed that there was something which was making these shelters uncomfortable to participate in the study, but she could not establish what that was. Another limitation was the selection bias from the shelter's side. The fact that shelters volunteered to sample survivors for the researcher means that they might have chosen those who may speak well about the shelters and the programmes they offer. The preferred way was that the researcher was supposed to have been given the list and the sample according to her preferences. This confirms the earlier suspicion that the shelters could have been gate keeping.

The incomplete targeted number of participants (five instead of twelve) was due to the abovementioned unforeseen situations which the researcher did not have control over. In that context, the researcher could not exhaust the list as she did not have access to it. As a way of making up for less participants and triangulation of data collection methods, the researcher considered focus groups. Focus groups are a form of strategy in qualitative research in which attitudes, opinions or perceptions towards an issue, product, service or programme are explored through a free and open discussion between members of a group and the researcher (Kumar 2011). The purpose of the focus group was to triangulate data.

On the side of the managers, the researcher handled the sampling herself. Two identified shelters unconditionally volunteered to participate in the study. As already mentioned from the previous discussion, the third shelter only made two managers available (a manager and a social worker). The other one made one survivor and manager available. The limitation from the managers' side was that the two shelters (fifth and sixth) did not participate as already stipulated above.

In order to deal with this apparent resistance by participants, the researcher telephonically engaged the Victim Empowerment Programme (VEP) Directorate in Gauteng Province to intervene, but that also could not assist. The researcher was informed by VEP in Gauteng Province that an email to request shelters' participation was sent to the shelters and as soon as it was answered, she (the researcher) will receive feedback. The general comment from Gauteng VEP Directorate in response to the request was that getting survivors available after they have left the shelter was a challenge. At the same time, the VEP Directorate in Gauteng Province could not understand why the managers did not want to participate in this critical study. As a result of the abovementioned hurdles, five (5) survivors of domestic violence and five (5) shelter managers were sampled and interviewed

Four (4) shelter managers and one social worker (05) as well as five (5) survivors of domestic violence were interviewed. The social worker formed part of the interviews with shelter managers. The reason why she was regarded as a manager for the purpose of this study was that in the absence of the manager, she was overseeing all activities taking place in the shelter. This was the explanation given by the shelter manager.

5.2.4 Participants

The participants of this study consisted of two different groups. They included managers of shelters accommodating survivors of domestic violence and rendering Skills Development Programmes in Gauteng Province. The second group comprised survivors of domestic violence who were once admitted in those shelters and received psycho-social support services as well as Skills Development Programmes in Gauteng Province, Tshwane Region. The survivors of domestic violence also participated in the focus group. It is critical to disclose that all shelters in Tshwane Region accommodate women. There is only one male shelter in this province and is in the West Rand Region. This is the reason why this study consists of female survivors only.

5.3 DATA COLLECTION

The researcher collected data from participants through semi-structured interviews (See Annexure D and E). As the researcher was collecting data, she ensured that she aligned herself with Bauer and Liou (2016) argument that qualitative research involves collection and analysis of non-numerical information from sources. The analysis will be discussed in the following chapter.

The exploration of questions regarding Skills Development Programmes through communication skills led to the collection of enough and rich data. The employment of communication skills assisted in achieving data saturation. This data collection process helped the researcher to achieve the purpose of the study.

During data collection, the researcher acquired and assessed information to provide useful feedback to the shelters about the effectiveness of the SDP. Rubin and Babbie (2013) opine that one of the social work research purposes is to evaluate whether social policies, programmes or services are effective in achieving their stated goals. The success of data gathering was determined by access to the field of study. In this research, gate keepers included the Head of Department: Social Development as well as shelter managers.

Grinnel and Unrau (2005), Neuman (2006), Fouché and Schurink (2011) as well as Bauer and Liou (2016) suggest that research participants should be put at ease during data collection. In order for the researcher to put the participants at ease, she outlined the process of data collection and requested permission for the recording of the responses. As already indicated, data collection as a process encompassed collection, recording, tracking, preparing, processing, organising, storing, securing, retrieving, verifying and others (Van den Eynden, Corti, Woolard, Bishop & Horton 2011).

From five (5) survivors of domestic violence, data saturation was reached during the fourth (04) participant. The fifth (5th) participant was interviewed specifically to confirm the data saturation process. There was no need to interview more survivors of domestic violence going forward as new information was not coming forward. Aldiabat and Le Navenec (2018) as well as Moser and Korstjens (2018) define data saturation as when no new data are identified. Fusch and Ness (2015) state that failure to reach data saturation has an impact on the quality of the research and hampers content validity. The researcher took cognisance of Fusch and Ness' (2015) argument on the abovementioned issue and considered focus groups to triangulate the collected data.

The duration of the interviews with the survivors of domestic violence varied between forty (40) minutes up to an hour depending on the individual. Each and every survivor was unique and varied in terms of being easy going or need more probing. The interviews for the three survivors took place in their own houses as they were not staying in the shelters anymore. This means that the researcher went to their respective houses in order to make them comfortable. However, the researcher would also want to acknowledge that the opposite may have happened. The researcher wanted to align herself with Guest and Namey (2015) that qualitative research is conducted in a natural setting by conducting interviews in the shelters, but the survivors decided that it should be done in their respective houses. It was also important to highlight that the survivors lived in different places. Three survivors lived in Pretoria but within one hour's distance from each other. Two lived in Bronkhorstspruit. The two survivors in Bronkhorstspruit were interviewed in their former shelters. Their former shelters served as their natural setting for them (Guest & Namey 2015). The survivors felt safe to be interviewed in the shelters especially that they used to visit it during their spare time for other activities.

Similar to the managers, the interviews varied from manager to another. The average interview for the managers lasted for an hour, but mostly one hour and ten or fifteen minutes. The managers' interviews took place in their respective shelters. The researcher went physically to the managers at their different settings to observe and record behaviour and responses. After the fifth interview with the managers, there was no new data coming. This means that data saturation was reached. Data collection process started in September 2019 until February 2020. It took six months. The individual interviews took place from September to November 2019, but as already highlighted, it became critical for a focus group to be conducted. The reason for conducting a focus group was to triangulate the status of the collected data.

Triangulation is defined by Berg (1998), Heale and Forbes (2013) as well as Honorene (2017) as the application and combination of several research methods in the study of the same phenomenon. It is a process of using more than one method, theory, researcher and data collection and techniques to make the research findings more valid, reliable and generalisable (Mertens & Hesse-Biber 2012; Heale & Forbes 2013; Honorene 2017; Lawlor, Tilling & Smith 2017; Fusch & Ness 2018). One session of the focus group was conducted in February 2020 in Bronkhorstspruit. It lasted for one hour and forty minutes.

Taking into consideration the highlighted challenges of the survivors being scattered, the researcher telephonically engaged them to find a central place for the focus group to take place. An agreed place was in Bronkhorstspruit. A colleague of the researcher offered an office in Bronkhorstspruit at her house for a focus group. The two survivors from Bronkhorstspruit took taxis from their respective villages to town and were collected from the town to the venue by the researcher. Later on, they were also taken back to town. The two participants from Pretoria also took taxis from their respective places to town and the researcher collected them and drove together with them to Bronkhorstspruit. They were also dropped in Pretoria town on their way back from the focus group to their places. The participants transport fare from their respective places to different towns and back was the responsibility of the researcher.

The researcher continued with the data collection process during the focus group interview guide (See Annexure H). Audio tapes by smart phone and field notes formed part of data collection. Smart phone tape was done with permission from participants. The researcher explored with the group about the language and the group was fine with English, Setswana and Northern Sotho. The group informed the researcher that as long as she interprets English and Northern Sotho, they are fine (See Annexure F for a translated interview guide). The Setswana speaking lady mentioned that she was fine with English and she was fluent. It is important to highlight that there was no Zulu speaking survivor during the interviews but only Northern Sotho and English. The researcher was able to translate North Sotho into English and *vice versa* during the interview and the survivors were happy with the arrangement. Every participant had a sense of belonging to the group. After data collection in the field, the transcription process kicked in. Rabothata (2016) defines transcription process as the raw data being transcribed, edited and sorted in order to easily analyse the content of the interviews with the purpose of making sense as well as meanings.

5.4   DATA ANALYSIS

This study followed guidelines recommended by de Vos (2011) that there is no single right way to organise and analyse qualitative data. Bernard and Ryan (2010) are of the opinion that data analysis refers to searching for patterns in the data collected and for ideas that help explain why those patterns are there. The process of data analysis is acknowledged by Engel and Schutt (2010) as a process which runs concurrently with data collection with the intention of transcribing and analysing it. Those guidelines were as follows:

5.4.1 Collecting and recording data

Recording enabled the researcher to listen more fully to what participants said and paid attention to small details or to particular ways of phrasing things that might have been missed (De Vos et al. 2011). Since data analysis in a qualitative inquiry involves a two-fold approach, which is data analysis at the research site and data analysis away from the site after the data collection process, a tape recorder was used to collect and record data (Elliott 2018; Mohajan 2018). The purpose of the tape recorder was to ensure that all information presented is well captured and saved. As the researcher was collecting data, she was at the same time developing some analytic interest as de Vos et al. (2011) together with Flynn and Mcdermott (2016) highlight that data collection and analysis typically goes hand in hand in order to build a coherent interpretation of the data. The researcher systematically recorded data to make it available in case she needed it to refresh her memory.

5.4.2 Management of data

The researcher acknowledged that this step is the first one in data analysis away from the site as de Vos et al. (2011) are very specific about this process. At this stage, the researcher had both hand written notes and audio-taped raw data. The collected data was analysed and organised into computer files. This process is acknowledged by Flynn and Mcdermott (2016) that the information is transferred to an appropriate text. The intention was to give meanings. Perrin (2015) advocated that because qualitative data analysis requires a constant process of examining, sorting, and re-examining data, researchers need to precisely organise the data. The researcher followed what the abovementioned author said, and examined, sorted and double examed the data. According to de Vos et al. (2011), this is where the process of data preservation, transcription and preliminary analysis took place. Written notes and a taped recorder used during the interviews were then safely stored for management purposes.

5.4.3 Reading and writing the memo

Trochim (2001) and Glaser (2013) define memoing as the process of recording the thoughts and ideas as they evolve throughout the study. During this stage, the researcher continuously read and re-read the transcripts as Cresswell (2013) are of the opinion that the continuous reading of transcripts will help the researcher to familiarise herself with the data gathered. The researcher did this in order to familiarise herself with the raw data and to make sense of the data. The purpose of continuous reading was to organise raw data into conceptual categories in order to create themes. Mechanical data reduction and analytic categorisation of data was done simultaneously through the process of coding (de Vos et al. 2011; Cresswell 2013; Elliott 2018). This means that data collected was reduced into manageable text so that it becomes helpful and relevant to decision makers (Rabothata 2016).

Coding, according to Trochim (2001), Soriano (2013) and Elliott (2018), refers to labelling responses to identify participants and the meaning of their statements. It includes making sure that written and transcribed responses are always linked to the participants who made them (Soriano 2013; Rabothata 2016). In order to confirm the meanings and themes, the researcher repeated reading, making sense and satisfied herself that this process has been addressed and exhausted.

5.4.4   Describing, classifying and interpreting

In order for the researcher to be able to identify themes in qualitative research, she must embrace de Vos (2011) argument that qualitative data analysis is a creative process. The researcher views creativity in research as an interpretation and making sense of the raw data. In this process, larger opinions of what happened in data collection and analysis process were formed. As soon as the information was grouped together, different themes were creatively identified. This means that the reading and writing of the memo as well as describing, classifying and interpreting of the data could not be done separately. As already highlighted, this is confirmed by de Vos et al. (2011) that qualitative data analysis is a creative process. Interpretation as part of creativity involves making sense of the raw data and was observed when themes and sub-themes were identified and conclusions reached. The researcher used graphs, tables and charts to classify, interpret and present the data.

5.4.5   Representing and visualising

In this stage, the data which was found during collection and analysis was presented. This is the last phase where thematic evidence was written and presented in the form of a report. The results were communicated in themes. The first themes and sub-themes to be presented under Table L emerged from interviews with managers. The second set of themes and sub-themes from segmented process A were from survivors of domestic violence and later on from the focus group (Annexure H). Prior to the presentation of the themes and sub-themes, it was critical for the researcher to explain that they are nearly the same. The reason for this was that the information asked from shelter managers was triangulated by individual survivors of domestic violence and focus groups. However, not all questions asked from shelter managers were the same as survivors of domestic violence. The researcher provided the abovementioned explanation because Baxter and Jack (2008) as well as Aspers and Corte (2019) argue that it is important that the researcher describes the context within which the phenomenon is occurring.

Baxter and Jack (2008) as well as Sutton and Austin (2015) further acknowledge that it is difficult to report findings of a case study in a concise manner due to its complexity. At the same, it is the researcher's responsibility to convert a complex phenomenon into a format that is understood by the reader. Themes and sub-themes were presented in sequential order and were as follows:

5.4.5.1 Table H: Themes and sub-themes emerging from shelter managers

Emerging themes	Sub-themes
Types of Skills Development Programmes rendered in the shelters	• Persons/ personnel/ staff responsible for training survivors • Life skills programme rendered in the shelters
The ineffectiveness of the Skills Development Programme in shelters	• Skills Development Programme enjoyed by survivors a lot
Examination of assessment tools used in identifying the needs of survivors of domestic violence	• The effectiveness of assessment tools in identifying the needs of survivors • The review / auditing of the intervention tools • The reliability of the intervention tools in assessing and addressing the needs of the survivors of domestic violence • The survivor of domestic violence's experiences of the assessment tools and process
Exposure to job opportunities	• The success rate of survivors with regards to being financially self-reliant
Recommendations from shelter managers to improve the Skills Development Programmes in the shelters	
Survivors to be linked with the necessary resources	• Shelters should link survivors of domestic violence with Community Oriented Substance Use Programme (COSUP) so that they can attend on their own time in order to obtain a qualification. • The survivors need to leave the shelter

Emerging themes	Sub-themes
	with certain qualifications
Funding	• More funding should be allocated for the SDP in the shelters so that quality work can be done
Accreditation of Skills Development Programmes	• The skills must be SETA accredited.
Admission period in shelters	• Extra time to be allocated to women who are willing to complete the course for skills development • Six months period limits the possibilities of empowering women and therefore has to be extended.
Monitoring of survivors after the training	• Close monitoring of survivors who went through EDCON Group training should be done to ensure that these women are functioning and well supported.
Available resources in the shelters	• Vodacom to connect their laptops for the provision of internet to benefit women to look for jobs.

5.4.5.2   Segmented process A: Themes and sub-themes emerging from the survivors of domestic violence regarding Skills Development Programme. Themes are bolded and sub-themes are not bolded

Types of Skills Development Programmes rendered in the shelters

- Persons/ personnel/ staff responsible for training survivors
- Life skills programme rendered in the shelters

The ineffectiveness of the Skills Development Programme in shelters

- economic empowerment skills benefitting survivors a lot

Exposure to job opportunities

- the success rate of survivors with regards to being financially self-reliant

Personal information related to assessment process

Contact with the survivors of domestic violence after leaving the shelter

Recommendations to improve the Skills Development Programmes in the shelters from the survivors of domestic violence.

Period of Skills Development Programme

- Skills Development Programme to be done specifically in six months to allow women to learn and internalise it. Six months is not enough.

Starter pack support

- Sewing material to be provided together with the sewing machine to assist one to start the work
- Capital is also needed to support survivors to kick-start the work

Accredited training and certificates	
• A valid certificate to be part of training in order to prove that one is able to do the work	
• Qualified teachers/ skills development facilitators to be employed	
• The shelter gets qualified teachers and have six months course which will have accredited certificate	
• There is a need for the house mother to be trained to give survivors the necessary space and to understand them better	

Monitoring of trained survivors
• Monitoring should also be done to support and ensure that women are independent and can do the work independently

Promotion of shelter services
• Women should share their experiences in a form of skills development centres

Additional needs in the shelters
• Learners' driving licenses to be offered in the shelter as an addition to the Skills Development Programme
• Women should share their experiences in the form of skills development centres.

The emerging themes and sub-themes are discussed in detail in the next chapter.

5.4.5.3   Table I: Themes and sub-themes emerging from the focus group

Emerging theme	Sub-theme
Skills Development Programmes rendered in the shelters	• Life skills programme rendered in the shelters • Persons/ personnel/ staff responsible for training survivors
The ineffectiveness of the Skills Development Programme in shelters	• Skills Development Programme enjoyed by survivors a lot
Exposure to job opportunities	• The success rate of survivors with regards to being financially self-reliant

Emerging theme	Sub-theme
Survivors' experience of the assessment process and tools	• Personal information related to assessment process • Contact with survivors after leaving the shelter
Recommendations to improve the Skills Development Programmes in the shelters.	
Starter pack support	• Provision of starter pack will work better for women- sewing machine, material, wools and needles for a start.
Accredited certificates	• Certificate should be accredited • Relevant SETAs to come on board to accredit the programmes and certificates • Qualified teachers/ skills development facilitators should be appointed
Period of Skills Development Programmes in the shelters	• The training should at least be six months excluding counselling and other activities
Survivors to be linked with the necessary resources	• The shelters should link the women with skills development centres when discharged to continue on their own
Promotion of shelter services in communities	• Shelter to provide ongoing awareness to promote their services as they are not known in communities, and women are afraid to leave their abusive partners • The shelter information should be made known to community members • Shelters to use women who were admitted in the shelter to talk to communities and share their experiences and learnt skills from the shelters. Good practices should also be shared to remove the stigma attached to shelters.

Emerging theme	Sub-theme
	• Communities to have skills training/ learning centres where women can come together and share their good practice
Monitoring of survivors after discharge	• Follow-ups should be done after one is discharged from the shelter to check how women are doing and coping
Funding for SDP	• More funding should be allocated so that women are not working for the shelters

The details of the themes and sub-themes are discussed in the next chapter.

5.5 Quality criteria

5.5.1 Credibility

Credibility is defined by Bhattacherjee (2012) as confidence in the truth. The researcher used various interviewing techniques such as probing, verbal and non-verbal expressions, paraphrasing and summarising to ensure credibility. Credibility is concerned with whether the findings of the study are a true reflection of the experiences of the study participants (Trochim 2001; Bryman & Bell 2011; Rabothata 2016). The researcher also allowed and encourage the flow of the interview and an in-depth exploration of the issues under all discussions (individual, shelter managers and focus group interviews). She was well aware of her own thoughts, verbal and non-verbal behaviour. She was also able to hold her views and to give all the platform to participants (Singh 2013). This was done to exercise what Flynn and Mcdermott (2016) emphasise that the researcher should have self-awareness during this process in order not to influence findings. On the other hand, tape recorders were also used to ensure that all the information is well captured and presented as a true story from participants. The richness of the data from participants were interpreted properly without any distortions or misinterpretation by the researcher.

5.5.2   Transferability

Transferability refers to the degree to which findings can be applied to other contexts and settings or to other groups (Krefting 1991; Hill 2012). The researcher understood transferability to be generalisability. In order to achieve transferability, the researcher provided detailed information about the participants and the research process so that readers are able to judge whether the findings can be transferred to other settings (Hill 2012). The detailed information included both individual, shelter managers and focus group interviews.

5.5.3   Dependability

Dependability refers to the stability of findings over time (Cohen, Manion & Morrison 2011). In ensuring dependability, the researcher described the research methodology and the context of the study. At the same time, King and Horrocks (2010) state that it is common in thematic analysis to utilise some form of independent coding as a quality check. The aim of independent coding in most cases is not to improve dependability, but rather, to help the researcher think critically about the thematic structure that has been developed and the coding decisions that have been made. The researcher utilised a code-defining approach and requested the coder to independently carry out the analysis of the received data. This exercise was performed in order to evaluate findings and interpretation of the study ensuring that all information is supported by the data received from participants (Cohen et al. 2011). The coder later on met with the researcher to discuss and compare findings.

5.5.4   Conformability

Conformability is defined by Anney (2014) as the degree to which results of the research can be confirmed or corroborated by other researchers. In this study, the researcher ensured that all data collected was recorded and double checked. Due to COVID-19 related restrictions, the researcher could not go to the survivors of domestic violence for verification of collected data. Instead she telephonically engaged them to confirm their responses (Carlson 2010). The researcher was doing member checking as a way of finding out whether the data analysis is congruent with the participants' experiences. In addition to that, experienced supervisor for this research was involved to review all the data, documents and results independently for conformability purposes.

5.6   Significance of the study

It is the intention of this study to benefit the Department of Social Development, shelters, potential employers, community members as well as survivors of domestic violence by confirming whether the Skills Development Programme provided in shelters are effective or not.

5.7   Ethical considerations

In the context of research, May (2011), Mwinga (2012) as well as Shaw and Holland (2014) define ethics as an acceptable moral principle developed by individuals or groups which govern the conduct of research with regard to participants and all stakeholders of the research process. The researcher acknowledges that it is a fact that the interests and safety of participants and others who are involved in the research could be affected by the research.

5.7.1   Permission to conduct the study

The researcher felt that it was proper to disclose that the request for permission to conduct the study from the University of Limpopo Research and Ethics Committee was granted prior to data collection (See attached Annexure I). On the other hand, the Department of Social Development, Gauteng Province also approved the study to work with shelters accommodating survivors of domestic violence in Tshwane Region (See attached Annexure B). Furthermore, a request to interview shelter managers and survivors of domestic violence in Gauteng Province, Tshwane Region was also approved (See Annexure C).

5.7.2   Voluntary participation

The researcher understood voluntary participation as a principle that required participants not to be forced to participate in research. In this study, all participants have agreed to participate. They were free to withdraw at any time they wish during the course of the research (Maranga 2013; Soriano 2013). As an indication of voluntary participation, each and every participant agreed to sign a consent form. The form stipulated that s/he voluntarily undertook to participate in the study and did so on their own free will. No participants were forced to participate in this study (See Annexure A).

5.7.3   Anonymity

Anonymity means that no one, including the researcher, should be able to identify research participants afterwards (de Vos et al. 2005; Babbie 2007; Saunders, Kitzinger & Kitzinger 2015; Molefe 2019). To ensure confidentiality of participants, the researcher used pseudonyms in the chapter on presentation, analysis and interpretation of empirical findings.

5.7.4   Confidentiality

The researcher acknowledges Babbie's (2013) argument that information may have names attached to it but to ensure confidentiality, names of participants should be kept secret from the public. As already highlighted under anonymity, the researcher used pseudonyms instead of real names. Indeed, names of participants did not appear anywhere in the study to ensure confidentiality (Rossman & Rallis 2012; Attridge, Aberdeain & Inglis 2016).

5.7.5   Informed consent

Prior to the commencement of interviews, the researcher explained the purpose of the study to prospective participants as guided by Babbie (2013) in order to make them understand what is going to happen with their involvement and information provided during the research. The researcher requested the participants' consent in writing prior to the study as an indication that they have agreed to take part in the study (May 2011). See (Annexure A).

5.7.6   Psychological and emotional harm to participants

The fundamental ethical rule of social research is that it must bring no harm to participants (De Vos et al. 2011). This refers to the process of discomfort that the participants might go through during interviews. As a way of avoiding any discomfort, no personal question was asked. On the other hand, the researcher as a social worker was in a position to identify those participants whose emotions and psychological wellbeing might have been triggered by research experiences and dealt with them accordingly. A formal debriefing session was critical in order to afford the affected participants an opportunity to work through their experiences and its aftermath (de Vos et al. 2011; Guest & Namey 2015). This was enhanced by the fact that the researcher is experienced in the field of debriefing and counselling.

5.7.7   Management of information

The researcher was in agreement that participants' information should be seen as a private property since, like other intellectual property, it continues to have value after it is exchanged. The researcher requested and obtained permission from participants to use a digital voice recorder and to make notes to capture the data before the study commences. She also explained to the research participants that the audiotapes, notes and transcripts will be coded to disguise their identifying particulars, and that information will be used only for the research purpose. The participants also took note that tapes and recorders will be destroyed once the data has been coded. It is well noted that participants have rights over information to ensure that it is not used in ways they would disapprove (Babbie & Mouton 2001; Neuman 2006; de Vos et al. 2011; Cresswell 2013). In order to put the information safely, the researcher kept the smart phone notes and transcripts in a locked cupboard in the researcher's house. The participants also took note that nobody else besides the researcher and supervisors have access to the information.

CHAPTER 6

PRESENTATION, ANALYSIS AND INTERPRETATION OF EMPIRICAL FINDINGS

6.1   INTRODUCTION

This study was an evaluation of the effectiveness of the Skills Development Programme in the shelters accommodating survivors of domestic violence in Gauteng Province, North Rand. In this regard, the following objectives were pursued:

- To identify types of Skills Development Programme rendered in shelters;
- To audit assessment tools used in assessing and addressing the needs of survivors in shelters;
- To determine survivors' (of domestic violence) experience of the assessment tools and process/es;
- To assess the effectiveness of the Skills Development Programme in ensuring survivors' financial self-reliance;
- To establish survivors' exposure to job opportunities (through the Skills Development Programme); and
- To develop a model that enhances shelters' effectiveness of the Skills Development Programme in Gauteng Province, Tshwane Region.

6.2   Brief methodological background

The study adopted the qualitative approach which was evaluative in nature, guided by the Stages of Change Model (Trans-theoretical Model) underpinned by Theory of Reasoned Action (Matoane 2008; Coulson, Ferguson, Henshaw & Hefferman, 2016). Participants of this study consisted of 3 different groups. They were survivors (individuals) of domestic violence from the shelters, shelter managers and a focus group made out of individual survivors. From twenty four (24) funded shelters in Gauteng Province rendering psycho-social support services and SDP, the researcher purposefully concentrated on six shelters in Tshwane Region due to their accessibility. Five (5) survivors of domestic violence and five (5) shelter managers were interviewed on a face to face basis. Semi-structured interviews were employed to collect data. This was followed by a focus group discussion.

From the five (5) survivors of domestic violence, data saturation was reached during the fourth (04) participant's interview. The fifth (5th) participant was interviewed to confirm that indeed data saturation was sufficiently reached. Aldiabat and Le Navenec (2018) view data saturation as when no new data are identified. On the other side of the managers, data saturation was also reached during the fifth interview. One focus group session was conducted to triangulate data from individual participants, that is, survivors of domestic violence and managers of shelters. The researcher was satisfied with data saturation from both sides and moved on to data analysis (Fusch & Ness 2015).

The researcher perceived it important to disclose that the design of this study had three types of units of analysis. The first one was the perspective from managers of shelters, the second one was from individual survivors of domestic violence and the third one was from the focus group discussion. The focus group discussion consisted of survivors of domestic violence. This was used to triangulate the data from individual survivors of domestic violence and shelter managers. Triangulation is the practice of obtaining more reliable answers to research questions by integrating results from several different approaches, where each approach has different key sources that are unrelated to each other (Weyers, Strydom & Huisamen 2008; Lawlor, Tilling & Smith, 2017; Honorene 2017; Moon 2019). Results from at least two, but ideally more, different approaches, with differing and unrelated key sources of potential biases are compared (Weyers et al. 2008; Mertens & Hesse-Biber 2012; Lawlor et al. 2017; Moon 2019). Honorene (2017) is very specific that triangulation involves using multiple data sources in an investigation to produce understanding. Multiple sources provide verification and validity while complementing similar data; and as a result, more comprehensive data is obtained (Weyers et al. 2008; Mertens & Hesse-Biber 2012; Heale & Forbes 2013; Honorene 2017). Fusch and Ness (2018) confess that the application of triangulation can enhance the reliability of study results.

This study followed research guidelines recommended by de Vos (2002 & 2011), which were confirmed by Uzunboylu and Birinci (2014) as well as Erlingsson and Brysiewicz (2017) that there is no right way of organising and analysing qualitative data. During data collection, analysis was already taking place as Engel and Schutt (2010) as well as Flynn and Mcdermott (2016) acknowledged that the two processes can run concurrently.

6.3   Findings of the research

Prior to the presentation of data, it is critical for the researcher to highlight that five shelter managers participated in this study. Here follows their demographic information.

6.3.1   DESCRIPTION OF THE SAMPLE

Table J: Demographic information of the managers

Pseudonyms	Position in the Shelter	Highest qualifications	Experience as a Manager
Mary	Manager	Bachelor's Degree in Theology	35 years in Ministry and 5 in the shelter
C	Manager	Higher Diploma in Education	13 years
Simphiwe	Manager	National Certificate in Project Management	12 years
Dorah	Manager	Bachelor's degree in Social work	3 years
Lerato	Manager	Bachelor's degree in Social work	5 years

The researcher understands qualification to be an achieved activity which leads one to be a professional. A Bachelor's degree is at level seven and falls under Higher Education and Training which is the third band of the National Qualification Framework (Cedras 2016). The person at this level qualifies to be a manager at a shelter. One of the specialised knowledge that the person has is problem solving. Utami, Probosani, Saputro, Ashadi and Masykuri (2019) refer to problem solving as a model used in critical thinking.

According to Snyder and Snyder (2019) as well as Utami et al. (2019), critical thinking skills include aspects of interpretation, analysis, evaluation, inference, explanation, and self-regulation. The researcher's understanding is that the person can identify, evaluate, reflect, analyse, explain and apply evidence-based solutions coupled with relevant theories. In the study titled 'Enhancement of problem solving ability of high school students through learning with real engagement in active problem solving (REAPS) model on the concept of heat transfer', Yulidar, Setiawan and Liliawati (2018) emphasise that problem solving is one of the most intelligent human activities. The abovementioned authors further emphasise that solving a problem means that an individual must be able to manage the information obtained/ observed. Gutierrez (2012) and Yulindar et al. (2018) reiterate that in that context, problem solving can strengthen students in their education, skills and personal life. Taking it from this context, managers at this level can solve complex problems related to survivors. At the same time, the survivors can learn from the managers and take this skill forward to their personal lives. The researcher is of the opinion that problem solving is not only reactive, but can also be proactive in the sense that one will use experiences of the reactive and turn it to be proactive.

Karbaalaei (2012), Wilson (2016), Sellars, Fakirmohammad, Bui, Fishetti, Niyosov, Reynolds, Thapliyal, Smith and Ali (2018) as well as Snyder and Snyder (2019) confirm that with critical thinking skills, one can become confident in their reasoning. They can also apply their critical thinking ability to any content area or discipline. The managers should be able to tackle the inability of survivors to be financially self-reliant, and come up with possible solutions to prevent it from happening again. In applying critical thinking skills, managers will be helping survivors to be financially self-reliant. At the same time, ensuring self-reliance means that survivors will be functioning at the maintenance stage of Stages of Change Model (Gottwald & Goodman 2012; Lindsay 2013; Bauer & Liou 2016). In this way, the Skills Development Programme will be made to be effective hence objective four.

Problem solving is to discover knowledge and skills that reach the target country by interfering with a set of processes and goals where the solution is unknown, unfamiliar, or reaching a new state of goal (Chaudhry & Rasool 2012; Kim, Choi, Sung & Park, 2018). To solve problems and improve problem solving with a successful solution experience, one should adopt the method that best suits her/ his problem solution (Kim et al. 2018). Problem solving ability has been recognised as a key element of innovative behaviour in responding to rapid changes with the ability to find various alternatives and predict outcomes from these alternatives to maximise positive results, minimise negative consequences, and select solutions to problems (Kim et al 2018). Problems will never be solved until they are identified and dealt with openly (Saygili 2017).

On level seven, other expectations from the individual is that one should be able to take decisions and act ethically and professionally. At the same time, the person should have the ability to justify those decisions and actions, drawing on appropriate ethical values and approaches within different environments. Managers at this level are able to make decisions, take full responsibility and use available resources accordingly. On the other hand, they have the ability to take decisions which can assist and suit survivors of domestic violence to promote financial independence. They are also able to ensure that the survivors are contacted, followed-up and supported after their discharge from the shelters. The Minimum Standards for service delivery in Victim Empowerment (2008) and The National Strategy for sheltering services for victims of crime and violence in South Africa (2013- 2018) emphasise that after a survivor has been discharged, there must be a follow-up to check if she is surviving and is independently functioning on her own. Functioning on one's own means that the maintenance stage is maintained (Lindsay 2013; Coulson et al. 2016; Bauer & Liou 2016).

The researcher's interpretation of the Higher Diploma in Education's achievement as per NQF levels is that it is at level six. It is expected from the manager at this level to demonstrate the ability to evaluate performance against given criteria (Pilz & Wiemann 2020). Taking into consideration the performance of survivors in terms of learning the Skills Development Programme, one should be able to provide support to the learning needs of survivors where appropriate. The researcher's understanding of evaluation is that one should check if there is value in providing the said programme as per Ruhe and Zumbo (2009), Tshilongamulenzhe (2012) and Grenbowski (2016) and then decide. Given this level, the manager will be in a position to provide the necessary support to the learning needs of survivors where appropriate.

Some of the expertise to demonstrate is accountability as well as being able to work effectively in a team or group. It is also expected that one should be able to take the responsibility for his or her decisions and actions of others within well-defined contexts. This should also include the responsibility for the use of resources where appropriate. The manager is also able to demonstrate the ability to identify, analyse and solve problems in unfamiliar contexts, gathering evidence and applying solutions based on evidence and procedures appropriate to the field, discipline or practice (Cedras 2016). Relating this descriptor to the problem of survivors of domestic violence which is financial dependence on their spouses, managers were supposed to be able to ensure that survivors are able to master the Skills Development Programme and are able to perform them on their own. Being able to perform the Skills Development Programme independently without any form of assistance means that one is functioning on the maintenance stage of the Trans-Theoretical Stage as already stipulated (Gottwald & Goodman 2012; Guest & Namey 2015; Perrin 2015; Bauer & Liou 2016). If they are not able to perform the Skills Development Programme on their own, then the managers must come up with alternatives/ solutions which may be able to promote financial self-reliance, hence the fourth objective (To assess the effectiveness of Skills Development Programme in ensuring survivors' financial self-reliance).

Inability to perform the Skills Development Programme means that one is going back to the dependency status, which is the relapse stage (Guest & Namey 2015; Bauer & Liou 2016). If the latter statement is true, then it means the abovementioned objective (objective four) indicates that the programme to be ineffective.

The National Certificate in Project Management qualification is at level five and falls under Further Education and Training Certificate. At this stage, the individual is expected to be able to demonstrate the ability to evaluate his or her performance or the performance of others, and to take appropriate action where necessary (Cedras 2016). The manager should be able to take responsibility for his or her learning within a structured process, and to promote the learning of others (Darling-Hammond, Flook, Cook-Harvey, Barron & Osher 2019). The researcher is of the opinion that at the position of a manager, one was supposed to be able to evaluate the performance of survivors of domestic violence and act accordingly in ensuring that their learning is promoted. The suspicion is that the abovementioned expectation is missing from managers at level six and seven, particularly social workers. Linking this discussion with social work managers, one of their competencies is research. It would have been proper for managers to make use of their research skills to monitor and evaluate the performance of survivors. Summative evaluation to assess the effectiveness of the Skills Development Programme was supposed to be applied by managers (Rossman & Rallis 2012). Summative evaluations determine if the programme met any combination of measurement about an impact, outcome or benefits (Rossman & Rallis 2012; Perrin 2015). Ignorance has been observed from managers by the researcher. The personal observation from majority of managers of the shelters is that they do not use their qualifications to benefit survivors; instead they claim passion. On top of this, lack of Victim Empowerment legislation makes it easy for everybody to claim to be managers of the shelter irrespective of their qualifications.

The presentation of findings was done through themes and sub-themes. The concept shelter managers and managers are used interchangeably in this chapter for reporting purposes. In the same way, survivors of domestic violence and survivors are also used interchangeably. The Skills Development Programme was used interchangeably with programme. The reporting of findings was also done using participants/ manager/s, but where the researcher felt it important to specifically highlight the name/s of the specific participant/s to emphasise a point, psydonyms were used. De Vos et al. (2005) as well as Saunders, Kitzinger and Kitzinger (2015) use pseudonyms to keep participants' identities secret. As much as the researcher wanted to relate names to specific incidences, she took cognisant of the argument that participants' real names should always be protected (Rossman & Rallis 2012; Schutt 2012; Soriano 2013; Babbie 2013; Shivambu 2015; Mmadi 2018; Sithole 2018).

6.4. Table K: Themes and sub-themes emerged from shelter managers

Emerging themes	Sub-themes
Types of Skills Development Programme rendered in the shelters	• Persons/ personnel/ staff responsible for training survivors • Life skills programme rendered in the shelters
The ineffectiveness of the Skills Development Programme in ensuring that survivors are financially self-reliant	• Skills Development Programme enjoyed by survivors a lot
Auditing of assessment tools used in identifying the needs of survivors of domestic violence	• The effectiveness of assessment tools in identifying the needs of survivors • The review / auditing of assessment tools • The reliability of intervention tools in assessing and addressing the needs of survivors of domestic violence • Survivors of domestic violence's experiences of assessment tools and process
Exposure to job opportunities for survivors	
The success rate of survivors with regards to being financially self-reliant	

6.5   Table L: Recommendations from shelter managers to improve the Skills Development Programme in the shelters

Emerging themes	Sub-themes
Survivors to be linked with the necessary resources	• Shelters should link survivors of domestic violence with Community Oriented Substance Use Programme (COSUP) so that they can attend on their own time in order to obtain a qualification. • Survivors need to leave the shelter with certain qualifications
Funding	• More funding should be allocated for the SDP in the shelters so that quality work can be done
Accreditation of Skills Development Programme	• The skills must be SETA accredited.
Admission period in shelters	• Extra time to be allocated to women who are willing to complete the course for skills development • Six months period limits the possibilities of empowering women and therefore has to be extended.
Monitoring of survivors after the training	• Close monitoring of survivors who went through EDCON Group training should be done to ensure that these women are functioning and well supported.
Available resources in the shelters	• Vodacom to connect their laptops for the provision of internet to benefit women to look for jobs.

6.6 TYPES OF SKILLS DEVELOPMENT PROGRAMME RENDERED IN SHELTERS (MANAGERS' PERSPECTIVE)

When asked about types of the Skills Development Programme rendered in shelters, managers provided the following responses:

"The Skills Development Programme consists of sewing, beadwork, needle work, painting and gardening" Lerato.

"Adult colouring as a skill is one of the activities done to and together with the survivors and the purpose is to get order in their brains. There is also computer lessons which survivors are taken through. It is done for job readiness and some people can type up to 35 words per minutes" Mary

"Yes, the women are really doing good work with their hands. They do dress making, craft, computer, fabric painting, catering, beadwork for jewelry, earrings and bracelets, decoration and baking. We help them to be able to see the beauty in the work they are doing". C

"Okay when coming to Skills Development Programme it is not easy, we do have sewing, beading and wood work. Luckily the department is having a good working relationship with the company called EDCON Group. The shelter nominates the survivors and they attend the training of sewing from three to six months. I must indicate that it is not easy to survive with those skills. The sewing is very helpful but if one is staying where there is no electricity, it becomes a challenge. A sewing machine is an electrical thing and needs electricity. Bead work can be done with hands but the capital is needed to kick start the business. At the same time, EDCON Group is also doing pilot and cannot take all the survivors from all the shelters". Simphiwe

The researcher has learnt that different Skills Development Programmes were provided in the shelters. They vary from adult colouring, sewing, art and craft, beading, baking, cooking, knitting, painting, woodwork, gardening, computer, fabric painting and catering. Other managers referred to sewing as dress making whereas others referred to adult colouring as fabric painting. Baking, sewing, beading, hair plaiting as well as beauty therapy are confirmed by Sithole (2018) as Skills Development Programme rendered in the shelters and helping survivors to be self-reliant. Watson and Lopes (2017) state that shelters facilitate employment through the Skills Development Programme, and include activities such as catering, computer literacy, finance management, employment readiness, and the compilation of curriculum vitaes (CVs). Bhana, Lopes and Massawe (2013) argue that the shelters also assist women with developing CVs and providing them with access to newspapers, the internet and phone facilities to find work. On the other hand, Watson and Lopes (2017) further highlight that the success of these initiatives in assisting women to find employment seems to depend on the way in which the programme is set up and the extent to which it prepares women to enter the job market. Some shelters set the women up in job placement programmes which seem to have a significant impact in boosting women's confidence to enter the job market (Sithole 2018). The researcher has learnt that the abovementioned authors highlight the importance of the Skills Development Programme in the shelters in preparing survivors to be financially self-reliant, but also acknowledge that there is a condition to be considered. Sithole (2018) highlights that one of the successful stories was because the shelter had a funder who was funding the Skills Development Programme and the learning was effective. Those funders also provided the survivors with starter packs to kickstart their businesses. Lopes and Watson (2017) further acknowledge that shelters must be well-resourced in order to be effective in assisting women to find entry-level employment.

The researcher also learnt that these different Skills Development Programmes were not the same in all the shelters but varied from shelter to another. For an example, not all shelters were providing fabric painting. Lopes and Watson (2013) confirm that the provision of Skills Development Programme varies from shelter to shelter. Fabric painting is defined by Thompson, Smith and Lennard (2017) as textile painting. Painted textiles come in many forms and include processional banners, flags, costumes and accessories, theatre scenery, wall coverings, hangings, upholstery top covers, decorative arts, painted and embroidered pictures and religious objects. Painted textiles can broadly be described as textiles with paint, where flexibility is a key characteristic (Samleethong 2015; Thompson et al. 2017). This was a clear indication that the shelters provide different Skills Development Programmes. Thompson et al. (2017) share that there are two types of textile paintings. They are those on which paint covers the entire surface of the textile, and those where the paint partially covers the textile. The researcher's interpretation of this information is that the Skills Development Programmes rendered were not standardised.

There was also an external service provider for sewing training by the name of EDCON Group which survivors were sent to. The researcher was informed that the service provider was on pilot and could not take all the survivors from all the shelters. This means that the shelters would not benefit equally as at some stage other survivors from other shelters will not be considered because it was not their turn. The researcher learnt that there was a discrepancy in terms of the time to attend sewing training at EDCON Group.

The presentation from the manager (Simphiwe) raised a question of the criteria for attending the training. The manager was unable to clarify who was attending for three months and who was attending for four, five or six, and what were the criteria/ reasons. This informed the researcher that the manager was just excited about the involvement of EDCON Group but did not know the time period of the training, hence this discrepancy. The only thing the manager was aware of was the involvement of the service provider (EDCON Group) with their survivors, but the details of how the training was provided were unknown to her. The abovementioned issue confirmed that the training of survivors is done without prior assessment. Taking into consideration the managers' qualification of National Certificate in Project Management, she was supposed to be familiar with the criteria and know exactly how the training is conducted. Management of learning is one of her expertise (Cedras 2016)

6.7 Persons/personnel/ staff responsible for training the survivors

It became critical for the researcher to make a follow-up question from the previous theme in order to know who is taking the survivors through these different Skills Development Programmes. The researcher wanted to know the qualifications of the people taking the survivors through the training. This is how managers responded**.**

> *"You know what, currently we just request the person who is able to do the sewing from the community to teach the survivors and that really does not help the women in the shelter. I am convinced that if this training was accredited, other women will be recruited for job opportunities whilst still in the shelter because definitely we do have very intelligent women".* Simphiwe.

"The shelter has an extensive programme on craft. I am taking the women through this training. The training is done on three levels. On the first level, the survivor does something for herself. This means that she takes that thing with her when leaving the shelter. Secondly, the item which is done by the survivor belongs to the shelter and on the third level, the survivor do something and it is put on sale and once it is sold, the survivor will get the profit from the sold item. The items done are for the survivors to challenge their brains to have order. Having order in their brains means that the women are able to think straight as they were overwhelmed by their negative experiences and labels. They do have freedom to decide what they want to do and they also find beauty in making it. This is part of healing and Individual Development Plan (IDP). The norm is that the item produced should be attractive but also be affordable to be sold. The shelter promotes and teaches the survivors that whatever they do should be of high standard. The shelter is promoting financial self–reliance on the good work the survivors are doing. It is believed that if they can keep on doing the good work and receiving the rewards from that, then it can promote financial self-dependency. It really helps the survivors to boost their self-esteem and to see that they are not that very stupid as somebody labelled them. Mary

"There is a method which I am using and it is done in three levels. It is a way which the shelter is managing the Skills Development Programme. As I said, firstly the survivor must do something which she will always remember that she was once in the shelter and this is what she produced. She will take it along when leaving. Secondly, the shelter should also have the memory of that women by keeping the second item which she produced. And the last level takes place when the item is done and sold. The shelter's responsibility is to buy the material for the survivors and that must be done on a continuous basis. The shelter will buy some material for future clients from the money shared with the clients. We are doing this because there is no budget allocated to Skills Development Programme". Mary

One thing again is that the word "I cannot" is changed to "I can". Attitudes are changed because women encourage each other during group work" Mary.

"The house mothers and volunteers are just doing the work out of their good will. Those women who were victims previously, volunteer and teach other women. They are not qualified". Simphiwe

"We do have a qualified trainer from Edgars Consolidated Group (EDCON Group) who is taking the women through. Three (3) staff members were also taken to EDCON Group for training for three months. The shelter was also given an industrial and individual machine to use for training women by EDCON Group. The good thing is that women are given sewing machines to start their businesses during graduation with EDCON Group. Those women who went for training at EDCON Group are now training other women. They started as beneficiaries and are now transferring the skill to others. Skills development is part of healing as it takes women away from focusing on the problem but also look at their potentials. Yes, in terms of certificate, it is just shelter certificate of attendance but in actual fact there is no value in it. For employment it becomes difficult if there is no actual certificate". Lerato

"In our case, the house mother is the skills development facilitator and took the women through the programme. We also had visitors from oversees at some stage and volunteered to take women through especially beading and life skills programme. It was such an interesting sessions for the visitors and they felt fulfilled by transferring the skills" C

The researcher noted that one of the shelter managers expressed the fact that she is responsible for training survivors, especially on craft. The researcher learnt the system which is used to manage and maintain the Skills Development Programme. The manager was loud and clear that there is no funding for the programme; the shelter should see to it that this is running. The funding issue is confirmed by Sullivan (2012), DSD (2014, 2016), Watson and Lopes (2017) as well as Sithole (2018) that funding is one of the constraints in the shelters.

The researcher further took note that there was a manager who shared that three survivors from her shelter also benefitted from EDCON Group training. One of them was the house mother and is currently taking the survivors through. The researcher's understanding of the person who is taking the survivors through the Skills Development Programme is that he/she should be a skills development facilitator. The Hand book (2011) on the role of skills development facilitator define a skills development facilitator as a person who facilitates the development of an employer's skills development.

An SDF is responsible for the planning, implementation and reporting of training in an organisation, with SETA-related duties. Taking into account the definition of Skills Development Programme as defined by Hammond (2016), this is a clear indication that what is done in the shelters is not part of the Skills Development Programme. It is rather a normal learning programme or life skills programme. The researcher finds it difficult to call these activities Skills Development Programme as it does not meet Hammonds' definition. Skills development in the shelters is not occupationally based, not provided by an accredited service provider and does not meet any prescribed requirements.

EDCON Group training is facilitated from the head office of shops. The researcher was also informed that EDCON Group was really doing a good job of assisting survivors with sewing skills. According to Lerato, EDCON Group started training survivors in 2015, and their interest was solely on sewing. She also mentioned that they are an accredited training provider. When the managers were requested by the researcher to provide a copy of certificate of EDCON Group to prove that they are an accredited service provider, they all gave excuses. Others said the shelters were not given copies of the certificates as they were only provided to the women directly. Others mentioned that they just know that EDCON Group is a qualified service provider but never requested any proof. None of the managers provided the researcher with the certificate of the service provider.

The researcher took it upon herself to engage Fabric Processing and Manufacturing (FPM) SETA to check if EDCON Group is an accredited training service provider and if it appears on their data base. The researcher was informed that the details of EDCON Group is not on their data base, and that EDCON has contracted an accredited service provider by the name of Sew Africa. According to the manager, sewing training is provided for three months. Sew Africa is an accredited training provider solely for sewing. Their training services was contracted by EDCON Group and they implemented the training on behalf of EDCON.

The manager from Sew Africa was telephonically engaged. He took the researcher through what transpired regarding the sewing training done on behalf of EDCON Group. The researcher took note that Sew Africa is an accredited training provider (college) for sewing. It was approach by EDCON Group based on two critical celebrations. The first one was Mandela Centenary Celebration and Orange Day Campaign. 100 women were targeted for both two occasions. One month sewing was done for Mandela Centenary Celebration and three months sewing training was done for Orange Day Campaign. There are two unit standards -making a garment and costing a garment. The two unit standards are applicable in both trainings. The only difference was that the other one was extended to be three months, but basically they are the same. Participants were receiving accredited certificates for those unit standards, but also encouraged to continue with their sewing somewhere in future in order to complete all the twenty one (21) credits. The entry level for this training was grade ten (10). The reason for that was to help attendees to make sense of the calculations in costing. No placement was done for those trainees. The manager confirmed the issue of the trainees receiving sewing machines. The researcher took note that the project has come to an end. She further took note that it can only continue if EDCON Group approaches Sew Africa again. This means that EDCON Group will not train any survivor in the shelter until a new contract is signed again with Sew Africa.

The researcher also discovered that the former survivors in the shelters who volunteered to take others through this training were not qualified skills development facilitators. One shelter manager indicated that their skills development facilitators came from nearby communities. According to her, the shelter approaches a community member who is able to do sewing to come and train the survivors on sewing skills. This means that the people who were doing the training in shelters to survivors were not qualified and therefore real certificates were never issued. The only certificate the shelter is issuing was attendance certificates.

The findings also revealed that in addition to current trainers, shelter managers, community members/ volunteers and former survivors of domestic violence, there was also a house mother trained by EDCON Group who took the survivors through sewing training. The researcher also took note that survivors get trained for free and received an accredited certificate from EDCON Group. At the same time, survivors of domestic violence who were trained by the house mother did not receive any certificate because she (the house mother) is not qualified even though she was trained by EDCON Group. The researcher wondered if it was possible for three months to be a qualification because the managers were regarding EDCON Group as an accredited training provider. According to NQF levels, there is no qualification achieved in less than three months. National certificates can only be issued in grade 10; that is on level two under general education and training (GET) band.

The findings also revealed that teaching women these skills was part of healing and IDP. The researcher understands healing to be recovery. Campoamor (2018) views healing as cyclical in nature; a relentless, boundless cycle that begins and ends and begins again. Bamidele (2016) emphasised that healing can be achieved in many ways such as through story telling. On the other hand, Hutchinson (2015) also stresses that healing can be brought by yoga. In her study titled "Yoga as therapeutic intervention with survivors of sexual abuse: A Systematic Review", the author has established that a sense of safety in therapy helps survivors to heal.

On the other hand, Perry (2013) conducted a research on "Healing strategies for women survivors of both intimate partner violence and childhood sexual abuse", and the following strategies came out in the form of themes. Building client rapport, determining intimate partner violence and childhood sexual abuse, therapeutic approaches used with clients and evaluating the effectiveness of counselling strategies. The managers were of the opinion that the Skills Development Programme is also a healing process to survivors.

Rathod (2013) argues that IDP refers to a formal document specifying one's development goals and how he or she plans to accomplish them. It promotes development and contributes to the realisation of dreams and aspirations. The researcher is unable to connect the IDP and the Skills Development Programme because if the programme is not tailor-made and compulsory to attend, dreams and aspirations will not be realised. The researcher is also of the opinion that when the survivor of the domestic violence is discharged from the shelter, she should be comprehensively empowered. This then gave the researcher the suspicion that the IDP does not serve its purpose or is partially doing so.

Managers also emphasised that the purpose of the Skills Development Programme is to challenge survivors to have order in their brains-logical thinking. The researcher has requested the documents about logical thinking information, but was only given other forms as well as a list of life skills programmes. When exploring this with the said manager, she learnt that it was the prerogative of a skills development facilitator to teach survivors the programme in a particular way that will assist them. It was clear from the manager that the labels and negative experiences which survivors were going through made them not to think straight anymore. The purpose of the programme is to help them to think logically again. The manager's response was indeed a confirmation that SDP is part of healing and not necessarily to make survivors to be financially self-reliance. The manager further underlines that when survivors are able to think logically, they are able to be creative and innovative. The implied message for the researcher is that survivors are healed through the Skills Development Programme. At the same time, this means that survivors are in a position to identify their potentials through this exercise. Lopes and Watson (2013) reiterate that the Skills Development Programme is meant to be therapeutic in nature.

Lopes and Watson (2013) further hint that the Programme offers survivors an opportunity for income generation through the sales of crafts made. Taking into account the submission by Lopes and Watson (2013) that SDP is meant to be therapeutic, it is obvious that it cannot make one to be financially self-reliant. These findings prove that objective four (to assess the effectiveness of Skills Development Programme in ensuring survivors' financial self-reliance) is not effective as the programme is therapeutic. The researcher understands therapy to be a special treatment of an individual having certain sickness. Therapy and self-reliance are two parallel processes. The concept parallel for the researcher means that there is no relationship between the two processes.

It was also revealed that survivors were presented with sewing machines after the completion of training by EDCON Group. The shelter from whom three women were trained by EDCON Group also received an industrial sewing machine. One of the disadvantages identified from the previous theme was that EDCON Group was on a pilot phase and rotating with other shelters. This means that it could not take survivors from all the shelters every year. The researcher was of the view that the established fact from this sub-theme was that skills development facilitators were not accredited. The researcher understands accreditation to be a recognition of being in a position to offer a certain service. Accreditation is defined as a process of external quality review used to scrutinise institutions and their programmes to ensure quality in the offerings and to encourage quality improvement (Bezuidenhout 2005; Schmadeka 2012; Makhoul 2019). The abovementioned authors give emphasis that accreditation usually has a dual goal, namely to ensure quality and to promote quality. This was a clear indication that survivors of domestic violence were receiving the Skills Development Programme which is not recognised by NQF in any way. The national shelter strategy for sheltering services for victims of crime and violence in South Africa (2013-2018) confirms that there are no accredited Skills Development Programme in shelters.

The managers also confirmed that the Skills Development Programme is part of healing (Perry 2013; Bamidele 2016; Campoamor 2018). It takes women away from focusing on the problem; it identifies their potentials. It was also clear from the managers that these programmes are done out of goodwill by former survivors and house mothers who are not qualified. The researcher is of the view that shelters are taking good initiative with these programmes, and one of the recommendations will be that they (shelters) take them seriously and link them with the necessary SETAs. There is a potential in these programmes and can be elevated to be a learning programme.

6.8   Life skills programme rendered in the shelters

Here follows responses regarding the existence of life skills programme in the shelters:

"Generic hygiene, parenting skills, self-esteem, conflict and anger management, how to write CV and to prepare for interview, health issues such as illnesses, HIV, TB and STIs, restoration and healing" C

"Generic hygiene encompasses how to take care of the self, including cleanliness. Due to different experiences women find themselves in, others become depressed and ignore their health. We remind them that health comes first and one should always be presentable. We teach them how to take care of themselves in case they are taking certain medication" C

"Life skills programme is done in a form of group work, biblical sessions, anger management, dealing with rejection, problem solving, assertiveness, self-esteem, relationships, sex and pregnancies, integration, budgeting, triggers of negativity, fun work, moving on with life, and others". Mary

"Life skills programme address different things. For an example, when one went through abuse this touches on a number of things such as rejection, anger and conflict management, relationships, problem solving and others. So, we cannot address one thing in isolation from the other critical issues". Mary

"For an example, emotional intelligence. We are teaching women these skills in preparation for their future life outside the shelter. With the Skills Development Programme received from the shelter, they will be supplying their communities with different products and sometimes those communities might challenge them with payments. We teach them to communicate their concerns and challenges in an intelligent manner. In business we do not communicate emotions, but facts". Mary

"Some of the critical aspects in life skills is time management and interpersonal skills. The women are taught to manage their time effectively because in future when they are out of the shelters, they might be employed somewhere and things like late coming do have negative impact in their jobs. One might be a good worker but if time is not managed properly, she might lose the job. Again being in the shelter as women, can be challenging because as much as they are here for their protection and healing, others are attention seekers and need to be managed". C

"We emphasise parenting because we are of the view that it is the starting point. Knowing your role as a parent helps you to become a role model to your children". Simphiwe.

"In terms of issues of anger and conflict management many parents cannot deal with their anger and as a result they take it out on their children. They do not know how to handle their issues and that is a challenge. As soon as children start talking about the abuse in the family, then parents and particularly mothers start hating their children and the community will also start defending. In case the abuse is coming from the father, it becomes difficult to believe it. The community starts saying your father is your father and you cannot blame and be angry to him. Communication channels should also be open. We teach parents to have a way of talking to their children. Some children do experience molestation in the family and it takes time for them to disclose. There is talking and communication. In talking we talk in passing and with communication we engage and listening is critical". Simphiwe

"Yes, yes, communication can break the silence. It also facilitate trust between the parent and the child". Dorah

"We had a survivor whose self-esteem was very low and she was so empowered to the extent that she was able to talk. She has two children from rape in the family and she was so destroyed and looking forward to give her children up for adoption. She hated those children but she was made aware that it was not her mistake and the children are innocent. Her self-confidence was rebuilt and she is really one of the strong women today. She is able to approach the shelter and request to be part of community awareness. She is currently assertive and willing to share her experiences in those awareness campaigns" Simphiwe

"As parents, we turned to label children and say she is still young and cannot see or makes sense. That is wrong. Those children cannot look at the people in the eyes when talking because they do not believe in themselves. It takes long to empower that kind of children and as a result we empower mothers, then automatically the children are empowered. In the shelter, we build the women's confidence and as a result they are empowered. We live in a society in which people intend to destroy other people's lives and if the self-esteem is low, the survivor finds it difficult to report or disclose". Simphiwe

The researcher took note that amongst the Skills Development Programme, the life skills programme was also rendered. Her observation from the presentation by managers was that critical skills such as time management, emotional intelligence and leadership skills form part of the training to empower survivors. Martin (2013) as well as Bauer and Liou (2016) confirm that other skills to be included in business training course are time management, leadership skills and others. The researcher's understanding of time management is that one should be in a position to manage her/ his time appropriately. The researcher is of the opinion that time management is one of the necessary skills to prepare survivors to be employees in future. Survivors as aspirant employees and small business owners should be able to use their time efficiently. According to Doyle (2018), employees who manage their time well are more productive, more efficient, and more likely to meet deadlines. Ledlow and Coppola (2011) argue that leaders are essential to organisational achievement and success. The researcher is also of the view that in social work, an empowered individual is the one who is able to lead in her own context.

Taking from the presentation from managers, a rape victim became a survivor and a leader in the domestic violence awareness raising. This, for the researcher, is the effectiveness of psycho-social support services. The literature confirms that psycho-social support services are provided to empower victims to be able to develop resilience and to approach situations differently (Van den Berg 2006; Ramabulana 2007; Groenewald 2009, Pike 2011; Lindsay et al. 2013; LaViolette & Barnett 2014; Parrot 2014; Ministry of Gender, Labor and Social Development 2015; Mattingly 2017; Sithole 2018; Ojha 2019).

The Life skills programme also promotes interpersonal skills (Miley, O'Melia & DuBois, 2007; Martin 2013; Swart 2014). Ledlow and Coppola (2011) further highlight that potential leaders have strong interpersonal skills and the ability to interact with individuals on a variety of levels. Survivors of domestic violence as potential employees and employers should possess interpersonal skills. Martin (2013) further emphasises that good business leaders should possess self-awareness, self-management, social awareness and relationship management. The researcher is of the view that survivors as potential employers or employees should possess the abovementioned life skills. At the same time, the fact that these life skills address self-awareness, social and relationship management means that survivors of domestic violence will be empowered and be in a good position to be good managers or employees in their communities. The researcher is of the view that the ideal situation of providing psycho-social support services, SDP and the life skills programme should produce empowered survivors who can also rely on themselves financially. Lindsay et al. (2013) and Parrot (2014) point out that psycho-social support services are provided to empower victims to be able to develop resilience and to approach situations differently. The life skills programme is emphasised by Ojha (2019) as one of the empowerment ways for survivors of domestic violence as it addresses self-awareness and promotes interpersonal relationships.

Emotional intelligence, according to Ledlow and Coppola (2011), Madhusudanan and Nalini (2015) as well as Uzuegbu, Iyiani, Obasi-Igwe, Anazonwu and Ajibo (2017) is defined as having a high locus of control. The abovementioned authors share the benefits of high locus of control and postulate that individuals who are equipped with this skill are able to process, receive and transmit information absent from emotional content. They also control their own destiny and future. The fact that survivors were taken through the Skills Development Programme and are ready to be employees or employers in the near future means that emotional intelligent was one of the critical skills that must be learned. The researcher was of the view that psycho-social support services could not be comprehensive without the provision of the life skills programme, which is a mechanism for empowering parenting and relationship skills, as well as managing finances (Sithole 2018). WHO (2014) defines it as a living skills or abilities for adaptive and positive behaviour that enable individuals to deal effectively with demands and challenges of everyday life. The researcher is of the opinion that lack of the highlighted life skills (time management, emotional intelligence and leadership) rendered the life skills programme at the shelters ineffective.

The researcher also discovered that all participants (shelter managers) confirmed that there were a life skills programme in the shelters. According to one of the managers, the life skills programme is done through group work once in a week. Shelter managers also emphasised that the life skills programme contributed to the healing and empowerment of survivors of domestic violence in the shelters. Bejenaru (2011), Lopes and Watson (2013), Bamidele (2016) as well as Kibret (2016) agree that the life skills programme is aimed at healing and restoring a sense of self among survivors.

It was also an established fact that the life skills programme was generally rendered in all shelters but were not the same. Managers highlighted that shelters provide what they think is good for survivors (Smith 2014; Berman & Snyder 2016; Bergstrom-Lynch 2018; Ojha 2019). On the other hand, human resources who are rendering the programme in those shelters are not in a good position to do that as they are not accredited trainers in those areas. In other words, the facilitator decides what to present to survivors.

The specifications on how many skills and how were they rendered varied from shelter to another. Taking into account that these life skills programmes are critical for the comprehensive wellbeing of survivors, the researcher is of the view that they should be standardised.

Lastly, the researcher had a concern about a manager who was leading the presentation about a survivor who was a victim of molestation and had two children. The researcher was worried that the manager has access to files, or she is officially briefed about the survivors. When the researcher was checking if the manager had access to the files, she was informed that the survivors' information is confidential and therefore she does not have that access. This did not sit well with the researcher, but it was unfortunate that those were unconfirmed suspicions.

6.9 The ineffectiveness of the Skills Development Programme in shelters

The following were responses from shelter managers with regards to the ineffectiveness of the Skills Development Programme in ensuring that survivors are financially self-reliant.

> "*The Skills Development Programme is effective but they need to be improved. If they can be taken forward, the programme can be helpful. Accredited certification, funding and marketing is the problem".* Lerato

The researcher's understanding of Lerato's response was that she accepts that the Skills Development Programme is not effective because how can it be effective but at the same time need improvement. The researcher would have appreciated if there was evidence of the effectiveness of the Skills Development Programme. If managers were priding themselves with living testimonies from their Programme, then effectiveness would have been the correct concept to use. Instead, they acknowledged that accredited certificates and funding is the problem, let alone marketing.

Neswiswa (2014) in the study of evaluating the effectiveness of psycho-social services rendered by Godisang orphans and vulnerable children (OVC) Programme in Rustenburg argues that effectiveness is the extent to which desired or intended results are produced or achieved. However, it is acknowledged by the researcher that there are degrees of effectiveness, but the fact that the programme should be improved and taken forward means that it is not helpful to the necessary level. The researcher is of the opinion that effectiveness and improvement cannot go together, instead they are two parallel processes. Creemers and Kyriakides (2008) as well as Oliver (2015) define effectiveness as the transition of inputs by means of processes into desired outputs and outcomes. According to the researcher, improvement is about upgrading something to elevate its status of functioning. As a matter of confirming that that Skills Development Programme is not effective, the manager also mentioned (from the previous sub-theme) that they can only issue an attendance certificate and not an accredited one. This is how she responded:

> "*Skills Development Programme is part of healing as it takes women away from focusing on the problems but also look at their potentials".* Lerato.

> "*Honestly, the skills given from the shelter do not guarantee the survivor to get the job because they are not accredited. There is no certificate given to them from the shelter and we cannot find ourselves being sued for giving the certificates that are not working".* Simphiwe

> "*In actual fact, Skills Development Programme is a therapy for the women so that they can see that they are not stupid as labeled. The opportunity is presented to them to think about anything which can interest somebody and be affordable."* C

"In most cases, when one is victimised and depressed, the self-esteem is low. The remarks these women receive from their abusive partners may destroy them. We help them to rebuild their low self-esteem back to high. This can be seen from the work which they are doing as part of their Skills Development Programme. They can also see that they can do wonders and that helps to boost their self-esteem and to prove that they are not stupid. The shelter buys the material and the women decide on what they want to do with that material. They sew very good dresses. We had a woman who came to the shelter but already having her own sewing machines and she was doing wonders. When their items are sold, the shelter will take the money for the material and the woman will get profit". C

The findings revealed that the managers' perspective in this situation was that the Skills Development Programme is therapeutic for majority of survivors. This is confirmed by Lopes and Watson (2013) that activities such as beading, painting, sewing and knitting are meant to be therapeutic in nature. Managers were very clear that the Skills Development Programme brings order and logic in the minds of survivors (from the previous sub-theme). According to Attridge, Aberdein and Englis (2016), Ahmar, Rahman and Mulbar (2018) as well as Bronkhorst, Roorda, Suhre and Goedhart (2019), logical thinking is a process of reaching a conclusion using reasoning consistently. This includes induction, deduction, analysis and synthesis. It can be concluded that the ability to think logically is the ability to obtain a conclusion based on reasoning in induction, deduction, analysis or synthesis that is done consistently.

The literature confirms that many abused women are depressed, present increased anxiety and fear, have low self-esteem, have feelings of worthlessness and powerlessness, self-blame, medical and functional problems when admitted in shelters (Ramabulana 2007; Groenewald 2009; Bejenaro 2011; Pike 2011; Lindsay 2013; LaViolette & Barnett 2014; Joshi 2017; Ojha 2019). The Skills Development Programme also re-builds low self-esteem of survivors (Gierman, Liska & Reimer 2013; Ojha 2019). The researcher guesses that the Skills Development Programme provides an opportunity for survivors to sit back and reflect, especially on the name calling by their partners. Reflection refers to the stage where people go back to their initial thoughts and feelings about what has happened (Kagan, Burton, Duckett, Lawthom & Siddiquee 2011; Corcoran 2012; Oliver & Pitt 2013). The researcher is of the view that the provision of the Skills Development Programme in the shelters confirms that the focus is on healing and not on financial self-reliance.

It was also discovered that there was a survivor who came to the shelter with her sewing skill as well as sewing machines. In this situation, the survivor did benefit from psycho-social support services. She also attended the bead training which was provided by visitors from oversees as well as the life skills programme.

In conclusion, the managers accentuate that the Skills Development Programme is not effective in terms of making survivors to be financially self- reliant, instead they are part of therapy. It was also mentioned to the researcher that it is compulsory for survivors of domestic violence to attend the programme. It was further made clear that there were no criteria of how survivors of domestic violence should be selected to attend the programme. From the presentation, the researcher is of the view that the Skills Development Programme was imposed on survivors of domestic violence. The fact that survivors are not choosing the skills which they feel will benefit them means that they do not have a choice and have to attend to what is available. Bhana et al. (2013) argue that survivors know what they want and what will benefit them. This is what is called self-determination. Self-determination in social work means that survivors know what is best for them and therefore have a choice (Scalfano 2013; Madhusudanan & Nalini 2015; Ginneh & Akbar 2019; Pellegrino 2019). The researcher is always of the view that survivors are unique and therefore cannot be made to attend one and the same training if not guided by their needs.

The researcher finds the provision of the Skills Development Programme to be contradictory to self-determination if it functions in that fashion. Joshi (2017) and Ojha (2019) emphasise that abused women need personalised attention and care to make sure that they overcome the trauma experienced. Even though the Skills Development Programme is linked to financial self-reliance, the implied message from managers was that it is therapeutic. This finding starts coming closer to answering the fourth objective from managers' perspective - to assess the effectiveness of the Skills Development Programme in ensuring survivors' financial self-reliance. The findings here emphasise that the abovementioned programme is not effective in ensuring survivors' financial self-reliance.

6.9.1 Skills Development Programme enjoyed by survivors of domestic violence a lot

This sub-theme was a follow-up from the previous one. The purpose was to check if there was any specific Skills Development Programme benefitting survivors a lot. Instead, it came clearly that the programme was enjoyed. These were shelter managers' responses:

"Adult colouring is one of the activities done by the survivors and the purpose is to get order in their brains. It helps them think logically and produce good staff. Women also enjoyed beading. There is also computer training. Upon completion, the survivors receive the attendance certificate. Survivors are trained on the following programme: word, excel, power point, outlook and also access to internet. It is done for one month and half". Mary

"Most of the women like doing sewing and baking. They bake their own cakes for their kitchen. They are also allowed to go and hand their CVs out there with the purpose of getting a job". C

"My observation is that craft is the most enjoyable Skills Development Programme because it allows creativity". Mary

"Sewing and beading for me are the most loved skills for women". Lerato

"I would think of sewing especially when it is done by EDCON Group. The ladies enjoyed it even though it becomes difficult for them to maintain this work. If one does not have electricity like I said, it is a challenge". Simphiwe

> *"Majority of our women are staying in informal settlements and do not have electricity. Part of Pretoria West does not have electricity and unfortunately it affects the functioning of women to implement their learnt skills".* Simphiwe

> *"The skill which seem to be loved in this shelter is sewing. The ladies used to come together and do their work here in the shelter but the nature of women made them to part ways".* Dorah

Managers were of the view that the Skills Development Programme rendered in the shelters did not necessarily benefit survivors of domestic violence to be financially self-reliant but were enjoyed and appreciated. They endorsed the enjoyment of the Skills Development Programme in the shelters. One of them was clear that the Programme is meant to bring logical thinking and order in survivors' minds. The researcher understood logical thinking to be a clear thinking free from emotions. If managers were of the view that the Skills Development Programme is enjoyed by survivors, then it is true that it is part of therapy, bringing healing much quicker to survivors.

From interviews with managers, it was clear that no survivor has been made to be self-reliant from the trainings in the shelters. Instead, findings revealed that the Skills Development Programme was giving order in the minds of survivors of domestic violence and make them to think logically. Generally, the responses were that survivors of domestic violence were enjoying the highlighted programme but not been made to be financially self-reliant. The researcher's interpretation of managers' responses was that survivors are not made to achieve the maintenance stage in the Stages of Change Model. It was clear that survivors will go back to their dependency status as they cannot compete in the market. At the same time, it was established that there were women who were working in the shelter as a group doing sewing, but they fought and eventually parted ways. Next follows Chart A, which highlights the Skills Development Programme enjoyed by survivors of domestic violence.

Chart A: SDP that were enjoyed by the survivors of domestic violence a lot
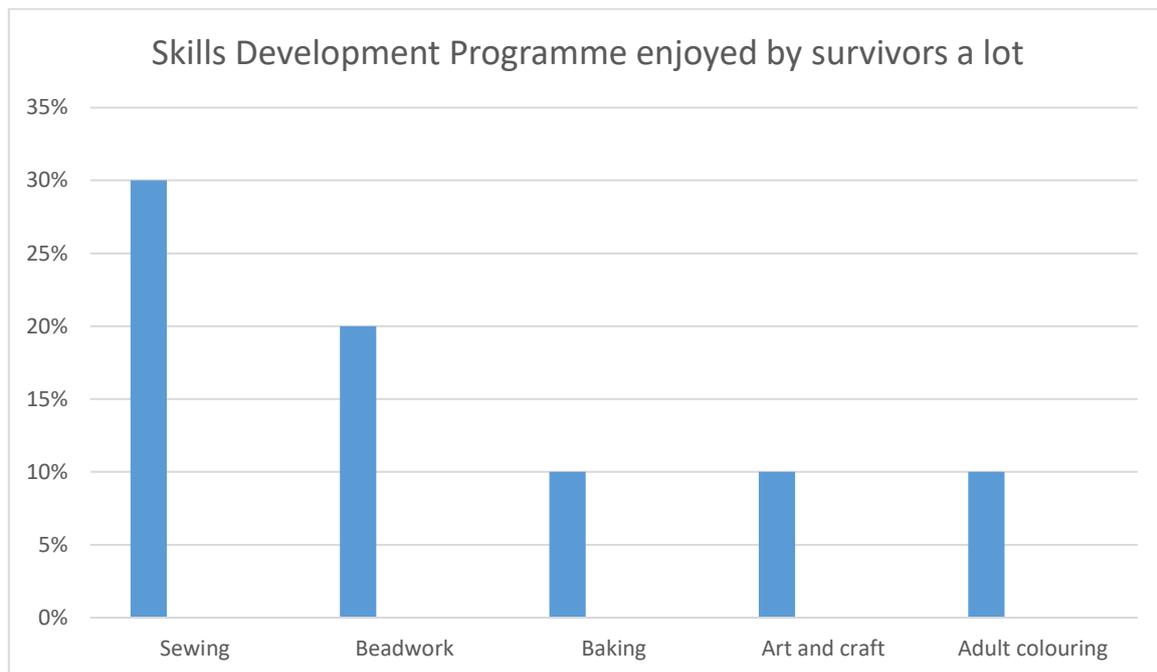
Managers agreed that the sewing skill was the most interesting activity to survivors of domestic violence, and accounted for thirty percent (30%); beadwork accounted for 20%; baking, adult colouring as well as art and craft accounted for 10%. The researcher has established and confirmed from managers' responses that it is difficult to maintain the sewing skill due to the unavailability of resources such as electricity. In other words, survivors of domestic violence cannot continue sewing on their own in case there is no electricity. The lack of electricity on its own has been identified to be a gap. All in all, responses from shelter managers confirmed that the Skills Development Programme was enjoyed by survivors and does not necessarily make them to be financially self-reliant. The researcher learnt that according to managers' presentation, the situation of survivors of domestic violence of being financially dependent on their abusive partners was not going to change after their discharge from the shelters, hence the relapse stage (Gottwald & Goodman 2012; Guest & Namey 2015).

There was another indication of an element of poverty which was highlighted by managers. They mentioned that lack of electricity is one of the obstacles which prevents survivors from sewing after being trained by EDCON Group. The point of departure for Maslow's hierarchy of needs is physiological such as air, food and water (Borkowski 2016). For Maslow this should come first.

The researcher's analysis of managers' statement was different from Maslow's recommendations. If one is unable to have the necessary resources to meet basic needs such as food because the sewing machine as a working tool cannot do the work due to lack of electricity, then the person has a challenge. It is critical for the survivor to be assisted through other alternatives such as renting in a place where there is electricity or buying a power generator. This is where social workers' intervention is needed after one has been discharged from the shelter in order to ensure that the survivor is able to function on her own – the maintenance stage (Sheppard 2006; Snell & Brown 2014; Borkowski 2016). If this kind of follow-up intervention is not done, then the survivor continues to be financially dependent. As much as the researcher finds it important for the social worker to come handy in assisting survivors to function on their own after their discharge, getting her a power generator is another mission. Taking into consideration that the programme itself is not funded and the shelters are doing their own fundraising to meet certain shelter needs, it becomes a challenge. Again, renting in a place where there is electricity means that one should be sure that she will be able to pay rent at the end of the month.

Taking it from Watson and Lopes (2017) that SDP is one of the strategies for job preparation offered in the shelters, it was unfortunate to realise that the opposite is taking place. Survivors of domestic violence are still financially dependent on their partners and government resources for their survival. The main issue here is that Maslow's basic needs will never be met. Sheppard (2006), Training Manual on Restoration and Healing Programme (2011), Borkowski (2016), including Lepeley, von Kimakowitz and Bardy (2016) emphasise that food is the basic need and should come first. The researcher is in agreement with the abovementioned authors that Maslow's point of departure is that the survivor must be in a position to provide for the basic needs for themselves and their dependent members.

6.9.2 Auditing/ review of assessment tools used in identifying the needs of survivors of domestic violence

Auditing is defined by Kaufman and Guerra-Lope (2013) as accumulation and evaluation of evidence about information to determine and report on the degree of correspondence between the information and established criteria. Assessment is about identifying client needs and issues, strengths and resources, and prioritising desired outcomes (Hepworth, Rooney, Rooney & Strom-Gottfried, 2013; Berg-Weger 2013). It involves gathering information and formulating it into a coherent picture of the survivor and his or her circumstances (Hardcastle, Powers & Wenocur, 2011; Lindsay 2013; Van Hook 2014). This means that the information is gathered, analysed, and synthesised to provide a concise picture of the survivor and his or her needs as well as strengths. Assessment is done to ensure adequate screening of survivors as soon as they arrive for admission (Bhana et al. 2012). The survivor is understood through this process and actively participates in clarifying needs and exploring potential solutions (Bhana et al. 2012; Bauer & Liou 2016).

The following tools were used in the assessment of needs of survivors: screening criteria, interviews, assessment form, admission form, evaluation form, warning form, group work participation form, weekly meetings, process notes form, individual development plan (IDP) and exit strategy.

Generally, the researcher is of the view that assessment tools are critical to guide service delivery in social work. Assessment tools are also applicable to shelters as well. For the purpose of this research, it was equally important to establish if assessment tools were audited, and if yes, how often and what informs the review. The researcher was also interested in seeing tools. Only two shelters provided their tools. The other shelters informed the researcher that the tools are with social workers but social workers did not share them. A manager responded in this way:

> "At the beginning of every year the staff sit together and go through each and every assessment tool and revise them. There is also funders from oversees who assist the organisation and they also love to see how things are done including the assessment tools". C

The researcher's interpretation of the time in which the tools were audited was influenced by the funders' policy. Funders do not just fund programmes, but also have certain conditions for compliance purposes. The researcher's position in this matter is that auditing of working tools should be guided by the need. Compulsory sitting of staff at the beginning of every year does not do justice the audited document as the review is done for the sake of funders. The researcher's suspicion was that the review was done for compliance purposes for the sake of funders. One thing again which the researcher was wondering about is that the funders are not social workers and therefore cannot be part of the review of assessment tools. This means that they will not add value to the review process. The implied message is that the review process is not done to benefit assessment tools, but it is done for the sake of compliance.

At the same time, four managers emphasised that auditing of their assessment tools was done as per need. This was confirmed by responses from those managers as follows:

> *"The shelter review their assessment tools but that is guided by an individual victim. Let me indicate that when the survivors come in, they stay for a week just for them to reflect and for the shelter to also know who are they dealing with. One of the observation is that they are coming from the environment which they were doing everything freely and now the shelter wants to control them. After a week, sometimes they want to go back because they feel that they want to have freedom of movement and cannot stay. As I am saying it depends on which tool to be revised but others such as admission form cannot be revised because they are for the control purposes, security and protection of the very clients".* Mary

Generally, from managers, it was established that not all assessment tools were revised. Only certain tools can be revised depending on the purpose. For an example, tools for security and control cannot be revised. An admission form is an example of tools that cannot be revised due to security issues. In one of the shelters, the admission form is called contract for temporary stay. Despite the fact that managers were adamant that admission forms cannot be revised due to security reasons, the researcher could not make sense out of that motive.

Looking at the admission form, there is room for improvement because it have just highlight that accommodation is offered until when the client is ready to vacate the shelter. Secondly, it is also written that the shelter is not responsible for getting any alternative accommodation for the survivor. The researcher has noticed that in that form, there is nothing about the security. It does not make any sense that it could not be reviewed because there is nothing about security. At the same time, the form is not on a letterhead for that specific shelter. However, the name of the shelter has been written.

All other forms for the second shelter are on letterheads, which is a demonstration that the shelter is really doing its best to render a professional service. In the researcher's opinion, nothing in this world is perfect and everything is subject to correction or change. There was also a mention on the sub-theme below that shelters are receiving positive feedback and have never received any negative feedback especially when survivors are leaving. According to the researcher, when survivors are giving inputs on the admission form, it should not be seen as negative feedback. It must be seen as constructive feedback and be treated as such. Feedback must be specific and non-judgemental (Wisniewski, Zierer & Hattie 2020).

The researcher was of the opinion that there is no congruency between the two statements (inability to revise an admission tool due to security reasons and the shelters not receiving negative feedback). The researcher's opinion is supported by Ojha (2019), who argues that domestic violence shelter programmes may be unable to meet the needs of all victims comprehensively, hence they are open for criticism. The only similarities on the forms is that there is no theory guiding the development of forms. However, the IDP form is aligned to the definition of assessment because it seeks to identify survivors' needs and issues, strengths and resources as per (Hepworth, Rooney, Rooney & Strom-Gottfried 2013; Berg-Weger 2013).

Other managers mentioned that:

> *"The shelter does not have a specific time to review their assessment tools, they are reviewed as they are used. It also depends on the individual victim as people are not the same".* Lerato

In emphasising the above mentioned finding, shelter managers said there is no specific time for review. Here follows their responses:

"For me, the review, comes in only when there is a need. For an example, when feeling stuck, you revise and check what can assist the situation. It is also important to note that the needs of the individuals are not the same". Simphiwe

"I would also indicate that auditing of the assessment tools depends on the situation. Individuals are not the same and therefore a social worker needs to be creative. Waiting for auditing time might take long and that might have a negative impact on service delivery" Dorah

Two evaluation forms seen by the researcher which the other shelter calls it exit form, does have a room for improvement. Joshi (2017) emphasises that social work services should be continuously improved, hence there should be room for improvement. It does have a question, 'if you feel that your needs are not met, how can we improve on that'. The question on its own is an indication that shelters acknowledge that they are not perfect and are willing to improve (Healy 2012; La Valle, et al. 2016; UNICEF 2019).

There were different times of auditing/ reviewing assessment tools used to assess the needs of survivors. These times vary from shelter to shelter. Firstly, there was a shelter that was auditing assessment tools at the beginning of every year. This was confirmed by responses from one of the managers. The other shelter managers had different perspectives, and responded that the auditing of the tools is guided by the need. However, the National Strategy for Sheltering Services for Victims of Crime and Violence in South Africa (2013-2018) holds an opposite view. It highlights that there is no audit of services in the shelters. Despite the fact that managers emphasised that auditing of tools is done when there is a need, the fact that other tools such as admission forms cannot be revised posed a challenge to the researcher. It does not make social work sense to operate with one tool forever, especially in the shelters. This, for the researcher, tallies with the abovementioned strategy that there is no audit of services.

The researcher wants to emphasise that continuous improvement of social work services is crucial for effective service delivery. The literature is in support of continuous improvement of social work services (DSD 2011 & 2016; Healy 2012; La Valle, Holmes, Gill, Brown, Hart & Barnard 2016; UNICEF 2019). However, the researcher has learnt that the literature is silent about the review of assessment tools in the shelters.

In exploring the other tools in the shelters, managers highlighted the following:

"There is an assessment form, admission policy for the admission of the survivors, evaluation form specifically to evaluate the whole service rendered to the victims during their stay and the one form for group work. There is also screening criteria, Individual Development Plan, warning form, house meetings as well as exit strategy. The shelter also conducts weekly meetings as a platform to also identify the ongoing needs of the survivors". Mary

"The shelter does have an assessment form which is used to get all the necessary information from the survivors. The social auxiliary worker does initial assessment and the social worker engages them more and identify their needs and potentials. There is also an admission form, a contract for rules, organisational policy, agreement form and individual development plan which is done by the social worker together with the survivor. There is also an exit plan which the woman is also taken through by the social worker to prepare her that one day she must leave the shelter". Lerato

"There is also process notes form which all the information is recorded on after each and every intervention as well as progress report to indicate if there is a progress or not. The assessment form is very thorough as it is addresses the background, work experience, family, hobbies, interests and other critical information. It helps the shelter to understand the survivors' more. There is also a staff meeting which is held once in a month. Both staff inclusive of house mothers and the survivors of domestic violence attend these meetings." Lerato

> *"There are screening criteria. It is very helpful to guide if an individual is a victim or not. We do assessment and check all the elements of abuse and if they are there, then the victim is admitted. The shelter is also using IDP to deal with the goals of the survivor whilst in the shelter in order to prepare their life outside. We look at both short and long-term goals and how to achieve them. The shelter acknowledges that the survivor is not admitted permanently and will be going back soon. It is important for the family to know how to handle the survivor. The family is also engaged".* Dorah

The researcher should disclose that there were no forms received from this specific shelter where a manager talked about screening criteria. After the researcher has verbally requested the forms, she even wrote an electronic mail to make a follow-up but nothing came. The only screening criterion/ form received from two shelters is comprehensive. Both forms touch on the referring agency, types of abuse, medication, date of incident of abuse, personal information and children. They also touch on risk of suicide and details of case of abuse. The other one had trauma history and the second one does not have it. One form addresses family history. However, the researcher is missing information about the family history to track abuse/ victimisation and coping mechanisms as well as employment issues on the other form. The other issue highlighted is the financial status and dependency, if any. One form is about educational information but the other one does not highlight it. The most critical information not highlighted is the theory which guided the development of forms. Stewart and Klein (2015) as well as Collins and Stockton (2018) opine that theory is a model or framework for observation and understanding, which shapes both what people see and how they see it. Theory allows the researcher to make links between the abstract and the concrete. It explains and predicts the relationship between variables. A theoretical framework is the foundation from which all knowledge is constructed (Grant & Osantoo 2014; Stewart & Klein 2015).

> *"At the same time, there is also a warning form which is very helpful when one does not want to cooperate especially in group work. We explain how this form works to the client, and I am telling you they will cooperate with immediate effect, laughing".* Dorah

"I think another way is the conversation that you have with the survivor. The social worker can be able to see the state of where the client is. For an example, sometimes the woman is absent minded and the social worker should be able to know how to handle the situation. At some stage the state of mind will change and face reality. The survivors are taken through and made ready by the social workers for the exit. They need to be ready and know where and how they are going to survive outside the shelter. It is an ongoing reminder to make the survivors ready for their exit". Simphiwe

"There is shelter policy which is used for admission. There is also assessment form, individual development plan (IDP) which is done by the social worker together with the survivor of domestic violence to draw and work on the goals of the survivor and evaluation form at the end. The social worker assesses the survivors as they come in to the shelters and identify their needs. IDP is done every week in order to establish if there is a progress or not. There is also an exit plan for helping the women to know that one day they will be out of the shelter". C.

The researcher has established that there were similar and different tools used in the shelters for the assessment of survivors. The following tools were used in the shelters: admission forms and policy for the admission of survivors, an assessment form to assess needs and situations, individual development plan (IDP) to draw and work on the goals of survivors as well as evaluation form to evaluate the whole services rendered to survivors during their stay. There was also a common agreement from all managers that survivors were at the shelters on a temporary basis (Sullivan 2012; Gierman, Liska & Reimer, 2013; Bergstrom-Lynch 2018; Ojha 2019). This meant that one day they will go back to their communities. In this situation, others used an exit plan or strategy to prepare survivors to exit the system.

In other shelters, different forms were used. They included contract for rules regarding admission, one form for membership of group work, weekly meetings as a platform to also check the ongoing needs of survivors as well as staff or house meetings to provide survivors of domestic violence with an opportunity to report the "here and now situations".

It has also been established that in other shelters, the first person to see and engage survivors on assessment during intake is a social auxiliary worker (SAW). The worker does initial assessment and later on, the social worker engages survivors more and identify their needs and potentials. The researcher felt that the process of assessment should have been used as a point of departure for the identification and selection of survivors to attend the Skills Development Programme. West (2012) is of the opinion that assessment can be used to identify strengths, skills and weaknesses the individual has. Assessment and selection criteria were supposed to be coming handy in this process. The strengths of survivors would have guided what is best for them. Warmbeam (2015) highlights that an effective needs assessment should point the way to possible solutions to individual problems. The purpose of needs assessment as highlighted by Robinson and Robinson (1989), Soriano (2013) as well as Warmbeam (2015) is to collect data on the current use of services, products, programmes or information. The information should be used to create useful and objective information in order to make decisions about the allocation of the programme, resources and services as well as taking a positive action to address individual problems or concerns. In other words, a strength-based approach was also appropriate. Rathod (2013) emphasises that some activities which the IDP is doing on a personal level include building employability, developing strengths or talents and identifying or improving potentials for survivors. The researcher opined that this would have been an ideal situation, but in reality it is not happening as the strengths of survivors do not guide their passion in the Skills Development Programme.

The researcher also took note that some tools do have different names but assess the same situations. These were admission policy and admission forms, and other shelters referred to these as contract for rules for admission. Other managers refer to them as agreement forms for admission. It is a fact that admission in the shelters is determined by the shelter policy, admission criteria and the survivor's willingness to adhere to basic shelter rules, regulations and guidelines and others (Roberts 1981; Renzetti et al. 2011; Ontario Ministry of Children, Community and Social Services 2018). It is acknowledged that shelters have a written procedure on how staff will support women and their children who access shelter services (Ontario Ministry of Children, Community and Social Services 2018). There was also an exit strategy which survivors were also taken through by the social worker to prepare for exit. Others called it an exit plan. However, DSD (2016) on the study of 'An Evaluation of Shelter services for Victims of Crime and Violence in the Western Cape found that most shelters do not have an exit strategy or a referral pathway for clients out of the shelter back into the community. DSD (2016) further indicates that as such, it was noted that shelters are failing to successfully integrate victims back into their communities and/or families. The researcher has noted that only one of the shelters is providing aftercare services after the survivor has been released from the shelters. From the two sets of forms sent by the shelters, there is no policy on admission. Majority of the shelters are using forms for admissions.

At the same time, the researcher took note that as a procedure, when group work is to be performed, members fill the form to volunteer to be group members and agree on participation. All the shelters do SDP through group work. Therefore, this form was used to commit participants. Healy (2012), Lindsay (2013) and Mantell (2013) define group work as a method of social work which aims, in an informed way, through purposeful group experiences, to help individuals and groups to meet individual and group needs. Group work also influences and changes personal, group, organisational and community problems. Lindsay (2013) specifically refers to group work as group counselling. Group counselling is about members exploring and learning about experiences they have in common such as domestic violence, the impact, lessons learnt and others (Lindsay 2013). On the other hand, findings revealed that there was a warning form which, accorfing to some managers, is very helpful when one does not want to cooperate especially with group work activities.

The findings also confirmed that all shelters provided both psycho-social support services and SDP but were using similar tools with different names. As already highlighted in chapter two C, psycho-social support services are provided to empower survivors to be able to develop resilience and to approach situations differently (United Nations Office on Drugs and Crime 2011; Lindsay et al. 2013).

Pie-Chart 1: Shelter managers' views on the auditing of assessment tools

Shelter managers' views on the auditing of assessment tools

- 20%
- 80%

■ 80% is doing their review continuously
■ 20% is doing it at the beginning of the year.
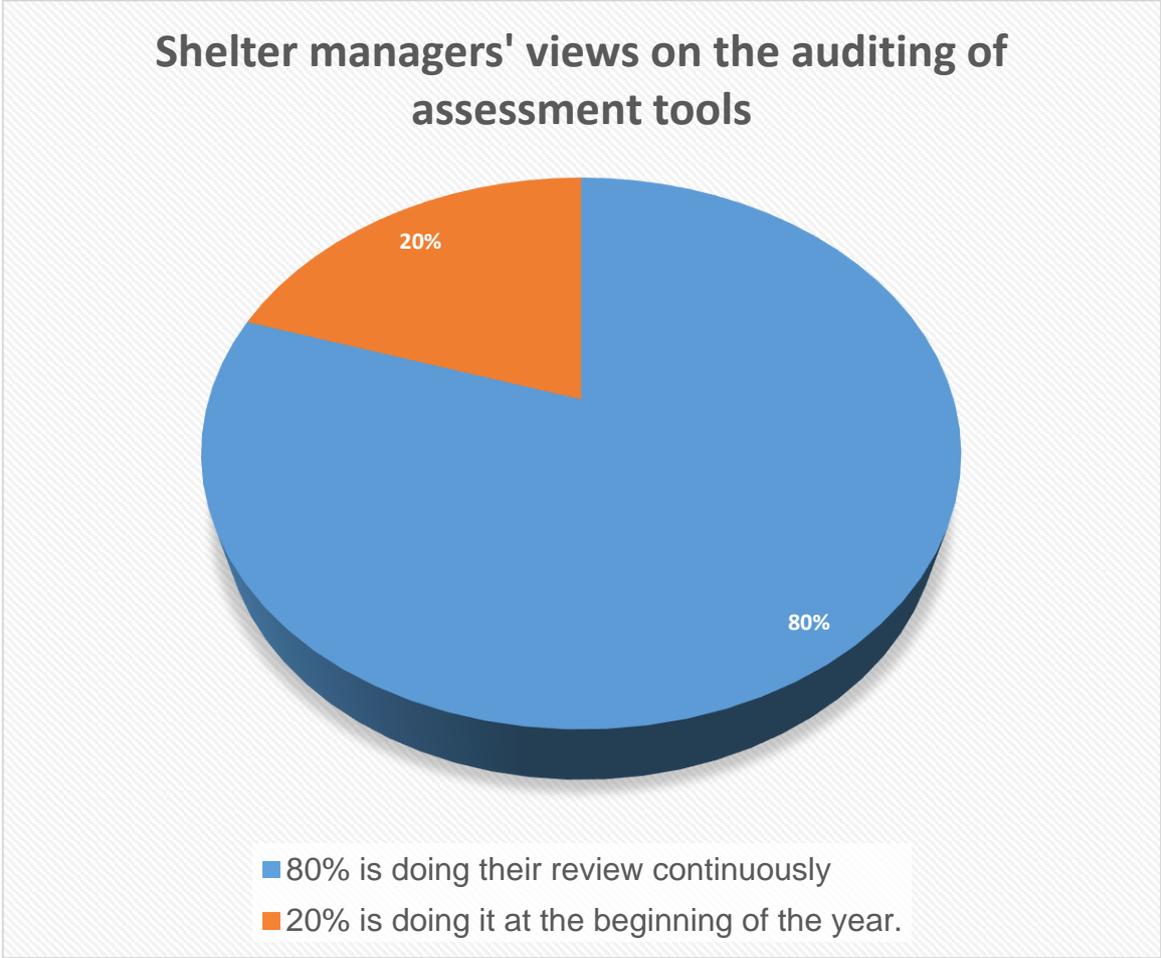
The overall finding from this sub-theme was that one shelter was doing their review at the beginning of the year, and most were doing their review on an ongoing basis depending on the identified need. The researcher was of the view that the auditing of assessment tools was critical in this process, but does not matter when. In supporting the review process, Healy (2012); Smith (2014) and La Valle (2016) emphasise the need for continuously improving social work services through review. The researcher is of the view that assessment tools should be in a good position to guide service delivery at all times, and should be flexible but still relevant. The most important problem to be solved in this regard is the effectiveness of the Skills Development Programme. The researcher is of the opinion that the review process should be gearing towards that achievement.

From the two shelters which provided the researcher with forms, none of those forms linked the needs of survivors to the Skills Development Programme. If the assessment tools do not link the needs of survivors with the Skills Development Programme in shelters, the researcher opines that it is just a waste of resources. The researcher is also of the view that survivors of domestic violence are not having a voice and therefore shelters are imposing on what it is doomed to be important.

Over and above highlighted assessment tools, there is another tool used in the shelters to guide service delivery. The name of the tool is the Training Manual on Restoration and Healing. The manual was designed to guide services of human trafficking but later on extended to survivors of domestic violence. The researcher understands human trafficking as an organised crime involving a chain of perpetrators selling human beings to make money. It can be the selling of their body parts or their labour. United Nations Human Rights Office of the High Commission (2014), Busch-Armendariz, Nsonwu, Heffron, Hernandez and Garza (2015) Konrad, Trapp and Palmbach (2016) are specific and define human trafficking as the process through which individuals are placed or maintained in an exploitative situation for economic gain. Trafficking can occur within a country or may involve movement across borders (Office for Victims of Crime Training and Technical Assistance Center 2012; Konrad, Trapp & Palmbach 2016). Women, men and children are trafficked for a range of purposes, including forced and exploitative labour in factories, farms and private households, sexual exploitation, and forced marriage (Konrad et al. 2016; Russell 2018; Cockbain & Kleemans 2019).

Human trafficking, modern-day slavery, is a crime against the world's most vulnerable individuals. Weitzer (2014) as well as Konrad et al. (2016) further indicate that traffickers may abduct, deceive, use, and sell men, women, and children for profit or personal gain. Victims are treated as commodities who often endure physical and/or sexual brutality, exploitation, mental and emotional abuse (Portland State University 2011; Konrad et al. 2016; Cockbain & Kleemans 2019). As a result of this trauma, victims may experience multiple, long-lasting consequences (Training Manual on Restoration and Healing Programme 2011; Office for Victims of Crime Training and Technical Assistance Center 2012; Konrad et al. 2016) . Once victims escape or are recovered from their trafficking situations, they often receive services across a wide variety of systems such as social services and criminal justice. Therefore, coordinated service delivery is critical to successful intervention.

Domestic violence is defined by Tshwaranang Legal Centre (2012) as the most common form of gender based violence (GBV) among partners. It often involves physical violence or threats of violence. It may also involve sexual assault, battery, coercion and sexual harassment. Domestic violence is the most common form of serious abuse against women and girls around the globe (Pike 2011; United Nations Office on Drugs and Crime 2011; 2018). In the same breath, this Training Manual was the only tool guiding service delivery in the shelters, and is regarded as the best model. The researcher wondered what informed the thoughts and decisions that the manual is the best model in service delivery as it was never empirically tested. None of the managers had mentioned it as a tool for assessment, but the researcher learnt about it when she requested documents from the shelters.

The researcher would like to appreciate the existence of a Training Manual on Restoration and Healing Programme, guiding restoration and healing process. The manual assesses and addresses the needs of survivors of human trafficking, but was also extended to domestic violence (Sithole 2018). The researcher understands restoration to be helping survivors to heal and to go back to their original state of mind through counselling. This process on its own brings healing to the survivor. According to Scott and Wepener (2017), healing involves physical or emotional. Shelters provide counselling which focuses more on psychological damage. Emotional healing is the healing of one's psychological wounds caused by traumatic experiences that have, in one way or another, altered the person's life in a negative way (Scott & Wepener 2017).

The researcher is of the opinion that the manual is incomplete. When a manual is developed, the National Qualification Framework level should be highlighted. In other words, on which level is this qualification functioning. The manual does not indicate the level at which the training is pegged. The complete manual will always have rationale for the qualification and will be followed by the purpose. In this manual, only the purpose is mentioned under the foreword. The researcher is further submitting that learning outcomes should always be stipulated, but she realised that in this manual only unit outcomes are highlighted. The lack of the abovementioned points means that the credibility of the manual is compromised. Ledlow and Coppola (2011) as well as Flynn and Mcdermott (2016) define credibility as confidence in the truth. On the other hand, the manual is not clear in terms of how to perform SDP in the shelters. It just mentions that the Skills Development Programme should be part of economic empowerment of survivors (Sithole 2018). As already indicated, none of the managers has mentioned selection criteria for attending the Skills Development Programme as part of assessment tools to identify and address the needs of survivors of domestic violence. The researcher was of the view that standardisation of these tools is critical for uniformity purposes. At the same time, every shelter should have a policy on admission and not just a form.   The researcher also realised that few shelters in Gauteng Province were using this manual.

6.9.3. The effectiveness of assessment tools used to assess the needs of survivors of domestic violence

This sub-theme emerged from the previous one. The purpose was to determine how effective those tools are. The researcher is of the view that most of the information on this sub-theme has already been highlighted on the previous one. The focus of this sub-theme is the effectiveness of tools. The managers shared with the researcher how those assessment tools work. They were discussing different assessment tools used in the shelter and their functions. The following were managers' responses:

> *"When the victim comes into the shelter, they are taken through the whole shelter processes. All the activities and expectations will be mentioned to the women to familiarise them with the shelter operations and preparation for the exit. There are admission forms, assessment form, individual development plan (IDP), evaluation form, exit strategy and warning form. After admission, the first form to be used with the women is assessment form. It is used to assess the client's situation inclusive of their strengths and weaknesses. It comes immediately after the reflection period. The assessment form is working because the social worker can determine if the client is a victim or not. Secondly, when we have a difficult client, who does not want to participate especially in group work, we confront them for an example, the woman will say during the session I want to go and visit my uncle somewhere and it becomes a pattern. If that is the case, we inform the survivors about their behaviour and inform them that due to that behaviour, a warning form should be signed. One should be in a position to sign this warning form to say she does not want to be assisted and therefore there is no need for her to be in the shelter. In most cases, they will stand up as soon as you speak that language of warning form and participate. In that way we know that the tools are working".* Dorah

The researcher appreciated the information presented about assessment tools, but was also concerned about the principle of individualisation and client self-determination. Individualisation stipulates that the case worker tries to relate and help each client as an individual person in a situation involving a unique combination of biological and social forces (Sullivan 2012; Madhusudanan & Nalini 2015; Ginneh & Akbar 2019). In individualisation, individuals are to be treated not just as a human being but as a human being with his personal differences (Madhusudanan & Nalini 2015; Moriarty 2015). Sullivan (2012) emphasises that women have multiple needs when entering shelters, and rely on staff to provide individualised services. The researcher is of the opinion that survivors should be empowered in different ways whilst in the shelters, but one needs to be aware that s/he is dealing with human beings who need to be respected and not forced. The researcher's understanding of individualisation is that one should be given special treatment, and it should be facilitated by a non-judgmental attitude.

The principle of non-judgmental attitude means that social workers do not judge others as good or bad, worthy or unworthy, dignified or undignified (Madhusudanan & Nalini 2015). Uzuegbu, Iyiani, Obasi-Igwe, Anazonwu and Ajibo (2017) further argue that all human beings have dignity and worth; it is intrinsic and by nature. A manager was of the view that she understands the two principles but emphasises that a warning form is very helpful because clients want to do as they wish in the shelter, hence they are not reviewing the admission form.

The researcher acknowledged that as much as this warning form is helping the shelter to control survivors, at the same time it is pushing them not to be themselves. The researcher was worried that the fact that survivors are in the shelters means that they are vulnerable and do not have a choice. Their participation in the group setting might not be real as they will be faking their involvement and contribution. The issue of confidentiality during group work might have been omitted, and therefore, survivors are not feeling comfortable to disclose their situations. One form of the shelters who submitted has covered the issue of confidentiality in the group well. It is called the group work form. The other shelter does not have this form.

The researcher feels strongly that confidentiality as a social work ethic should lay the foundation for survivors to participate freely in the group. Shivambu (2015) and Rabothata (2016) emphasise that social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons.

> *"Open communication in a form of feedback through evaluation is also indicating that the assessment tools are effective because the survivors are able to provide feedback at the end of their stay".* Mary

The researcher's interpretation of the abovementioned response is that in principle, survivors are able to provide feedback through evaluation forms. However, the response that the shelters have never received any negative feedback contradict open communication. Open communication for the researcher means that communication is transparent and not personal. It is also not characterised by fear of commenting on what one thinks that there should be some inputs. The purpose of the evaluation form is to evaluate the services rendered, and therefore there is no way that shelters can be perfect and not receive any negative feedback. Act 1 (Asking questions) of the Rational-decision-making Model emphasises that the evaluation process is conducted to make decisions on whether to continue or discontinue a programme. Again, it is also for improving programme implementation, implementing similar programme elsewhere, compare performance of different versions of a programme and allocate resources among competing programmes (Grembowski 2016; Eby 2017; O' Donovan, den Outer, Price & Lioyd, 2019). Based on the Rational-decision-making Model, managers should be able to have answers in this regard and decide how the Skills Development Programme can be made effective. In other words, how to make use of the evaluation feedback from survivors to elevate the programme to be effective. (Gottwald & Goodman 2012; Lindsay 2013; Page & Page 2015; Coulson, Ferguson, Henshaw & Heffernan, 2016). Effectiveness means that the survivors are able to function on maintenance stage. Taking offence from evaluation forms and regarding feedback as negative means that the forms are interpreted in a wrongful manner.

Taking from the biographical information, the least experience for managers involved in the shelters is three (03) years. Majority of them were involved for five (05) years. The researcher was not sure if it is possible for the shelter to receive positive feedback for three years without any criticism. One manager responded by saying:

> *"There is also an evaluation form at the end when the woman is leaving the shelter which also assesses if there are areas of improvement which the shelter should look at. The shelters are using those evaluation forms to find out where the survivors are (their feeling) with regards to their satisfaction. Women are appreciating our services and we are receiving positive feedback".* Lerato

The researcher's understanding of this response from this manager (Lerato) is that it confirms the abovementioned discussion. However, in this statement, there is room for learning because she said the shelter can identify gaps through evaluation. The researcher is not disputing positive feedback received by the shelters, but underlines that evaluation can help in pointing out areas of improvement. The researcher is further of the view that feedback should be specific, realistic, non-judgmental and involve corrective plans *(*Sorenson & Goldsmith 2013)*.*

> *"The assessment tools are effective because as the time is moving, women start taking the ownership of building their future outside the shelters whilst they are still inside. Slowly they will be working towards exiting the shelter. The fact that women will be telling the social worker to help them work on their wishes, dreams and future plans (IDP) whilst still in the shelter shows that they acknowledge that the shelter is not a permanent accommodation for them. That shows that they are preparing to be independent".* Simphiwe

> *"The shelter is using house meetings as a platform to discuss and address what seem to be a concern. The shelter is willing to adapt to the necessary changes if they will be of value. At the same time, our social worker is very much experienced and she is doing a very good job with the assessment tools and shelter procedures".* (C)

The findings revealed that shelter managers responded to this question from different angles. The first manager looked at an open communication from the evaluation process. The evaluation forms are used to verify the status of survivors of domestic violence from admission until their exit from the shelters. From the interviews, it is apparent that positive feedback is received, which means that the assessment tools are effective. The second manager reflected on the progress which survivors were showing during their stay in the shelters. According to this manager, as soon as survivors of domestic violence take responsibility of building their future outside the shelters whilst they are still inside, there is a progress. She reiterated that when survivors are willing to work on their wishes and dreams (IDP), it proves that the tools are working. The progress which survivors of domestic violence were making as well as the ownership of the future outside the shelter influenced these responses. For managers, when a survivor talks this language, it is an indication that she is influenced by the assessment tools.

The researcher has picked up from managers that the implied message when the state of readiness is demonstrated is that the survivors of domestic violence are getting empowered. Managers were of the opinion that survivors of domestic violence by then are gaining confidence and taking charge of their lives. Taking charge of one's life is an indication of ownership of the action stage as per the Stages of Change Model (Gottwald & Goodman 2012; Lindsay 2013; Page & Page 2015; Coulson, Ferguson, Henshaw & Heffernan 2016).This is a clear indication that the IDP as a tool used to promote self-development and specify an individual's developmental goals and how she plans to achieve them is working (Rathod 2013; Herman & Reinke 2015). Psycho-social support services bring back control and confidence into the lives of those affected, resulting in increased social, physical and psychological wellbeing (Neswiswa 2014; Hughes 2017). The researcher is again of the view that this links well with the contemplation stage where awareness has been raised and internalised. Taking action and being willing to function on the maintenance stage is an indication that one is empowered and can be on her own (Brandell 2011; Webb 2011; Page & Page 2015).

Linking this sub-theme with the previous one, one manager was specific that tools can determine whether a person is a victim or not. She highlighted that change in attitude, dealing with issues, behaviour and self-conduct on the survivor's side determine progress and readiness. Shelter managers also reflected on the impact of the warning form, which is one of the tools to align the self-conduct of survivors in the shelter. Basically, this means that all shelter managers viewed assessment tools as effective because of the different angles they were looking at during interviews. In actual fact, shelter managers were of the opinion that assessment tools were effective. The researcher noticed that some of the managers were not specific about names of assessment tools (only few were mentioned - warning, evaluation form, house meetings). The researcher was of the view that shelters should be transparent to survivors of domestic violence about tools and their intended functions. The researcher's interpretation of transparence is that there must be no hidden agendas on the tools. One manager appreciated the effectiveness of their social worker's services and said it is influenced by the very assessment tools.

One of the managers emphasised that to show that the tools are working, they are receiving positive feedback. The researcher submits that receiving positive feedback in the shelter is good, but if it is done on an ongoing basis and not being specific about different things/ services at some stage, it is not reliable. The researcher also opines that the shelter should also appreciate negative feedback which is constructive as they are not perfect, and cannot assume that their services make everybody happy. Hopefully, survivors would like shelters to improve some of the services in a particular way. The researcher emphasises that feedback must be accurate, reliable and helpful. It must provide direction of what must be addressed. The researcher's interpretation of the assessment tools is that they might be effective to some extent, but the shelters should be willing to also learn from survivors and not take feedback personally. If the shelter can be willing to learn from survivors as part of stakeholders, and not take offence by negative feedback, their services can be comprehensive as they will be guided and directed by beneficiaries.

6.9.4. The reliability of assessment tools to assess and address the needs of survivors of domestic violence

This sub-theme established if shelters can rely on assessment tools. Here are the responses from shelter managers:

"The tools are reliable and can really address the needs of survivors personally. This field is addressed by the social worker and it is confidential. Intervention tools talks to issues such as strengths and weaknesses, family background, spirituality, moving on mentally, forgiveness and others. My observation is that majority of the survivors are coming to the shelter being so destroyed, feeling guilty, shaming themselves, psychologically dependent but as they go out, they are very different and assertive. They can also come back to say thank you. For me assessment tools are reliable because victims can be empowered and be able to come back and appreciate the service received". Mary

Assessment serves the purpose of identifying and recognising that all people (survivors) have strengths and capacities, and that these strengths and capacities can assist in creating change (Freedberg 2015; Langer & Lietz 2015). Similar to Freedberg (2015), the point of departure for social workers to provide effective and quality service assessment should guide critical areas of focus. In addition to the abovementioned statement, Lindsay (2013) advocates that every person is a person of worth and entitled to be treated as such. In support of Lindsay (2013), the researcher agrees that everyone has strengths and can develop. This growth and development is also applicable to survivors of domestic violence in shelters.

Similar to the previous sub-theme, the researcher also realised that in this one, managers used different incidents and examples to respond. For example, one manager made a specific reference that a house mother was equipped with the skill of identifying and listening to suicide thoughts. According to the manager, survivors are always at risk of committing suicide, and therefore the shelter should be careful in that regard. Serani (2017), Ojha (2019) as well as the World Health Organisation (2019) emphasise that having difficulties in dealing with life stresses such as financial and bullying problems, including domestic violence is strongly associated with suicidal behaviour. From the above mentioned authors, the researcher was also able to see the connection between survivors' experiences and suicide. The researcher is of the opinion that if the survivor might not be in a position to see the way out of their problems, suicide can be seen as a solution. The literature connects a high level of stress with suicide (Serani 2017; Reinberg 2018; Ojha 2019; WHO 2019; Stewart, Shields, Esposito, Cosby, Allen, Slavich & Auerbach, 2019; Lew, Huen, Yu, Yuan, Wang, Ping, Talib, Lester & Jia, 2019). During this interview, the researcher was made to understand that a house mother was equipped with a skill to be able to assess survivors on this matter. Kindly, see the responses below:

> *"I want to indicate that the house mother is equipped with assessment tools specifically to try and track suicide thoughts in case they might arise. I am trying to say that the tools are reliable because as I am saying, the house mother is trained to help in guarding against suicide thoughts because sometimes victims can be suicidal and if you do not know what to look for and listen to, then it becomes a problem. I cannot speak about the social worker because she knows what to do and our women become empowered".* Mary

It was clear to the researcher that this manager (Mary) also looked at how assessment tools can address issues such as strengths and weaknesses, family background, spirituality, educational status, relationships, moving on mentally, forgiveness, current status and others. The manager confirmed what Groenewald (2009), Joshi (2017) as well as Watson and Lopes (2017) say about experiences of survivors when approaching the shelter. They arrive at shelters traumatised, and some totally disorientated, confused, heartbroken, angry, discouraged by life and other things (Groenewald 2009; Watson & Lopes 2017; Sithole 2018; Ojha 2019).

"The tools are more helpful when counselling is done to the women by a social worker. The individual should be addressed from a comprehensive point of view and that is where an Individual Development Plan is drawn. The empowerment process is done and that is why survivors can be assertive at the end of the sessions". Mary

Another shelter manager's response was as follows:

"The intervention tools are very much reliable and are also helpful to facilitate group work. Group work is also powerful method of creating opportunity for the survivors to vent, talk and see that they are not alone in the picture" (C)

The second manager (C) approached this question from a group work perspective. Group is a system of clients that experience common needs or interest, and with whom social workers address common needs or interests through face-to-face interactions and a shared commonality (Huyssteen 2015; Pillay 2015). The researcher's understanding of shared commonality is that survivors are going through similar experiences. As a result, they identify with a group and develop a sense of belonging. The impact of the group work is that survivors do have an opportunity to vent, express their emotions and have a sense of belonging (Pillay 2015). At the same time, survivors are made to be assertive through the process of emotional growth and strength (Hardina, Middleton, Montana & Simpson 2007; Renzetti et al. 2011; Langer & Lietz 2015).

The researcher was of the understanding that the engagement of survivors in group using group work techniques is effective on its own. Van Huyssteen (2015) emphasises the value in equipping all social workers with knowledge and skills needed to facilitate group work. Here follows another response:

"The change in attitude, dealing with issues, behaviour and self-conduct on the survivor's side determine the progress and readiness. The social worker will look back and reflect on the progress of the client. Up to now, the shelter is still happy with the intervention tools". Dorah.

Another manager was speaking from the systems in place (platforms to highlight the challenges of survivors of domestic violence). The manager was also speaking from perceived changes during the stay of survivors in the shelter and when they are ready for exit. The researcher's interpretation of this manager is that from her frame of reference, the tools are reliable.

The managers emphasised that when change in attitude, dealing with issues, behaviour and self-conduct is observed from survivors of domestic violence in the shelter, the intervention tools are reliable and therefore the feedback is positive. This is confirmed by Chaiklin (2011), Brenner (2013) and Kruger (2016) that if behaviour is to change, attitude change must come first. Individuals who are ready for action consider positive changes (Funnell & Rogers 2011; Bauer & Liou 2016). If the positive changes are maintained, then one is functioning at maintenance stage as per the Stages of Change Model.

Another response from Lerato (the manager):

"Up to so far the shelter is happy with the tools and as I have already indicated, the survivors are having a number of platforms to highlight their challenges and currently there is no big issue and the clients are giving positive feedback. The only challenge we are having as VEP sector and shelters is that there is no legislation guiding service delivery in Victim Empowerment Programme". Lerato.

One of the managers talked from the admission point of view. She emphasised that it is very important to keep on reminding survivors that one day they will be leaving the shelter. This is how she responded:

"Sometimes, when they are ready they start checking how can their curriculum vitaes' are done. Assessment can also help in determining the potentials of the survivors. It is true that through assessment, the shelter can know and understand the women better. At the same time, reminding the survivors that shelter is not their permanent home is working". Simphiwe

The researcher's understanding of the way managers were relating to the reliability of assessment tools is that this showed that they were looking at the impact of the service comprehensively. One shelter manager approached this question from the self-conduct of survivors including their attitude. For her, when survivors are empowered and their attitude has changed, they prepare their exit strategy. Findings made it clear that during admission, survivors were taken through the shelter procedures and processes, and that this has worked because they (survivors) knew that shelter is not their permanent home, and they need to work towards exit. This is confirmed by Tutty (1998), Fulton, Kut, Morianos and Spencer (2010) including MacFarquhar (2019) that shelters are rendering services for a limited period.

On the finding that all shelters are doing the review of their tools to identify and address the needs of survivors as and when the need arises, there was another one which was parallel to the rest. According to that finding, the review was done only at the beginning of every year. The researcher is of the opinion that this was influenced by the donor who was providing financial aid at that time and therefore the shelter was supposed to comply. On the other hand, it was of a concern to the researcher if the working tools are only reviewed in a certain time. Snyder (2019) are advocating that a regular review will help one in the revision process because it will be known immediately if something needs to be revised. Snyder (2019) further advocate that one should not wait for something to happen that forces them to revise the document. By reviewing it regularly, one becomes more proactive about change.

Reviewing assessment tools at a specific time (beginning of the year) for the researcher means that the needs of survivors are not properly addressed as it becomes 'one size fits all'. There is no uniqueness of survivors in this situation as their needs are addressed in the same manner. When the review period has passed, there is no need to review them at some stage depending on that specific survivor. The researcher's view is that receiving positive feedback in the shelter is good but if it happens on an ongoing basis, and not being different at some stage, it is not reliable. Ernst and Steinhauser (2018) mention that feedback can sometimes be misleading. The researcher emphasises that if the feedback is forever positive, it is not congruent and might be misleading.

In summary, findings revealed that the following issues guided the approach of this sub-theme:

- The house mother's skill of being able to observe, listen and identify suicide thoughts
- Addressing strengths and weaknesses of survivors, family background, spiritual matters, forgiveness, mental health and others
- Assistance in facilitating group work and an opportunity for ventilation, expression of emotions and sense of belonging
- Change in attitude, dealing with issues and readiness of survivors of domestic violence).
- Addressing the "here and now" situations
- Admission processes and procedures inclusive of other shelter rules.

Findings from this sub-theme revealed that all shelter managers were of the view that assessment tools to assess and address the needs of survivors of domestic violence were reliable. The researcher is of the opinion that managers' view is that they can rely on these tools. It becomes critical that the individualisation of survivors in this regard be respected and upheld.

6.9.5 Survivors' of domestic violence's experiences of assessment tools and processes

This sub-theme was based on how survivors of domestic violence perceived the assessment tools and processes. Findings revealed that three (3) of the shelter managers were of the opinion that the views of survivors of domestic violence of assessment tools and processes were positive. There were two managers who specifically mentioned that they do not think that survivors know and understand the assessment tools. As part of the confirmation that survivors do not know the tools, Lerato (the manager) pointed out that when women share their feelings, they do not talk about tools or procedures but the good work done by social workers.

Kindly see the responses from the managers in this regard:

"The shelter believes in and accept an open communication and feedback from the victims. There is also evaluation form at the end of the stay of the women which the shelter values. Those are very much reliable because when people are leaving the shelter, they do not worry about their stay any more. They provide a very honest feedback. The shelter is also has a suggestion box. I must still indicate that the feedback received from the women were very much positive and innovative. The women also appreciated the interaction between the social worker and themselves. My personal feeling is that I do not think the women specifically know the assessment tools used to assess them but only appreciate that they are safe and empowered". Mary

"The assessment tools are pretty good because future plans for the women are drawn and dealt with when they are still in the shelter. When the women were about to leave the shelter, they were positive about their life approach in their communities. They appreciated services from social workers more than anything else. They normally do not single out things like assessment tools. As a manager, I know for sure that this good service rendered by the social worker, is because of the assessment tools." C

The fact that survivors appreciate services from social workers means that they know what is important for them. This is confirmed by Scalfano (2013), Pellegrino (2019) that self-determination refers to the right of a client to make their own decisions and choices. The researcher as a social worker was able to make sense out of the appreciation of social work services by survivors because their intervention was guided by their needs. The implied message from survivors was that they were treated with non-judgmental attitudes. Uzuegbu et al. (2017) refer to this as dignity and worth of the person.

"As a shelter, we do have this open door policy to ensure that when women are not happy, they come to us. It is true that sometimes you have to intervene because a client feels that she is not listened to. In that situation, immediate intervention becomes critical. Again, the shelter has never come across the situation where the women are in disagreement with what it is communicated to them. The shelter has house meetings which is also a platform to discuss and address what seems to be a concern. Survivors do give positive feedback about the shelter and more especially the social workers". C

The fact that social work services are appreciated in the shelters means that Moriarty, Baginsky and Manthorpe (2015) as well as Ojha (2019) are correct that social workers make life better for people in crises who are struggling to cope, feel alone and cannot sort out their problems unaided. The researcher has realised that social workers really receive appreciation for the job they are doing in the shelters. Bhana et al. (2013) and Lopes (2013) are in agreement with this statement.

In the abovementioned response, the shelter manager was of the view that both the open door policy and house meetings were tools used to ensure that the needs of survivors of domestic violence were taken care of and addressed. The manager based her argument on the positive feedback by survivors. According to her, the platforms which were available in the shelter such as house meetings and the open door policy were tools giving survivors of domestic violence an opportunity to express their concerns. During interviews, the researcher was informed that a house meeting was taking place in one of the shelters. Both survivors of domestic violence, house mothers together with other staff members engaged on issues affecting all of them in the shelter.

The paragraph below followed responses from the manager where a staff meeting took place (Lerato). The name of this platform from this shelter was called a staff meeting. This confirmed that names of platforms for survivors to engage on issues affecting them had different names- staff, weekly and house meetings. Here follows an extract from Lerato.

"If there are any challenges, there is an open door policy which is used to look at those things. There is also an evaluation form at the end which also checks if there are areas of improvement which the shelter should look at. There is also a staff meeting which the survivors are part of in order to remind them about how is the shelter operating and also giving them an opportunity to voice their concerns in case they have. The survivors also form part of the meeting. The shelter also does have a forum which is also ensuring that the shelter complies with the norms and standards of the Department of Social Development. In the evaluation forms, this platform is also appreciated by the women. They say this opportunity gives them value and makes them feel part of the shelter". Lerato

"It depends on the individual. Others are closed books and they need more probing. Others are easy going and communicate easily. Background counts. My experience is that with the support received from group sessions, even the quite women become open and communicate their feelings freely. When they share their feelings, they do not talk tools or procedures, but their appreciation is especially directed to the social workers". Lerato

Research findings highlighted that the abovementioned responses looked at the impact of tools and procedures available to assist survivors of domestic violence. The main purpose of the tools and processes was to ensure that all needs of survivors are well taken care of. The impact of these tools and processes influenced the way shelter managers responded to the question. This means that positive responses from managers were informed by the impact of the services which social workers were doing to survivors through assessment tools and the way things were done (processes). An appreciation of social work services in the shelters is also emphasised by Glenn and Goodman (2015) that the availability of staff, non-judgmental, and open presence such as sharing of meals or being available to talk, help survivors feel supported and safe. It is also emphasised by Moyane (2016) as well as Erbay (2017) that social work aims to promote holistical functioning of individuals within society through empowerment and equipping communities with problem solving abilities in order to bring about social change within human relationships.

Managers were specifically of the understanding that tools such as the open door policy, house and staff meeting, evaluation forms and DSD Forum are working. Managers were bold and painted a positive picture that shelters appreciated and valued the inputs and comments from survivors. They also highlighted that they have never come across any negative criticism from survivors of domestic violence. Instead they received innovative suggestions. One of the managers said that when survivors are leaving the shelter, they do not care about their stay anymore and that is when they can be honest and say anything. She maintained the fact that there was no negative feedback up to so far. The researcher was concerned about this statement and wondered if it is possible or normal not to receive any negative feedback. She (the researcher) was of the view that shelters are not perfect, and therefore at some stage, feedback from survivors will be negative for purposes of improvement of services. Joshi (2017) confirms that shelter services should be continuously improved. The researcher has already highlighted that ongoing positive feedback can be misleading (Ledlow & Coppola 2011; Sorenson & Goldsmith 2013; Ernst & Steinhauser 2018; Darling-Hammond 2019).

The researcher's concluding remarks on this matter is that if survivors were clued up about assessment tools, they would specifically mention which ones are working and which ones are not working. Being quiet about the tools was an indication that the tools were not known to them. The researcher's thinking in this issue is that survivors are stakeholders/ beneficiaries and therefore should not be disregarded. Da Silva, Bitencourt, Faccin and Lakovleva (2019), Martinez-Licona, Molina-Salazar and Solis-Perez (2019) as well as Jiya (2019) define stakeholders as any group or individuals that can affect or be affected by the fulfilment of goals defined by the organisation. In other words, the researcher found it important for survivors of domestic violence to be familiariased with the tools during interviews so that they can also give their inputs. It will also be fair if these tools are shared with survivors so that they are also familiar and the tools are not imposed on them.

As part of the conclusion to this sub-theme, the researcher's opinion was that it will be good for survivors to be informed about these assessment tools but not forced to know their content. What is critical for survivors of domestic violence to know is the impact (empowerment) which shelters have in their lives through tools. The researcher is of the determination that the shelters take survivors through these assessment tools on an informal level, so that they can know which ones are changing their lives and making them empowered. As already mentioned from the literature chapter, empowerment as defined as taking control, achieving self- direction and seeking inclusiveness rooted in connectedness with experiences of other people (O'Melia & DuBois 2007; Ruffolo, Perron & Voshel 2016; Johnes et al. 2017). Gottwald and Goodman-Brown (2012) and Ruffolo et al. (2016) are of the opinion that an empowered individual is one who has the necessary information, skills and confidence to play an active role in their recovery. The researcher's interpretation of empowerment is that individuals are transformed from being powerless and vulnerable to being powerful and assertive.

The researcher maintains that survivors should participate in their empowerment by being familiarised with the tools that empower them. There is a lot of literature around domestic violence and the intervention in shelters (Ramabulana 2007; Groenewald 2009; Barkhizen 2010; Naidu 2011; Pike 2011; Rasool 2012; Sullivan 2012; LaViolette & Barnett 2014; Lopes & Watson 2013; Munyaradzi 2014; Bergstrom-Lynch 2018; Ojha 2019). The researcher has discovered that less is said about the involvement of survivors of domestic violence in reviewing assessment tools in the shelters. The literature is silent in this regard.

6.10 Exposure to job opportunities for survivors of domestic violence

Exposure to job opportunities for the researcher refers to access to employment or self-employment. Two managers responded to this question using EDCON Group experiences. They have mentioned that survivors who attended their sewing training through EDCON Group had good exposure to work opportunities. The researcher was informed that one survivor who went through the training was employed in one of the sewing industries in Pretoria. She was also informed that the accredited certificate gave survivors more advantage in terms of job opportunities. This is how shelter managers responded to this question:

"It is so difficult to get jobs. There is also an internet and newspapers to help them to look for jobs but it is not easy. The fact that there is no certificate and accreditation from at least one SETA, it is a very big challenge". C

"Remember the Skills Development Programme's purpose is to provide therapy and healing as well as showing beauty in the work women are doing. Taking into consideration that there is no certificate received from the shelter, it is not easy to get the job". C

"Sometimes we get calls from the organisations or firms that certain people are needed. We check the suitability of the person through assessment. It is unfortunate that in most cases the women do not qualify for those positions. If somebody wants for an example, somebody to take care of older person at home when they go for holidays, then the social worker will interview the survivors. Identity documents and the physical addresses will be required so that a visit can be done to determine the reality of the situation. We are doing this to ensure that the survivors are not misused and they are paid properly. The shelter is not very strict. It affords people the opportunity to look for jobs outside or to do anything which can benefit them. At the same time, I need to indicate that one of our women got an employment at one of the industrial companies in Pretoria because of the EDCON Group training". Simphiwe

"Every 25th of each month the shelter is invited to EDCON Group to showcase the work which the women have done. It is the opportunity for the work to be exhibited and if it is bought, the money belongs to both the women and the shelter. If they work in a group, they share the money as it come. It becomes an income on their part. Remember the shelter buys the material for the women and this must be done continuously so that other survivors can get material to work on. In reality, there is no exposure for job opportunities. It is on a very smaller scale". Lerato.

"The skills development facilitator (the house mother) is very good in managing that. She knows exactly how much are the sewing material, for an example how much is the labour for an item like pillow case. The number of women who participated in that project will be calculated as well as the total money made inclusive of profit. The women will receive equal share and the initial money which was used to buy the material will be returned to the shelter". Lerato

The researcher requested for clarity regarding the abovementioned presentation. She was informed that the shelter trusts the house mother who is called a skills development facilitator to do equal share to participants. The manager mentioned that the house mother is responsible for the buying of the material the shelter is using in the skills development room. She knows the cost of the material exactly, labour as well as the profit.

"There is only one woman whom we know that she is still sewing. In fact they are two. In other words, they are making use of the skill. The shelter funding is very little to such an extent that we need to do fund raising to manage some other things. We cannot give them capital as the shelter does not have capital itself". Simphiwe

"Sometimes the shelter can get some orders from outside for the women to do something. The skills development facilitator (former survivor, nominated person from the community or house mother) and the team (women) then start working on that order and good work is produced. Based on their passion and their specialisation areas, the shelter already knows who can deal with the order effectively. The shelter can also receive calls from outside looking for the qualified people such as secretaries, book keepers, chefs and others. It becomes a big challenge because majority of our survivors are without those skills. One challenge again, is the short space of time which the skills are presented to the women. The women cannot internalise the skills". Dorah

"Honestly, there is no good market beside those few opportunities. The survivors will have to promote their own work in communities and that is why the standard is that it must be attractive and be affordable". Mary

"The shelter has computer lab but the challenge is that it is not connected to the intranet. The laptops were donated by Vodacom but the wiring is not yet done. There is a data projector including the screen. The laptops cannot help because there is no internet". Lerato

"The survivors are allowed to go out and look for jobs outside. They can also go and hand their CVs where ever they want to. The access of the Internet from the shelter is also made available for the survivors to look for job. As I have already indicated, they find it difficult to get the job because they do not have certificates to prove that they can do the work". (C).

It has been discovered during the study that EDCON Group was on a pilot phase and was selective on shelters when recruiting survivors. Its assistance was not guaranteed on shelters every year. Shelter managers were loud and clear that exposure to job opportunities is a problem. This was common consensus. As much as women are doing good work according to shelter managers, the fact that it is not coupled with an accredited certificate is a challenge. Findings from managers confirmed that the maintenance stage (from Trans-theoretical Model) cannot be reached as training provided in shelters is not accredited. It is not empowering survivors to be financially self-reliant, and at the same time, it is attended in a very short space of time. Lopes and Mpani (2017) confirm that the majority of women remain economically vulnerable leaving the shelter despite the shelter's best efforts. The researcher took it upon herself and wrote an email to Vodacom to request their assistance in connecting the laptops to internet. In fact, it was a follow-up email after the initial one was written during the data collection process. On the email, she copied the shelter manager, who appreciated the efforts. It was easy for the researcher to take that responsibility because she is working at the National Department of Social Development and she knew the project and the contact person. The laptops were donated during 16 Days of Activism on No Violence against Women and Children Gala Dinner Award Ceremony in 2018 as part of women empowerment.

The researcher learnt that one of the survivors who went through EDCON Group training got an employment at a sewing industry in Pretoria through an accredited certificate. The researcher was skeptical about this information and requested the survivor's contact details so that she (researcher) congratulates her, but she was informed that they do not have the contact with the woman anymore. The researcher started to have a concern as the two managers who presented this statement were unable to provide her with the contact details of the two survivors who they claimed were still doing sewing during interviews. She tried by all means to request for the survivors' contact details but the managers were adamant that the survivors were not answering their phones. It was the second incident that the researcher was informed about the good work done by EDCON Group to survivors, but there was no evidence. If the survivors did not answer their phones, how do they (managers) know that they are still working. This means that the shelter was also unable to do monitoring to those survivors. Monitoring in this context means checking if survivors are functioning after they were provided with sewing skills. This information for the researcher challenged the abilities of the manager with a national certificate in Project Management.

Evidence in project management is very critical because one cannot claim that the work has been done without any evidence. Firstly, there is no proof that EDCON Group is an accredited service provider for sewing. Secondly, the manager was supposed to have proof that the survivor who went through EDCON Group training, and placed in industrial company for employment in Pretoria is still working. Another evidence which the manager was supposed to have, is the information about the two survivors whom she claimed that they are still doing sewing in their houses. The researcher's suspicion was that these survivors were part of those who were working in a group using shelter space for some time, but eventually, they fought and disappeared. The presentation about women who were working together in the shelter as a group and fought is covered under the sub-theme "Skills Development Programme enjoyed by the survivors". The researcher's position is that there is nothing currently which the manager can show as evidence.

One other fact was that shelters were also responsible for fundraising in order to fund certain activities. The literature acknowledges that funding in shelters limits the ability to provide comprehensive services to women (Bhana et al. 2013; DSD 2014; Watson & Lopes 2017; Watson & Mpani 2017; Sithole 2018; Mokoape 2019; Bangani & Cronjé 2020).The implied message is that shelters are not self-sustained. As a result, it becomes difficult for them to impart self-sustaining skills to survivors. As a result, shelters are pushed to do fundraising. The researcher's understanding of fundraising is that a manager engages certain people, organisations and donors, or performs certain activities to generate money to fund certain activities for their organisation.

The researcher also took note that survivors received sixteen (16) sewing machines after they went through EDCON Group training for their personal use after their discharge from the shelters. There was also a problem that despite the fact that sewing machines are provided, lack of electricity poses a challenge for the people who do not have it. It was also argued that shelters sometimes receive calls to recruit survivors for certain positions, but it becomes unfortunate because in most cases they do not qualify. The reason why survivors do not qualify is because majority of them were without higher education (Nhlabathi 2016). It is also acknowledged by Mahlwele (2009), Msimanga (2013) and Ojha (2019) that the probability of females to gain employment increase with a higher level of education. Ojha (2019) is very specific that women with low educational levels are likely to experience domestic violence in their lives. The manager was clear that if it was a simple job like taking care of the household or caring for an older person, then the assessment will assist the social worker to know who can qualify for that job, and a suitable survivor will be approached. If the survivor does have an interest, then further assessment will be done by the social worker in preparation for the potential employer. Unpaid or less paid work is also acknowledged by Ferrant, Pesando and Nowacka (2014) and Kring (2017) that in every society women and girls are working long hours in this type of work.

Sometimes orders can also be received from outside for shelters to do something for that person placing an order. The assessment also helps the social worker to identify who can lead the project. Through assessment, needs analysis and an individual development plan, social workers in the shelters are able to locate the necessary skills as per the needs of that particular survivor (Bhana et al. 2013). As soon as the money is received, then it is shared accordingly. Care work, which is predominantly provided by women and girls, is a central yet typical undervalued contributor to economies (Ferrant et al. 2014; Nesbitt-Ahmed & Subrahmanian 2020). The abovementioned authors elaborate that unpaid work includes supporting daily activities of individuals such as cooking, cleaning and providing daily essentials, as well as the health and well-being of others, including children and the elderly. Even during the COVID-19 times, women are still at the forefront of caring for the children, the elderly and the sick. This is confirmed by Hutt (2020) that women already do three-times as much unpaid care work than men by caring for the elderly, children and those infected with the coronavirus.

Opportunities to look for jobs in and outside the shelter are also allowed. As highlighted, newspapers and the internet are available to check for jobs. At the same time, survivors are allowed to go out and drop their CV's with the hope of getting jobs. One shelter manager highlighted that laptops donated by Vodacom for women empowerment are not connected and therefore they do not help much.

A general consensus from the managers was that the Skills Development Programme is for therapy and healing. Survivors were also assisted to identify their potentials through the Skills Development Programme. Assessment serves the purpose of identifying and recognising that all people (survivors) have strengths and capacities, and can assist in creating change (DSD 2009; Lindsay 2013). It was also revealed and emphasised that exposure to job opportunities was a problem. It is difficult to get jobs due to lack of appropriate certificates. Shelter managers confirmed this point.

6.11   The inability for the survivors to be financially self-reliant

One of the advantages of the Skills Development Programme is the promotion of livelihood and creation of opportunities for self-employment (Adams, de Silva & Razmara 2013). Managers' perspectives in relation to the success rate of survivors with regard to being financially self-reliant were as follows:

"No. the training is not accredited and cannot offer certificate. Remember I have mentioned that the training is just to help them to heal but also to see beauty from their own work. The success rate is very low because of the lack of accredited training and resources. The shelter is also having a plan in place to give the survivors sewing machines. That is still a planning and it will depend on the individual interest to pursue sewing". C.

The success rate is based on the women's decision if they want to get the best out of their work. The work is incredible but one must decide what is best for her". Mary

"The success rate is good, for an example eight (8) women were taken for training by EDCON Group and five (5) out of that eight (8) are continuing doing the job. Three (3) are still struggling, they cannot be on their own". Lerato

"The five I am talking about are in their communities, it is just that I have never visited them to see them but they have informed us that they are still busy"

"As I have already indicated, the success rate depends on the individual survivor because the shelter has provided the skills and it is up to the person to make a success out of what have been learned". Simphiwe

"Honestly, the skill given from the shelter does not guarantee the survivor to get the job because they are not accredited. There is no certificate given to them from the shelter and we cannot find ourselves being sued for giving the certificates that are not working" Simphiwe

Taking from the previous theme (exposure to job opportunities) responses of the three managers highlighted that the shelter sometimes received calls from the organisations or firms, including EDCON Group that people with certain qualifications are needed. The concept "sometimes" was evidence that the request was not on an ongoing basis. The level of education for survivors as mentioned by Mahlwele (2009) and Msimanga (2013) is always a problem as they do not qualify for those positions. Managers also acknowledged that it is an unfortunate situation that in most cases, survivors do not qualify for positions requested outside the shelters. The reality of the matter here was that the success rate for the skills learnt from the shelters was not good. The skills learnt was on a lower level, and the positions presented to survivors needed certain qualifications. Lower level skills promote financial dependency as beneficiaries cannot compete and be independent. There is no maintenance stage and hence the relapse (Poulin 2005; Gottwald & Goodman 2012; Guest & Namey 2015). The maintenance stage occurs when survivors are able to rely on themselves and can practise skills independently without any hassle. On the relapse stage, survivors go back to poverty-related situations and are unable to be financially self-reliant (Gottwald & Goodman 2012; Perrin 2015; Bauer & Liou 2016). There was a contradiction. Some managers expect survivors to promote and market their work and be successful in getting jobs or being able to be self-employed. At the same time, they (managers) personally acknowledge that lack of an accredited certificate was an obstacle for survivors to be employed or kick-start self-employment. There was also an empty promise that there were women who were still sewing, but when a follow-up was made to confirm that information, the managers argued tha they were not sure.

Based on responses from managers, it was evident that lack of accredited training and certificates could not make survivors to be financially self-reliant. The shelters themselves feared being sued and therefore only provided attendance certificates. In fact, the implied message is that the success rate is zero. Despite the fact that managers were trying to push the responsibility to survivors to make the success out of training, the reality was that it is not easy. When clarity was requested from managers to clarify their points during the interview, they personally acknowledged that skills learnt from the shelters were not making survivors to be financially self-reliant.

The researcher was of the interpretation that as much as contemplation means that survivors get to know about the existence of the Skills Development Programme and start giving it a thought for their own benefit, they cannot move to the commitment and action stage. Obviously, they cannot reach the action stage, which is about the full implementation of the Skills Development Programme without any hassle. The Stages of Change Model's argument is that success can be acknowledged and achieved through the maintenance stage (Poulin 2005; Gottwald & Goodman 2012; Guest & Namey 2015; Bauer & Liou 2016). In this situation, managers acknowledged that there is no maintenance stage for survivors of domestic violence.

6.12 Managers' concluding remarks about the Skills Development Programme

"The clients can only get the real certificate when the training was conducted by EDCON Group. If it is done by unaccredited trained women in their shelters, unfortunately it does not have value as the certificate is just the attendance one". Mary

"The other thing is that if women are not receiving accredited certificates, it becomes difficult to approach firms such as Ekandustria to market them. This can become more marketing opportunity but without accredited certificate nothing is possible. Skills development can empower women if taken seriously because it can change women's lives for good". Lerato

"There is also EDCON Group which is the partner and is doing a very good job of training the survivors in the shelter and when the training is done, a certificate is presented. It is a resource in empowering the survivors but unfortunately it is not available at all the times. It is assisting all the shelters but unfortunately it is having limited space. It becomes a problem because if other shelters are benefiting this year, obviously the others are not. The EDCON Group requested our shelter to do the monitoring of the women on their behalf." Simphiwe

"The shelter cannot do the empowerment work alone and as a result, there are other service providers who are linked with the shelter such as SAPS, Health, Psychologists, Psychiatrists, Legal and others. They all render different services contributing to the healing of the survivors. I acknowledges that medical services, attending courts for protection orders and other legal matters do have an impact on the six months stay of survivors in the shelters". Simphiwe

"On the other hand, it becomes problematic to allow the victims to stay for full six months or more because other people also needs to be protected. When the client is done with her psycho-social support services, and the social worker is of the view that the person is empowered, then she is released. Skills development is an 'add on' as I have already mentioned that it is part of healing and will be terminated at any time. As much as there is Community Oriented Substance Use Programme (COSUP) which women can be linked with for six months, but we cannot force people to stay in the shelter long in order to attend". (C)

"It becomes the responsibility of the women to get themselves an accommodation as we do not have any access to Second Stage houses if there are any". (C).

Findings revealed that managers were only having confidence with the training provided by EDCON Group regarding the Skills Development Programme. In other words, managers themselves were not confident about their own Programme in the shelters. The lack of confidence on the training means that survivors will forever go back to their dependency status as they are not empowered to be financially self-reliant. This means that the relapse stage will be maintained (Gottwald & Goodman-Brown 2012). One of the disadvantages learnt was that if the social worker was of the view that the survivor is psycho-socially empowered and ready to go, obviously the survivor will leave the shelter without completing skills development sessions. In other words, it is true that the Skills Development Programme is an 'add on' and not part of empowerment for them to be financially self-reliant.

The researcher is of the view that if the survivors cannot be given a chance to complete the training, it is clear that the training is less important. Again, it was clear from managers that accredited training and programme can be the only means which survivors of domestic violence can be empowered and be self-reliant. This was confirmed by one of the managers that big industrial companies could have been approached to promote the survivors, but lack of accredited training is an obstacle to this opportunity. At the same time, the researcher learnt that the shelters are not comfortable with the survivors who stay long because they become obstacles to other people in need of safety in the shelters. The researcher was of the view that this on its own is a disadvantage because survivors are informed that they will be staying for six months, but the reality was that as soon as psycho-social support services is done, the Skills Development Programme is not important anymore. The limited duration a survivor is allowed to stay at a shelter is also acknowledged by DSD (2016) as a problem. None of the managers highlighted accommodation issues or second stage housing for survivors when they are discharged.

Gierman et al. (2013), Bhana et al. (2013) and Ojha (2019) claim that the second stage/transitional housing facilities offer longer-term accommodation ranging from six months to one year or more, along with support and referral services to assist women and their families in the transition from emergency shelters to permanent housing. When this information was checked, she was informed that it is the responsibility of survivors to get accommodation. As managers highlighted that it is the responsibility of survivors to ensure that they market and promote their work as well as ensure that they are financially self-reliant, the accommodation story is also their responsibility. The researcher is of the opinion that despite the powerfulness of psycho-social support services which shelters are rendering, the inability to meet basic needs means survivors will go back to financial dependency. This means the relapse stage (Guest & Namey 2015; Bauer & Liou 2016).

Again, the researcher was also worried that if managers were of the view that survivors should quickly move out of the shelters for the sake of others who might want to come, this compromises psycho-social support services because human beings are unique and will not all be empowered within less than six months. The researcher was also wondering how shelter managers know that the other survivor is on her way to the shelters. This was just a guessing game and not being sure about the prospective survivor coming to the shelters. At the same time, staying in the shelters for less than six months makes it difficult to ensure that the survivors are linked and exposed to the Community Oriented Substance Use Programme (COSUP) programme as highlighted by the shelter manager (C). A clear message from tmanagers was that the provision of the Skills Development Programme to survivors of domestic violence is part of healing and not necessarily for empowerment in order to compete in the voluntaristic world. The researcher was of the view that the shelters are doing a good work of empowering survivors of domestic violence to be assertive and to approach life differently, but there was also a contradiction in this regard. If the Skills Development Programme is not valued and strengthened to equip survivors with the Skills Development Programme to compete in the market, then financial dependency is indirectly promoted.

At the same time, a concern was raised by the researcher when she was trying to get hold of the two survivors who went through EDCON Group training. The researcher wanted to check if the information presented to her was a true reflection, but she was not given that chance. The two managers did not allow the researcher to communicate with those two survivors. The managers kept on saying that the survivors were not answering their cellphones. Their contacts were not given to the researcher. The researcher was worried that in fact these two survivors were not working because the shelter was supposed to know their area of operation in case the phones were not working. The shelter could have provided survivors' addresses to the researcher, and she would have made time and arranged for a visit.

The researcher was also denied contact details of the survivor who was employed in one of the industrial companies as presented by managers. This challenged the fact that the shelter is doing monitoring for EDCON Group. The researcher's understanding was that those two survivors were not working anymore but the shelter could not say it. On the other hand, the researcher also took note that there was an acknowledgement that empowerment in shelters cannot be done by one service provider alone, hence the involvement of SAPS, Health and others. This is confirmed by DSD (2015), Watson and Lopes (2017), Bergstrom-Lynch (2017) and Runganga (2017), that the empowerment of survivors of domestic violence cannot be done by one service provider. The researcher is of the view that the Skills Development Pprogramme should be part of psycho-social support services, which means that it must be valued. It must be given priority and should not be seen as just an "add on".

Generally, the researcher has noted that shelters acknowledged that they deal with very intelligent women. The lack of necessary funds for skills development limit them. Bhana et al. (2012) as well as Watson and Lopes (2017) acknowledge that funding has been identified to be the biggest challenge facing the shelters. Bhana et al. (2012), Lopes and Mpani (2017), Bergstrom-Lynch (2018) as well as Mokoape (2019) further acknowledge that funding constraints limit the ability of shelters to provide comprehensive services to survivors. As much as survivors of domestic violence were allowed to stay in the shelters for six months, their dynamics such as attending protection orders, courts as well as injuries which need medical attention impacted on time allocated. This has a negative implications for the Skills Development Programme.

There was also a reflection period for survivors after admission to get themselves ready for interaction with the social worker. The purpose of the reflection period was that shelters wanted to ascertain and be sure that survivors wanted to be in those shelters before they start engaging them. The researcher has been informed that the reflection period varied from shelter to another. The reflection period is also acknowledged by Glenn and Goodman (2015) as an indication of good welcome by the shelter. Some were looking at a one-week period and other shelters were not clear about the time allocated. The researcher feels that lack of structured time for the Skills Development Programme in shelters indicates that the shelter itself does not value the programme as it is done haphazardly.

Bhana et al. (2017) emphasise that the Programme in the shelters is done to enhance women's capacity to secure employment when they are discharged. The researcher is of the opinion that the fact that the programme is done haphazardly confirms that there is no value in them. It was clear that the six months' period impacted negatively and disregarded the intelligence of survivors. Other shelters were doing the Skills Development Programme only when the facilitator was available.

The researcher also noted that some of the managers tried to push the responsibility of skills development to survivors to make them work. This means that even though the managers had a notion that the Skills Development Programme is benefitting survivors to be financially self-reliant, but they also acknowledged that it is not true. Marketing of the products is not effective and the success rate to be financially self-reliant is minimal.

Looking at the abovementioned findings comprehensively, the researcher agrees and supports Bhana et al. (2012), Lopes (2013), Mokoape (2019) that in South Africa, the existence and effectiveness of shelters is under continuous threat resulting from a lack of regulation in terms of legislation, lack of funding, staff turnover and inadequate space. Lack of the necessary resources such as funding made it difficult for the shelters to facilitate second stage houses for survivors, and hence it becomes their responsibility.

As shelters fall under the Victim Empowerment Programme led by the Department of Social Development, it becomes critical for the legislation to be in place and to guide service delivery in both government and civil society organisations (CSOs). It is also important for the researcher to highlight that during this study, the Victim Empowerment Support Services Bill was about to be finalised. The Victim Support Services Policy was also under review. It becomes difficult for the shelters to put their systems in place if legislation itself is not in place.

6.13   Recommendations of the Skills Development Programme from managers' perspectives

The following recommendations were made by managers:

"There is a place by the name of Community Oriented Substance Use Programme *(COSUP) in Pretoria near Freedom Park funded by Department of Social Development. That place trains people for different skills such as catering, care worker, call centre, office administration and the survivors from the shelters can be linked with it. The person attending is only paying for transport and it is for six months. It is a good initiative and people who are attending there get accredited certificate. The challenge is that the shelter cannot make women to stay for long so that they can enroll and spend six months attending". (C).*

"The other thing is the funding. If the funding of the shelter can improve, hopefully more good and quality work will be done. Skills development is not always an option as other people are here to sort their issues out and as soon as they are sorted they go. I am of the view that extra time can be allocated to the people who are willing to complete the course. My understanding of the skills development is that it is a therapeutic reflection of the self". C

"The shelter needs money for education and the skills must be SETA accredited. Getting our survivors qualified with certain skills will make the shelter work more effectively. The women need to leave the shelter with certain qualifications. The victims are very intelligent and you can see that there is a lot of potential but the problem is that the money allocated is very little. The other challenge is time. The six months period is also limiting the possibilities of empowering the survivors even though we also have aftercare programme which can also be used to check and monitor the survivors. For an example, book keeping course is only two years and a follow-up can be done to the survivors when they are released from the shelters. The starting point should be that the good budget is allocated for skills development and the rest will follow". Mary

There are a number of critical things which, according to the manager, impact on service delivery. They are sufficient money for skills, accreditation of the Skills Development Programme and six months' period, which limits survivors to learn certain skills. The manager mentioned that there is an aftercare programme which survivors are checked and followed-up. The researcher was skeptical about this issue of aftercare services which seemed not to be happening even though the two managers (Simphiwe and Dorah) claimed that they are doing the monitoring for EDCON Group. Firstly, linking this response to the fact that the abovementioned managers did not want to give the researcher contact numbers for the two survivors who they claimed are still doing sewing makes the researcher to wonder. Secondly, linking this information to individual interviews in the coming presentation for the survivors as well as the focus group, the two survivors (Shalleen and Thabitha) emphasised that they have never received any call after their discharge. Lastly, Shalleen was accommodated in the very same shelter which the manager was claiming aftercare services. This on its own means that managers know what is proper for survivors, but due to limited or unavailability of resources, it becomes difficult to ensure that these systems are put in place.

On the other hand, shelters are in control of the six months period which they can extent or shorten it to suit the situation. The managers' presentation seem to be pointing a finger to somebody and hopefully, the Department of Social Development, that sufficient funding is not provided. The researcher might acknowledge the issue of funding, but the six months period is in their hands. At the same time, managers themselves do not value the Skills Development Programme to empower survivors to be financially self-reliant. Instead, they appreciate that the programme is therapeutic, yet survivors are allowed to leave the shelters before this programme is completed. The researcher suspected that managers are not doing introspection to check where and how they can improve their services and make them effective, instead they point accusing fingers. The researcher interprets this as the inability by managers to utilise their qualifications as well as knowledge to be proactive and assist survivors accordingly as per NQF.

> *"The shelter will appreciates more funding as sometimes for an example, the shelter does not have seeds for planting. Consistent marketing can also be beneficial to the survivors"*. Lerato

"The shelter is of the opinion that more funding should be allocated for the shelter to be able to do quality job". Mary

"Secondly, the work the shelter is doing should be SETA accredited in order to add value to the certificate. The time of stay for the survivor(s) is also a limit on its own because two years courses like book keeping cannot be done. The limited funds makes it difficult for the shelter to monitor survivors whilst out of the shelter". Mary

The researcher noticed a contradiction from this submission. The manager mentioned that they do have an aftercare services programme, but at the same time she claimed that limited funds made it difficult for them to do aftercare services. When confronted on this matter, she claimed that sometimes they are able to render aftercare services but sometimes they are unable due to limited funding.

"The shelter is having computer lab but the challenge is that it is not connected. The laptops were donated by Vodacom but the wiring is not yet done. There is a data projector including the screen. This on its own limits the opportunity for the women to look for jobs. The other thing is that if women are not receiving accredited certificates, it becomes difficult to approach firms such as Ekandustria to market them. This can become more marketing opportunity but without accredited certificate nothing is possible. Skills development can empower women if taken seriously because it can change women's lives for good". Lerato

"You know what, the department should make this programme accredited and funded because once they are funded the shelter will be in a position to look for a professional person to take the survivors through. The certificate which will be provided, will be accredited and we can even approach firms and other service providers to market those survivors. The professional skills facilitators will really ensure that the work is quality assured, practicals will be done and the survivors will be in a position to be happily employed. So, currently we just request the person who is able to do the sewing from the community to teach the survivors and that really does not help the survivors. I am convinced that if this training was accredited, others would be recruited whilst still in the shelter because definitely we do have very intelligent women". Simphiwe

One of the managers (Lerato) highlighted a condition. She said if the Skills Development Programme can be taken seriously, it can change women's lives for good. The researcher wondered who should take the Skills Development Programme seriously, if not themselves as managers of the programme and the shelters. The researcher has learnt that the two managers have one observation in common. They were emphasising that there is a potential from their survivors to be financially self-reliant. This for the researcher was the starting point to take ownership of the programme and engage the necessary stakeholders/ partners/ service providers such as relevant SETAs in that regard.

6.13.1 Summary of recommendations from managers

The summary of recommendations from managers was as follows:

6.13.2 Shelters to be linked with the necessary resources

- Shelters should link survivors of domestic violence with COSUP so that they can attend on their own time in order to obtain a qualification.
- The survivors need to leave the shelter with certain qualifications.

6.13.3 Funding

- More funding should be allocated for the SDP in the shelters so that quality work can be ensured.

6.13.4 Accreditation of Skills Development Programme

- The skills must be SETA accredited.

6.13.5 Admission period in shelters

- Extra time to be allocated to the people who are willing to complete the course for the Skills Development Programme.
- Six months period limits the possibilities of empowering survivors and therefore has to be extended (DSD 2016).

6.13.6 Monitoring of survivors after the training

- Close monitoring for survivors who went through EDCON Group training should be done to ensure that these women are well supported and are functioning.

6.13.7 Available resources in the shelters

- Vodacom to connect their laptops for the provision of internet to benefit women.

6.14   DEMOGRAPHIC DESCRIPTION OF THE SAMPLE FOR SURVIVORS OF DOMESTIC VIOLENCE (SURVIVORS OF DOMESTIC VIOLENCE PERSPECTIVE)

The findings in this section are based on interviews conducted with five survivors of domestic violence.

6.14.1   Demographic particulars of interview participants

Table M: Demographic information of participants (survivors)

Name	Age	Race	SA Citizenship	Language	Gender	Marital Status	No. of children	Occupation	No. of years after leaving the shelter
Tania	26	Black	Zimbabwean	English/ Shona	F	Single	3	Unemployed	3 Years
Lerato B	25	Black	SA	Tswana	F	Single	2	Unemployed	2 Years
Nthabiseng	43	Black	SA	N' Sotho	F	Single	2	Unemployed	4 Years
Thabitha	47	Black	SA	Tswana	F	Divorced	0	Fashion designer	3 Years
Shalleen	34	Coloured	SA	English	F	Single	3	Unemployed	2 Years

6.14.2   Age

Ages of survivors of domestic violence in the shelters ranged from 25 to 47 years. The researcher's view during the study was that at this age, survivors of domestic violence are still nurturing and rearing their offsprings. Smith (2013), Pingley (2017) including Lloyd (2018) emphasise that domestic violence can affect everybody irrespective of their age. At the same time, survivors were supposed to be economically active, should they have the necessary skills. The researcher's observation is that this is the most vulnerable time of survivors of domestic violence due to their lack of the necessary skills to compete in the market. Again, it has been observed that the more the survivors of domestic violence are facing high levels of unemployment, the more they are exposed to vulnerability of financial dependency to their abusive partners. Nhlabathi (2016) recognises that the absence of skills generally is the cause of young people and the unemployed not to enter into the labour market in South Africa. Black African women remain the most vulnerable to lack of jobs as unemployment in South Africa increased by half a percent in the first quarter of 2019 (Mahlangu 2019). Stats SA (2019) also confirmed a high unemployment rate during the third quarter of 2019. The first quarter of 2020 also confirmed high unemployment (Stats SA 2020).

For the first time, the researcher has heard the President of the Republic of South Africa acknowledging job losses. Her observation is that the President is forever speaking about the creation of million jobs that have never been seen before. In his speech, he highlighted that a number of companies announced plans to retrench staff because of heavy losses incurred over the past three months. These companies are from aviation to construction, from entertainment and leisure to hospitality. Others will be closed permanently (Business Tech 2020).

6.14.3   Race

The race of survivors of domestic violence were black and coloured. They were all females residing in different parts of Gauteng Province, particularly in Tshwane. The researcher was of the interpretation that domestic violence does not consider race, hence every race is at risk. Gonchar (2013) and Smith (2013) are very clear on this matter. The researcher's experience in her career is that females are the most vulnerable group as far as lack of skills, poor education and poverty is concerned. The World Bank (2018) shares the same sentiment in the abovementioned matter irrespective of race. This observation was confirmed by Herrera (2010), ILO (2016), the United Nations Office on Drugs and Crime (2018) as well as Webster (2019) that women's place is seen to be in the kitchen and therefore should not participate in the economy, hence their financial dependence on their abusive partners. Women earn less than men and face harassment in their work place (UNODC 2011). It is further highlighted that women multi-task and balance time between their full-time jobs; child care and domestic work is ignored (UNODC 2011 & 2018).

6.14.4   Language

Survivors were speaking three different languages during the time of the study. There was one (1) Northern Sotho speaker, two (2) Setswana speakers and two participants, Coloured and Zimbabwean (Shona) who preferred to express themselves in English. They were made comfortable during the interviews as their languages were used. The researcher translated the interview guide into Setswana during the interview for participants. She has developed the rapport with the participants and maintain social relations with their languages (Engel & Schutte 2009; Nahayo 2017). This means that their languages were used to afford them an opportunity to speak freely during the data collection process. According to survivors of domestic violence, language in the shelters can be a challenge as sometimes managers are training them in English. Those who were not familiar with the language could struggle.

6.14.5 Marital status

One survivor of domestic violence was married, but went through divorce whilst she was still admitted. The divorce was finalised as interviews unfolded. The other four were single during interviews. From the researcher's experience, one of the reasons why survivors of domestic violence go to shelters is that in most cases they do not have finances, houses, family or friends for support, and hence they go to shelters for their protection. This is confirmed by Pike (2011), WHO (2013) and the United Nations Office On Drug and Crime (2018) that domestic violence is the most common form of serious abuse against women and girls around the globe.

It is a fact that poverty enhances domestic violence (Resour 2011; Watson & Lopes 2017). The researcher is of the view that domestic violence also creates financial dependency on women who are not working. They depend on their abusive partners in their marriages. The researcher's observation is that in an abusive relationship, marriage does not provide a shoulder for a survivor to cry on, instead it is a contributing factor for financial dependency. Conner (2014) is of the opinion that given the historical experience of women in the labour force and contemporary social factors, many women today continue to be financially dependent on their partners, and women in abusive relationships in particular. Conner (2014) further declares that the economic dependence of females on males, and the legal and social justifications for male dominance are so closely linked that it is difficult to consider one without addressing the other. Mokoape (2019) asserts that women's economic vulnerability makes it impossible for them to escape their domestic situation, thereby forcing them to embrace the abuse. Conner (2014) stresses that economic independence can provide freedom from abuse.

The researcher also opines that stressful experiences which survivors of domestic violence went through prior to their admission in the shelters do have potential to destroy them psychologically, socially and otherwise. Lopes and Mpani (2016) emphasise that due to that, survivors need the Skills Development Programme to empower them to be financially self-reliant. Conner (2014), Adams, Tolman, Bybee, Sullivan and Kennedy (2013) as well as Pingley (2017) further emphasise that economic instability is a link that binds a woman to her abuser. The reality is that the Skills Development Programme cannot be left without being evaluated and hence the evaluation of the effectiveness of the Programmes in the shelter.

6.14.6   Number of dependent children of the survivors

The number of children of survivors varied from zero (0) to three (3). The children were still financially dependent on their mothers/ survivors during admission in the shelters. As a result, shelters made provision to accommodate both survivors and their children (LaViolette & Barnett 2014; Department of Social Development Shelters for Women who are abused 2015). The Skills Development Programme in the shelters is a means of empowering survivors to be exposed to job opportunities in order to provide for their dependent children (Watson & Lopes 2017; Bhana et al. 2018; Sithole 2018). Conner (2014) feels very strongly that economic independence can provide freedom from abuse. The researcher was able to connect the abovementioned statement from Sithole (2018) and objective four (04). However, the effectiveness of the Skills Development Programme is evaluated to check if survivors are empowered to ensure the abovementioned responsibility.

6.14.7   Occupations

In this study, survivors' occupations were as follows: one (01) fashion designer and the other four (04) were unemployed. None of these survivors of domestic violence had higher education but there was one who claimed that she had a cooking certificate. The fact that these survivors were without higher education was seen as a recipe for ongoing poverty (Mihai, Titan & Todose 2015; Nhlabathi 2016). In the study of psycho-social care for women in shelters, UNODC (2011) put it straight that educating a girl child is not on the priority list in India. The researcher's observation is that the Indian situation of lack of basic education for girls is nearly the same as South Africa which was perpetuated by the apartheid era. The apartheid regime contributed to a fragmented, dysfunctional and unequal system, hence girls were treated differently (Cosser et al. 2012; Reddy et al. 2017). Taking into consideration the need for necessary skills for competition in the market, and the level of education for these survivors, it becomes clear that they are at a higher risk of being financially dependent somewhere for life. Mihai et al. (2015) and Ojha (2019) connect low education for women with financial dependency on perpetrators.

The researcher has observed that most survivors are financially dependent on abusive partners. Besides the researcher's observation, the literature (Ramabulana 2007; Groenewald 2009; Conner 2014; Nhlabathi 2016; Centre for the Study of Violence and Reconciliation 2016; Mokoape 2019) also confirm that the economic vulnerability of most women push them to be financially dependent on their abusive partners. Conner (2014) also confirms that economic abuse is one of several strategies used by the batterer to gain control over his partner, yet it is a form of domestic violence that is very different from physical abuse or threats of harm. At the same time, the researcher acknowledged a cooking certificate for Shalleen. However, she was of the view that it does not guarantee a job. The lack of occupations for survivors in the shelters necessitated them to go through the Skills Development Programme to empower them to compete in the market (Msimanga 2013; Ojha 2019). The fact that majority of survivors in the shelters were without higher education is confirmed by Lopes and Mpani (2017) and Ojha (2019), who argue that they are unemployed, had no source of income and therefore financially dependent.

6.14.8 Number of years after leaving the shelter

The survivors' number of years after they had left their respective shelters were between two (02) and three (03). It is a fact that no survivor will stay in the shelter forever (Tutty 1998; Ramabulana 2007; Groenewald 2009; Sullivan 2012; Gierman, Liska & Reimer, 2013). There was a specific reason why these years (between 2014 and 2016) were requested. It was not easy for the researcher to evaluate the effectiveness of the Skills Development Programme looking at survivors of domestic violence who were still in the shelters. The purpose of this research was to evaluate the effectiveness of the Programme provided in the shelters rendering services to domestic violence in Gauteng Province, North Rand Region. The ultimate goal of evaluation is to provide useful feedback to decision makers whether the Programme is achieving what it is intending to achieve (Perrin 2015). Summative evaluation was used to measure performance or outcomes of the Programme (Bauer & Liou 2016). Summative evaluation is evidence that needs to be interpreted in order to finally judge the achievement (Lahrichi 2019).

6.15   Segmented process B: Themes and sub-themes emerged from interviews conducted among survivors of domestic violence regarding the Skills Development Programme. Themes are bolded and sub-themes are not bolded

Types of Skills Development Programme rendered in the shelters
- Persons/ personnel/ staff responsible for training survivors
- Life skills programme rendered in the shelters

The ineffectiveness of the Skills Development Programme in shelters

- Economic empowerment skills benefitting survivors a lot

Exposure to job opportunities

The success rate of survivors with regards to being financially self-reliant

- Survivors' dependency syndrome on shelters

Personal information related to assessment process

Contact with survivors of domestic violence after leaving the shelter

Recommendations to improve the Skills Development Programme in the shelters from survivors of domestic violence.

Period of Skills Development Programme

- Skills Development Programme to be done specifically in six months to allow women to learn and internalise it. Six months is not enough

Starter pack support

- Sewing material to be provided together with the sewing machine to assist one to start the work
- Capital is also needed to support survivors to kick-start the work

Accredited training and certificates

- A valid certificate to be part of training in order to prove that one is able to do the work

• Qualified teachers/ skills development facilitators to be employed
• The shelter gets qualified teachers and have six months course which will have an accredited certificate
• There is a need for the house mother to be trained to give survivors the necessary space and to understand them better
Monitoring of trained survivors
• Monitoring should also be done to support and ensure that women are independent and can do the work independently
Promotion of shelter services
• Women should share their experiences in the form of skills development centres.
Additional needs in the shelters
• Learners' driving license to be offered in the shelter as an addition to the skills development programme

6.16 Types of Skills Development Programme rendered in the shelters

The researcher wanted to find out which Skills Development Programme was rendered in the shelters from the frame of reference of survivors. From interviews conducted among survivors of domestic violence, the said findings were established. Survivors of domestic violence cited the following:

"We were doing beading, sewing, painting and crocheting". Lerato B

"*We sew pillow cases, bags, clothes and others"* Lerato B

"With Skills Development Programme there are beading, sewing, baking and craft" Thabitha

"We do ear rings, necklace, bracelet and others. Every Thursday, we do the beading" Thabitha

"We bake cakes and those cakes are used in the shelter to minimise the cost of buying bread". Thabitha

"We are firstly orientated through the sewing machine to know how to use it. Secondly, we are introduced on how to make an apron. In my situation it was different because I did not learn sewing from the shelter but I went to the shelter with my sewing machines and orders from people who want me to make them clothes. There are also computer lessons". Thabitha

"Art and craft, computer, cooking and sewing" Shalleen

"*Art and craft means things like painting. There were also beading to make ear rings, colouring and planting. The shelter manager was taking us through when she was available.*" Shalleen

"We made use of our hands to do ear rings, colouring and beadings and as I said, there is also a computer classes". Shalleen

"Yes, we also did gardening which was addressing healthy eating and the reduction of cost as you will not buy everything you need in the house" Shalleen

"We were making t-shirts for under privileged children. We also did clothing for the small dolls. Sometimes we do sell those clothes which we did, but the money goes in to the shelter and benefit the shelter". Shalleen

"It is true that the shelter keep the money for us after our items are sold. I just mean that there must be a budget for the buying of sewing materials so that we get all the money, instead of getting half". Shalleen

"Sewing, gardening, beading, knitting". Nthabiseng

"Beading entails ear rings, bangles, necklace, chains and others" Nthabiseng

"I did my training with EDCON Group for three months and we were firstly getting orientation to the sewing machine, cutting, designing and we continue with other things". Nthabiseng

"We started with sewing men's shirt. We were taken through how to cut it, make sure that it is well done and it took us two days. We also do scarves and it is followed by everything we want to do". Nthabiseng

"We were doing cooking, sewing, knitting, crocheting, cleaning and baking. I also attended sewing training at EDCON Group for a month". Tania.

The findings revealed that the survivors were doing Skills Development Programme in all the shelters. It was clear that the Skills Development Programme varied from shelter to shelter. In other words, there were shelters which were doing more programmes than others. At the same time, the researcher learnt that there was an external service provider for sewing training by the name of EDCON Group. The discrepancy discovered from the survivors themselves was that according to Nthabiseng, the training for sewing took place for three months, but according to Tania, it was only provided for one month. There was one thing learnt which survivors disregarded efforts of the shelter. According to Shalleen, they (survivors) produce clothes and sometimes they sell them but the money goes to the shelter. The researcher discovered that survivors wanted the shelters to have budget for buying material so that they (survivors) get all the money which they have worked for. There was also an element of dependency observed from survivors. This dependency contradicted the fact that survivors are appreciating services from the shelter. It seems to the researcher that survivors' empowerment was not enough to look at things from the positive side. On the other hand, the researcher also took note that there was one survivor who went to the shelter with her sewing skill. This means that she did not benefit from the shelter in terms of sewing training.

In conclusion to this theme, it was clear that shelters were rendering different Skills Development Programmes. The researcher has also observed that shelters were also having their own dynamics such as lack of structured programmes for training as well as proper time allocation. At the same time, there were shelters that had structured time for the Skills Development Programme. This was confirmed by Thabitha.

EDCON Group was providing training on sewing, but the training times were different. Nthabiseng and Tania came from the same shelter but their training times by EDCON Group were not the same. None of them had an idea of why their training times differed. This discrepancy confirmed what Sew Africa manager presented to the researcher. This information was highlighted earlier under analysis of managers.

The researcher was also informed that baking and gardening benefited the shelter mostly because cakes and vegetables were assisting in the kitchen. This was also a common message by both survivors of domestic violence and managers that cakes and vegetables were minimising kitchen costs. The fact that baking is minimising kitchen costs confirms the issue of funding constraints highlighted earlier (Sullivan 2012; DSD 2014 & 2016; Watson & Lopes 2017; Sithole 2018). The message that cakes are assisting in the kitchen was communicated by managers as well under the sub-theme "Skills Development Programme enjoyed by survivors a lot". Managers emphasised baking more than gardening. Survivors emphasised that both skills are liked by survivors.

On the other hand, a survivor (Shalleen) made it clear that the shelter manager was taking the survivors through when she was available, which clearly confirmed that there was no structured time for this activity in this specific shelter. The implied message from survivors was that the manager in a certain shelter was a trainer. The researcher was of the view that shelters should have a standardised way of performing the Skills Development Programme. The researcher was of the view that if the training is provided by everybody who finds it interesting, then the training will never be standard.

6.17 Persons/personnel/ staff responsible for training the survivors of domestic violence

This sub-theme emerged when the researcher was making a follow-up check on who was taking survivors through the Skills Development Programme in the shelters. The researcher was made to understand that in one shelter, the manager was taking survivors through. In other shelters, the house mother was doing the training. Please see the response from the survivor of domestic violence about the manager who was doing the training of the Skills Development Programme:

> "*The centre manager was so passionate and took us through the skills development. She also had a book to refer to when she would like to be specific about certain beading pattern. It does not happen every day but depending on her availability".* Shalleen

The researcher's understanding was that the time for bead work in this shelter was not structured. Kindly see another survivor's response on this discussion:

"*The house mothers are doing the training but there were also some people who were coming from oversees during Christmas holidays and they were teaching us especially the beading and craft".* Thabitha

The researcher's interpretation of the abovementioned response was that in this shelter, there were two types of trainers, especially during certain Christmas holidays. It was both the house mother and visitors from oversees. There was also the implied message that the training was more haphazard and not organised.

Another participant responded in this way:

 "The house mother was taking us through. She is so passionate about these trainings". Lerato B

"The sewing training was done by Edgars Consolidated Group (EDCON). The shelter booked us for three months in a hotel in Johannesburg and we were travelling to the place in the morning and be taken through the training. The training is intensive as we were getting orientation even on industrial machines as well as the small machines". Nthabiseng

"The house mother was doing the training. We were doing it every Tuesday and it was lasting for about four hours. If you enjoy doing it, you can continue until supper time at night." Tania

Findings revealed that shelter managers, house mothers and EDCON Group were taking the survivors through training. At the same time, the researcher was also informed that there was an incident from one of the shelters where visitors from overseas were taking the survivors through beading and craft. The researcher took note that the rest of the trainings were just done but not accredited. Only EDCON Group training was accredited. This means that unaccredited training provided by unaccredited skills development trainers were provided. The researcher felt that the provision of unaccredited training is really against the definition of the Skills Development Programme as provided by Hammond (2016). This was also confirmation of what managers have presented that some visitors from oversees took survivors through the Skills Development Programme at some stage.

The other finding which the researcher took note of was that time allocated to the Skills Development Programme training was not the same in all shelters. The researcher has noticed that across all the shelters, survivors' stay is six months but they are exposed to training probably for two or three months. At the same time, this training is take place exactly when psycho-social support services is taking place. There is no specific time allocated for the Skills Development Programme, hence when psycho-social support services is done, the survivor is ready to go. Some other trainings were only done when the facilitator was available and others were structured on a weekly basis. One other challenge which the researcher has identified was that each and every survivor was coming on her own time in the shelter. At the same time, the training was already taking place and the survivor will just join it in the middle. The researcher was of the view that it becomes a challenge for the survivor to catch-up with the rest of the group members taking into account that they have started before she came. One of the disadvantages of open group is that they have been shown to develop more slowly since members come and go at different times (Tourigny & Hébert 2007; Brock, Marek, Matteo-Kerney & Bagby, 2013; Roskosa & Rupniece 2016).

In conclusion of this sub-theme, it has been established that in all the shelters, there was no qualified skills development facilitator. This was confirmed by both managers and survivors. Secondly, some trainings were not structured. All the survivors confirmed that house mothers, shelter managers, as well as EDCON Group were taking survivors through the Skills Development Programme. The lack of structured programme afforded an opportunity for visitors who were coming from overseas to provide training. On the other hand, the lack of accredited skills development facilitator makes it easy for everybody to provide training. The researcher also learnt that shelters were using a "one size fits all" approach as in most cases skills development facilitators were training the survivors of domestic violence for every activity in the shelters. This means that baking, knitting, computer, beading and others were done by one and the same unaccredited trainer.

6.18 Life skills programme rendered in the shelters

Life skills programme has to do with abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (Opio-Ikuya 2013: Kibret 2016). These programme do not only add value to psycho-social support services, but also equip survivors with day to day coping mechanisms (Opio-Ikuya 2013; Kibret 2016). It is also critical for the researcher to mention that the life skills programme also formed part of empowerment in the shelters. This information is confirmed by Gierman et al. (2013), DSD (2015), Setyowati and Imron (2016) as well as Watson and Lopes (2017) that life skills are part of comprehensive services rendered in the shelters.

The researcher understands empowerment to be a process whereby a powerless individual like a survivor of domestic violence receives powerful information such as counselling to regain the lost confidence. The purpose of the provision of the life skills programme in the shelters is to support and strengthen psycho-social support services. Survivors of domestic violence are also empowered to deal with other critical issues such as anger, conflict management, assertiveness, communication, problem solving and others. The survivors of domestic violence responded as followed:

> *"We do stress management, financial management and budgeting. We are also taught on how to use money in a safer way".* Lerato B

The survivors were taken through stress management. Bauer and Liou (2016) maintain that although stress is a normal part of life and can serve as a motivational factor to stimulate performance, too much stress can harm one's health. The researcher's interpretation of the later part of stress was that the presentation of stress management should teach survivors different levels of stress as well as when it is considered dangerous. The importance of taking survivors through the life skills programme is to raise awareness about the identification of early symptoms of a particular issues such as stress. This is confirmed by West (2012), Bhagat, Segovis and Nelson (2012), Haber (2013) together with Burgers, Regehr and Roberts (2013) that stress management skills enable people to avoid being immobilised by extreme tension or losing control of emotions. Stress management also assists in the prevention of violent emotions in ways that can be damaging to others and to the self (Smith & Hamon 2012; Mkhatshwa-Ngwenya 2012).

At the same time, survivors were also taken through financial management (budget) with the purpose of managing their own finances. The reason why survivors were taken through financial management was cited by Sithole (2018) that survivors do not have skills to manage their finances because in most cases their partners took control of everything, including finances. The survivors' partners made them (survivors) to understand that finances in their families will be managed by them (partners) as they (survivors) are unable to utilise and manage finances (Sithole 2018).

Here follows another response:

"The shelter can identify the potentials through interaction with the social worker. They take out dependency and make you to be independent. I was so shy and a loner. I spent a lot of time alone and could not speak to anyone. You cannot believe it now, I have made a request to the shelter that if they need a motivational speaker to talk about abuse, violence and other related issues, I am available. I was unable to talk to the audience but after I left the shelter, there was an invitation one day to talk about abuse in communities. Different departments including South African Police Service were invited. The senior SAPS Officer was so impressed and said this woman is so empowered. The shelter was my second house. I will never forget it. It changed my life for good through life skills. I am assertive today. Life skills were very much helpful and opened me up". Nthabiseng.

Communication skills are also admired by Mohlala (2011) as one of the critical skills to learn in the job performance. Communication, according to Mkhandawire (2009), as well as Ledlow and Coppola (2011) is the process of acting on information. It serves three purposes. They are understanding, achieving the intended effect and being ethical. The abovementioned authors emphasise that communication is a process of active transaction which means that messages are sent and received simultaneously. Communication skills can also be helpful for the better self-management of individuals as well as their own work-related places once they execute the shelters. Ledlow and Coppola (2011) emphasise that feedback is an essential aspect of the communication process. Survivors will manage themselves properly if they are equipped with communication skills (Setyowati & Imron 2016; Zeiger 2018).

This is one of the survivors who received and appreciated the life skills programme in the shelters:

> *"The shelter is very strict about hygiene. Conflict, anxiety, stress and anger management, communication skills and how you conduct yourself, body language are very important because they build you. Social workers also check how you are feeling today so that they can know exactly where you are. I was very shy and wanted people to pity me, but currently I know how to approach people. I am not working but I can still survive and do not expect people to pity me anymore"*. Shalleen

> *"We used to sit together in a group format and draw our world. The world included everybody important to you and who contributed to your life whether positively or negatively. We were also taught how to handle conflicts, anger management, assertiveness and maintenance of good relationships in the families and others".* Tania

From the highlighted life skills programme, problem solving, conflict management and assertiveness were identified to be some of the critical skills for the leader to possess (Bauer and Liou 2016). The researcher admits that the abovementioned skills are critical for the survival of survivors of domestic violence. If they are well trained about the life skills programme, empowered and financially self-reliant, they will become leaders of tomorrow's businesses. Assertiveness refers to individuals having greater self-awareness while respecting the needs of others and not compromising their values and principles (Gottwald & Goodman-Brown 2012). Conflict is known by Ledlow and Coppola (2011) as both an individual and a group phenomenon that needs to be solved. In their study of leadership for health professionals, Ledlow and Coppola (2011) propose six styles to resolve conflict. They are accommodating, avoiding, collaborating, competing, compromising and problem solving. It is very important for survivors to know when to consider each of these styles during conflict management.

The researcher has also learnt that social workers were really doing a good job as stipulated by this survivor of domestic violence. The survivor specified that through interactions with social workers, she got out of the shelters a completely different creature. This means that there was a great value for the service received from the social workers. At the same time, the findings revealed that majority of survivors of domestic violence responded positively to the life skills programme and its impact. It was revealed that the programme was part of comprehensive services rendered to survivors of domestic violence in the shelters (Opio-Ikuya 2013; Gibret 2016; Setyowati & Imron 2016; Zeiger 2018. Despite these findings, there was one survivor who responded otherwise. According to her, there was no life skills programme from the shelter in which she was. This is how she responded:

"There is no life skills. Only hygiene is there as we were taught how to look after ourselves and being clean. We do cleaning for the shelter". (Thabitha)

The researcher was of the view that the survivor of domestic violence was not reflecting a true picture of the shelter. The researcher's point of departure is that for psycho-social support services to be effective and have a positive impact, the life skills programme should also be part to make the service comprehensive. Counselling cannot make sense if the life skills programme is excluded. According to the abovementioned participant, there was no life skills programme from the shelter where she was but only cleanness was emphasised. It is clear from DSD (2015) including Watson and Lopes (2017) that the life skills programme is part of psycho-social support services.

In summarising this sub-theme, the findings revealed that survivors of domestic violence confirmed that there was a life skills programme in the shelters. The researcher was not in agreement with the survivor that there is no life skills programme in the shelters as other survivors confirmed the existence of the programme. As already argued, it is a fact that psycho-social support services will never be comprehensive if the life skills programme was not rendered (Gottwald & Goodman-Brown 2012; Opio-Ikuya 2013, Bauer & Liou 2016; Kibret 2016).

It was also important for the researcher to note that the lives of survivors were changed due to the life skills programme. Survivors can take care of themselves and observe good health by living stress free lives through this programme. Some of the survivors are assertive and can stand in front of a big audience and address them. Empowerment through social work services was also appreciated by survivors. Survivors' dependency were replaced by independency and assertiveness.

6.19 The ineffectiveness of the Skills Development Programme in ensuring that survivors are financially self -reliant

The researcher's understanding of effectiveness is being successful in producing intended results. In relation to this study, effectiveness refers to the helpfulness of the Skills Development Programme in making survivors of domestic violence self-reliant. The survivors responded in this way:

> *"I had my sewing skills before I could join the shelter and I like sewing. Beading is beautiful but it takes time. It is the one which I could have considered taking it forward if I did not had this skill. Skills development was therapeutic. It helps one to heal. It is one's choice to heal. It is an opportunity to ventilate, to say what is in your mind, your thoughts, you cry if you want to cry. One- on- one session was really beneficial. Those sessions makes you to be independent. Being in a group when these activities are done, you start healing because we never thought we can be given this opportunity to work with our own hands."* Thabitha

> "*Honestly, the skills are there but I am of the view that the resources are needed to support the women to start their business".* Thabitha

The abovementioned submission from Thabitha was also observed from managers under 'The ineffectiveness of the Skills Development Programme in shelters' that resources are needed to ensure that the Skills Development Programme is effective. From the managers' side, it was mentioned by Lerato that the programme is effective but must be improved. One of the needed resources for improvement of the programme is funding.

"I mean it does not help if you are taught how to do the work in the shelter but when at home for an example, you do not have the sewing machine. It could help if the survivor could have been given one working tool. The shelter is doing a good work by introducing the skills to the women but unavailability of resources is a problem". Shalleen

The researcher has noticed an element of dependency from survivors. They claimed that one working tool will do, but at some stage they have acknowledged that having one working tool without material is not helpful. Contradiction was identified from their presentation. On the other hand, a clarity seeking question was asked by survivors of domestic violence. This is how it was responded to:

"I am not using a computer skill now. I did complete the training but I have realised that it is not my passion. I am not even good with typing". Nthabiseng

"Actually, I like knitting, but the challenge is that I do not have wools. In a way I will say yes even though the money I am getting from sewing is very little for me to say I am financially self-reliant. I depends on community members to bring their items for me to do alterations for them. I must indicate that I really appreciate that money as little as it is because I can pay for my room and take care of myself and my son". Tania

"I like beading but there is no certificates. We do not receive certificates and I really need it, but I must also say that I did not know anything about the beading but I have learnt to love it. It changed my short temper." Lerato B

The researcher took note for the second time that Thabitha (the survivor) had sewing machines prior to admission in the shelters. In this regard, she cannot say the training on the Skills Development Programme was effective because it was clear that she did not benefit from the shelter in terms of sewing training.

Findings from survivors of domestic violence revealed that there was appreciation of the Skills Development Programme, but there were also challenges highlighted. One of the appreciation was that the Programme was also perceived to be therapeutic. One survivor indicated that her short temper was changed through beading. There was a common feeling from survivors that the Programme is not effective to equip them to be financially self-reliant. Even though one survivor is appreciating the sewing skill learnt from EDCON Group, the underlying message is that she cannot be self-reliant as she depends on community members to bring alterations to her. She cannot buy the sewing material on her own. On the other hand, she is stuck because her passion is knitting but she cannot afford wools. As already mentioned, the researcher has picked up an element of dependency but also manipulation from survivors. A statement from Shalleen saying how one can be able to do sewing if there is no sewing machine at home challenges the skill provision. The researcher was of the view that the survivor who was presented with a sewing machine from EDCON Group was supposed to say no to the machine and request for wools. Instead, she wanted everything.

Challenges also included lack of accredited certificates to prove that survivors know the work. Secondly, the researcher took note that lack of resources such as sewing machine to kickstart sewing is really needed. The researcher also noted that there was an appreciation of one-on-one session (psycho-social support services) which is run by the social worker. It was said that those sessions make one to be independent, and it is also an opportunity to ventilate (Parrot 2014; Borkowski 2016). Survivors were really bold about social work services and appreciated it.

Findings from survivors of domestic violence were not in support of Jali-khaile's (2014) argument that employers prefer to employ skilled people who can hit the ground running. The abovementioned author emphasised that these skilled people do not need basic training before they can do the job. This means that survivors of domestic violence were not equipped with the necessary skills to be able to hit the ground running and therefore could not be employed. The required skills are prerequisite for employment and or self-employment (Jali-Khaile 2014). The findings were also not in support of LaViolette and Barnett (2014) as well as Watson and Lopes' (2017) argument that Skills Development Programme is one of the strategies for job preparation offered in shelters. The researcher hypothesised that despite the fact that the Programme is rendered in shelters, it does not prepare survivors of domestic violence for jobs outside the shelter. The responses for ineffectiveness of SDP accounted for hundred percent (100%).

6.20 Skills Development Programme enjoyed by survivors a lot

Findings revealed that all survivors were of the view that SDP was not benefitting them to be financially self-reliant. Instead, they were of the view that the Programme was mostly enjoyed by survivors in the shelter. These were the responses:

"Baking and cooking were the most enjoyable activities for almost every woman in the shelter. We baked cakes and those cakes were used in the shelter to minimise the cost of buying bread on daily basis. I personally liked sewing and beading". Thabitha

Three survivors of domestic violence highlighted that beading was interesting for them. One of them signaled the benefits of doing beading with specific reference to her short temper. Here were their responses:

"When I came here, I did not know anything about beading but I have learnt to love it. It changed my short temper". Lerato B

"Sewing and beading are the most interesting skills for me. Very beautiful traditional clothing and suits were made for the weddings during sewing training with EDCON Group. I believe that sewing can bring something even if it can be little. Sewing provides life. The marketing is also important as you need to have a market to sell your work". Nthabiseng

"For me art and craft is the most enjoyable skill in the shelter" Shalleen

"I think it is sewing which women loves the most. My observation is that a lot of people like sewing, but there is no commitment to this training. I think the fact that there is no certificate and the sewing material is not provided for the ladies to do their work outside the shelter, made them to be less committed. Even for myself, it is very difficult because as much as I want do my work on a serious note, I do not have material so that I can sew clothes and show to people" Tania.

The responses from survivors of domestic violence reinforced that the Skills Development Programme was not necessarily benefitting them to be financially self-reliant, but was the most interesting and enjoyable. All the survivors expressed that feeling. The researcher has noticed that the issue of unavailability of accredited certificate has been confirmed by both managers and survivors. The manager (Simphiwe) was clear that they do not want to be sued because of giving attendees certificates which are not working. The chart that follows confirmed that a number of different Skills Development Programme were stated to be the most interesting for survivors of domestic violence.

Chart B, Skills Development Programme enjoyed by survivors of domestic violence a lot
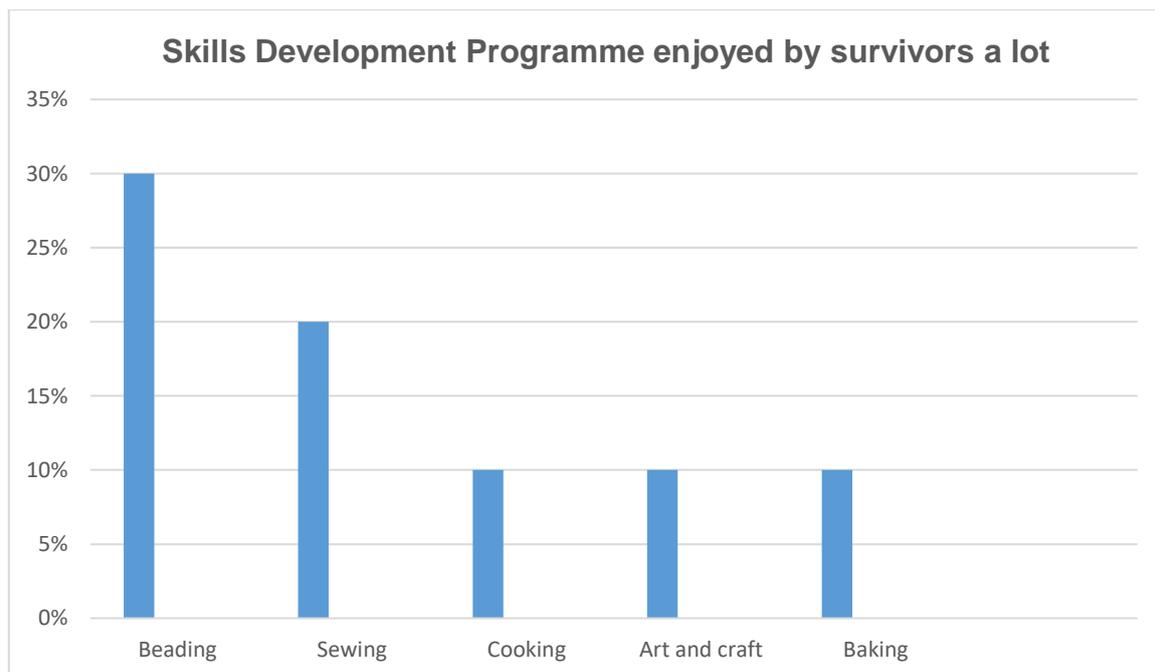
The interpretation of Chart A is that according to survivors of domestic violence, beading accounted for 30%, sewing 20%, baking, art and craft as well as cooking accounted for 10%. Beading carried the highest score of the Skills Development Programme.

From the findings, the researcher learnt that beading was the leading skill for survivors with thirty percent (30%). Sewing followed beading with twenty percent (20%). In conclusion, the findings revealed that survivors of domestic violence were of the view that those skills were in fact enjoyed and appreciated by them, but not necessarily benefiting them a lot. The survivors made it clear that the Programme was not making them to be financially self-reliant. There was a common understanding from both managers and survivors in this regard that the programme is not making the survivors to be self-reliant. From the management perspective, Simphiwe emphasised it under the theme 'ineffectiveness of the Skills Development Programme in ensuring that survivors are financially self-reliant'.

All in all, the findings revealed that beading followed by sewing were the most interesting for the survivors. Cooking, art and craft as well as baking equalised the scores. The researcher was of the view that across all the shelters, these two skills (beading and sewing) were rendered and appreciated by survivors of domestic violence a lot. One thing which was also learnt was that as much as those two skills (beading and sewing) were enjoyed and appreciated, they were not linked to the needs and interest of survivors. It was compulsory for survivors to attend the Programme as long they were admitted in the shelters. The researcher learnt that the Programme was not tailor-made to the survivors or guided by their needs, but were made available for everybody coming to the shelters.

In conclusion, the researcher has established that the Skills Development Programme is appreciated by survivors of domestic violence. Being interested in the skill does not confirm financial self-reliance. When linking these findings with the Stages of Change Model, the maintenance stage occurs when survivors are able to rely on themselves and can practise skills independently without any hassle (Poulin 2005; Gottwald & Goodman 2012; Ausker & Rothman 2015; Nhlabathi 2016). In this situation, the maintenance stage is not possible, hence the relapse stage, which confessed that the Programme is not effective as survivors go back to poverty status or financial dependency after the programme has reached its end or survivors have been discharged from the shelters (McCord 2012; Perrin 2015; Nhlabathi 2016).

6.21 Exposure to job opportunities for survivors of domestic violence

This theme was intended to know how survivors of domestic violence were exposed to job opportunities after their training. The following were responses from survivors of domestic violence:

"The shelter links us with the right resources. Remember what I said earlier on, we get the invitations to submit our curriculum vitaes (CV) for job opportunities such as clerks, switchboard operators but it becomes unfortunate situation because we don't qualify for those positions". Thabitha

"The shelter can link you with the right people when opportunities are available. Sometimes people approach the shelter to say we want this kind of work and you can be called and be informed about the work and you become responsible for delivery of that work. This is only happening whilst one is still in the shelter. After you leave the shelter there is nothing". Thabitha

"We were encouraged to type our own CVs and made them available at the shelter for job opportunities outside. The shelter is linked with the right people. For an example, I was linked with the organisation with my cooking certificate which I had before I go to the shelter and also went for an interview but due to the fact that I had a small baby I could not get the job. Being a cook, you need to also work night shifts. I was also exposed to the position of being a house mother but because I did not have any driver's license and therefore I could not get the job. There is also an Internet and newspapers to help in looking for jobs" Shalleen

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"One should market and promote her products. Good work will always put you somewhere. The reason I say one should market her work is that I have never heard of any work opportunity presented to women in the shelter" Lerato B.

Findings from survivors revealed that shelters were doing their best by making resources such as computers, internet and newspapers available for survivors to type their own curriculum vitaes and to look for jobs outside the shelter for their future financial self-reliant. The survivors of domestic violence appreciated the opportunity but the challenge was that it was not working as planned or intended. The shelters are also linking the survivors with the work opportunities as they were coming in. There was acknowledgement from survivors that it is unfortunate that they do not qualify for those advertised positions/ presented opportunities. Below follows additional information to motivate their arguments:

"The truth is that if the knowledge acquired in the shelter is not coupled by the certificate, you cannot prove that you know the work and nobody will employ you. It is not helpful to do Skills Development Programme if resources are not provided. Due to the lack of recognition it is not easy. Skills development helps you to focus but it does not equip you to be independent". Shalleen

"Honestly, the Skills Development Programme are there but I am of the view that the resources are needed to support the women to start the business. Otherwise it is like nothing has happened." Shalleen

"The good thing was that the shelter allowed me to do the work and also take the products to the customers outside the shelter whilst still inside". Thabitha

"The shelter played a very big role of promoting my work on nails and wigs. When I was still in the shelter, the shelter advertised my work to the staff and encouraged them to come and do the nails. The first person to buy the wig was the house mother. She was going around bragging to the other staff members about the wig I have made. The shelter is also promoting my work at Ekangala Court. I do get customers there". Tania

The researcher discovered that some of the shelters allowed the survivors of domestic violence to go and drop their CVs whereever they think there is an opportunity for them to be employed. One shelter admitted a survivor who was already in a position of sewing machines and allowed her to go outside to give completed products and receive orders from her customers. A common message from survivors of domestic violence was that lack of qualified skills development trainers, accredited certificates and provision of resources such as sewing machines made the skills development training useless.

The survivors were clear that it would have been proper if sewing machines were provided. The researcher had picked-up two parallel messages from the discussion. Initially, the survivors were saying shelters are linking them with the right resources to promote their work. At the same time, they confirm that the arrangement of linking them with resources is really not working. The researcher wondered if this kind of responses were influenced by the fact that the survivors who said them might be trying to speak good about the shelters and their services.

On the other hand, the researcher had a concern taking into account the safety of survivors of domestic violence when the findings revealed that they were allowed to go outside the shelters to drop their CVs. It is an opportunity for them to drop their CVs but the concern is their safety. At the same time, allowing community members to come to the shelter to put their orders or to collect their items from another participant is a challenge for the safety of survivors, including staff. The researcher was worried about this matter because shelters are treated with strict confidentiality by the community. That is why survivors are formally referred and in most cases brought by the Police. The researcher would like to challenge the shelters to relook this matter and assess the risks involved. She bases her argument on Joshi's (2017) argument that safety is often the biggest concern for shelter residents and staff. The researcher has also learnt that the good work of providing the Skills Development Programme to survivors of domestic violence becomes unnoticed and useless because of lack of necessary certificates. There was also another side of the story that the Skills Development Programme is not helping anybody to be financially self-reliant, but helps survivors to focus whilst still in the shelters. It is also therapeutic. There was a recognition that shelters are promoting the work of survivors of domestic violence but on a smaller scale and lower level.

6.22 Survivors' experiences of assessment tools

Assessment tools are used to assess the needs of survivors and the researcher wanted to know if they were known to survivors. Assessment is about the development of an understanding of the nature of the problem to be addressed and the capacities present within the situation to create a positive change (Datar et al. 2010; Healy 2012). If yes, how were assessment tools perceived. Here followed responses from survivors about their experiences of assessment tools:

"Yes, you come into the shelter broken and destroyed. For the mere fact that I was so discouraged, I could not really see my way out. It was a new start. I discovered a new me. The involvement in the shelter with social worker and day to day communication was very helpful. The involvement with social worker teaches you to be independent, to see the positives out of the negatives. The shelter is called Victim Empowerment Centre but for me it should be called a home away from home. It is really a home away from home, because most women when they get there they are broken. They do have emotional, physical, and psychological bruises. The shelter takes you through those emotions and bruises and you start seeing a new person out of the destroyed one. As a client, I do not know what the social workers are using to counsel me but what I like is that I became a new person". Shalleen.

The abovementioned response from survivors is a confirmation of Moriarty et al.'s (2015) argument about the involvement of social work and the people assisted. Social workers usually work in partnership with the people they are supporting, check out what they need, find what will help them, build their confidence, and open doors to other services (Smith 2013; Moriarty et al. 2015; Department of Education (DoE) 2016; Bauer 2016; Turner, Blackwell & Carter 2020). This is an acknowledgement that social workers are multi-skilled and are called facilitators, advocates, gate keepers, regulators, counsellors, upholders and know what they are doing (Payne 2005; Akbar 2011; Smith 2013; Scalfano 2013; Moriarty et al. 2015). The abovementioned authors admit that survivors are unique beings and their services should be individualised.

"I am not sure about assessment tools and I thought it is the social workers responsibility to know them". Lerato B

"I do not mind about assessment tools, but the most important thing is the good service from the social worker. You become a different person after being seen by a social worker". Nthabiseng

"As a client, I do not know what tools is the social worker using but what I appreciate is the counselling services which she is providing. It is therapeutic and it can make you to be independent". Thabitha

The researcher took note that the survivors were not specific about the tools but appreciated services from social workers. The survivors of domestic violence were of the view that social workers are doing wonders. The response from Shalleen confirmed what Groenewald (2009), Watson and Lopes (2017) as well as Bhana et al. (2017) highlight that survivors of abuse arrive at shelters traumatised. Some are totally disorientated, confused, heartbroken, angry and discouraged by life and other things. It is a fact that social workers in the shelters are rendering psycho-social support services to empower clients to see their world from another approach (Bloom & Farragher 2011; Bhana et al. 2017; Ojha 2019). Ojha (2019) emphasises that the utilisation of domestic violence shelters is seen to be yielding positive results to survivors.

The majority of women supported the importance of the facility not only as a refuge, but also a turning point for many to take the first steps in the transition to a life free of abuse (Tutty 1998; Kettner et al. 2013; Lindsay et al. 2013; Matea 2013; LaViolette & Barnett 2014; Borkowski 2016). Shalleen mentioned that "a new me" was discovered. It is further confirmed by Bloom and Farragher (2011) as well as Sithole (2018) that for many women who went through domestic violence, social work intervention constitutes a safety net. The researcher is of the view that psycho-social support services are done for the empowerment of survivors to develop resilience and to approach situations differently.

The researcher's understanding of the abovementioned submission from survivors was that they focused more on the impact which social workers did to their lives through those assessment tools and procedures. Majority of survivors instead focused on the good work done by social workers. This experience has been confirmed by Tutty (1998), Van den Berg (2006), Lindsay (2013) and Borkowski (2016) that survivors were overwhelmingly positive about a number of factors in the shelter, including the emotionally supportive environment by social workers. On the other hand, it was also observed by the researcher that the survivors were not familiar with assessment tools and processes. It was acknowledged by the researcher that survivors of the domestic violence did not know or understand what assessment tools entailed. The researcher was of the view that it will be proper for the survivors to be taken through (orientated) those tools even though it is done on a lighter note. It will be good for them to have an idea of these tools.

6.23 The success rate of survivors with regards to being financial self-reliant

According to the researcher, being financially self-reliant means that one is able to maintain herself. The researcher's interpretation of the abovementioned statement is that one should be able to provide for herself including dependent children.

The survivors of domestic violence responded to this question as follows:

"I am giving 40% to the success rate, because opening your own business without resources is not easy. As I have already indicated resources are needed". Thabitha

"In actual fact, it is a yes and no when talking about success story. I am struggling to get my business started as I depend on community members to bring their work to me. It is a no because one cannot kick start the work if community members are not bringing the work, I cannot do anything. It is a yes because I appreciate the sewing machine from EDCON Group". Nthabiseng

"Those who are having good start to kick-start a business, can really make good progress". Nthabiseng

"The success rate depends on the good work done as I have already said it. One thing needed is the resources in order to do the work". Lerato B

One of the survivors of domestic violence (Shalleen) acknowledged that the training of the Skills Development Programme keeps the survivors focused, but it does not guarantee any employment. She said instead that it benefitted the shelter because after selling items produced by survivors, the money goes back to the shelter. She continued to qualify her statement and said:

> *"The Skills Development Programme in the shelter is not helpful due to the lack of recognition. It helps you to focus whilst still in the shelter but it does not equip you to be independent or marketable".* Shalleen

> "*My observation was that besides EDCON Group training, the ladies in the shelters were not committed to learning different things because they were saying it does not help to do things in the shelter but not having the material going forward. At the same time the fact that there is no certificate given to the ladies beside the one from EDCON Group, demotivated the women. The success rate is very low taking into consideration that there is no valid certificate. As I have already indicated, I appreciate the sewing machine provided by EDCON Group but at least if few meters of sewing material was given to kick start the work* " Tania

Findings discovered that the success rate of the Skills Development Programme was not good as forty percent (40%), for an example, was given specifically by Thabitha. The researcher's observation was that in terms of sewing, shelters were relying on EDCON Group. All the survivors specified that getting employment or self-employment was a challenge due to lack of accredited certificates. The implied message was that lack of accredited training and certificates cannot expose one to job opportunities. Tshilongamulenzhe (2012), Msimanga (2013) and Ojha (2019) attested to the abovementioned finding that low levels of education and training as well as lack of standardised, appropriate and accredited training are key constraints to enabling people to create their own opportunities.

The researcher was of the view that the lack of accredited training and certification does not necessarily mean that survivors did not appreciate shelter efforts, but disregarded the good initiatives by the shelters. The researcher also learnt that lack of accredited certification to prove that one can do the work demoralises and demotivates the other women to participate in the Skills Development Programme. It was the survivors' of domestic violence's wish to be given the necessary resources such as sewing machine and material as a support to kickstart the work.

6.24 Personal information, needs and strengths taken during the interview in relation to the Skills Development Programme

This question wanted to determine if survivors' personal information such age, educational status, number of children, marriage, work and others were checked during assessment. The researcher is of the view that the above-mentioned information should form part of the assessment process. This is how the survivors responded:

"*As I have already indicated, my strength and resources was that I do have my own sewing machines and I can do the work independently from the shelter. My personal circumstance such as means of income was taken during the interview. Addressing means of income assisted me to take a decision to divorce my partner. I was also linked to the legal aid and my divorce was finalised within 11 months. I did not pay a cent to the shelter. In fact, addressing my financial situation including income made me to realise that with my sewing skill, I can maintain myself and get out of this abuse. I was so happy for that."* Thabitha

"*I must also indicate that I have discovered a new me because of the involvement with the social worker in the shelter. The social worker checked with me, what kind of a person I am, and I told her. She was able to take it from there that my self-esteem was low. I was also having a weak point of liking to be pitied. She turned that around and assisted me. I must indicate that I do not want anybody to pity me anymore. When she was asking those questions I could not understand what she was trying to do. I am happy."* Shalleen

"The very same art and craft and all other skills, I did not have or know about them previously. The social worker checked with me what can I do for my living, and also checked my potentials. By then I did not know anything. I was amazed and wondering if I will be able to work with my hands but I was given an opportunity and challenged to do it. Skills Development Programme help people to focus but if you have the knowledge and not having proof, it does not help". Shalleen

The two responses from Shalleen were guided by her involvement with the social worker. She highlighted how her personal information such as her personality, potentials and willingness to learn turned her life around by the social worker. Her strength was also checked, but by then she did not know it. Her involvement with the social worker was awareness raising to her (LaViolette & Barnett 2014; Parrot 2014; Mattingly 2017). It was very important and opened the door of discovering a new person (Pike 2011; Lindsay et al. 2013; LaViolette & Barnett 2014). According to her response, checking of personal details brought a new discovery of the self.

"During the interview, it was also confirmed by the social worker that I like using my own hands. It was easy to be linked with these Skills Development Programme such as gardening. Remember what I said, gardening makes me to heal and before start planting you need to talk to your plants. My hands are my resources because they can do anything I want to do. I hate it when somebody says I can't do it. How do you say you cannot do it where as you have never tried it." Nthabiseng

"I have learnt that I can use my own hands. I am so proud of this shelter as I did not know anything about the sewing or machine previously but today, I can even tell what is the problem if it is not working properly. Nthabiseng

"My educational life, work and resources were identified. I was made to understand that I do have hands which can help me to do work for myself. Hands are a real resource as they promote your own life. I was also taught to believe in one's self and that made me to be who I am today. I do not need somebody to tell me if I am clever or not. I know it myself. I understand that my own hands is my salary". Lerato B

"The social workers are advising according to one's needs and situations. When the women go out of this shelter there must be a change. I have learnt good things about myself which I did not know before and I am so happy for that. I was also advised that I am still young I can go back to school and study". Lerato B

"My detailed personal circumstance was taken from me during assessment. My challenges, financial status, homeless situation, health, in fact it was everything about me. My needs were also identified. Trusting social workers as the experts in this field is very helpful. I must indicate that I was homeless and worst with a child. The father of my son was abusive and a liar. He left me in the flat and when I call him to say the child does not have food, he will come quarrel and beat me up. He eventually left for ever and changed his phone. I went to my aunt but she also chased me away. So, my basic need was a place to stay, water to bath the two of us, food and healthy environment. I was so helpless and hopeless. My personal circumstance opened doors for me because besides being empowered, I am aware that I can register with ABET and continue to study. I did not know that I have potential to be successful in pursuing my career in education" Tania.

Findings revealed that survivors of domestic violence's personal information was taken and formed part of the interviews. The personal information was also linked to the SDP. There was an immeasurable appreciation of social workers during this interaction. Most survivors also did not know anything related to the Skills Development Programme, but today they know a number of things. Critical things like educational status and work opportunities were explored with survivors (Ramabulana 2007; Groenewald 2009; LaViolette & Barnett 2014; Parrot 2014; Ministry of Gender, Labor and Social Development 2015; Mattingly 2017). One survivor was made to understand that she can still go back to school and pursue her studies. The researcher noticed that different opportunities were explored with them by social workers and since then they discovered their potentials.

Other survivors talked about their dependency syndrome which was a problem to them but through interactions with social workers, it was identified and dealt with. Independence replaced their dependency (Matsa & Dzawanda 2014; Tseeke 2015). Nthabiseng also mentioned that she shared her experiences with community members and still willing to do it to show that she is empowered. This information is coming from the previous theme (Life skills rendered in the shelter). Nthabiseng also mentioned that her hands are her resources to provide food for her and family. She referred to her involvement with gardening and how she interacts with plants. Shalleen indicated that through the interaction with social workers, a new self was identified and communicated to her. A new discovery was well received by the survivor.

Shalleen could not believe that she was able to do things which she never did in her life. The findings further revealed that most of the participants related their personal situations to their hobbies, resources, potentials, abilities, educational status, knowledge, self-esteems and others. The researcher links this information to the function of assessment. In the study titled 'Theoretical Framework for Educational Assessment: A Synoptic Review', Ghaicha (2016) defines assessment as "any act of interpreting information about student performance, collected through any of a multitude of a means or practices". In this study, Ghaicha (2016) further argues that the collected information from the survivors is measured, analysed, synthesised and interpreted in order to understand it better. This information assists in the provision of feedback for growth purposes (Di Carlo & Cooper 2014; Ozan & Kincal 2018). They could not exclude their hands as resources. The survivors were in a good position to answer this question and saw the link between their personal information and involvement in SDP. Tania also answered this question and cited that it was a key which opened the doors of assistance and hope. It was clear from the presentations that when this personal information was taken, the survivors could not understand the motive behind it, but later on, they were able to make sense and see the link. This information contributed and formed part of both psycho-social support services and the Skills Development Programme.

6.25 Contact with survivors of domestic violence after leaving the shelter

Out of curiosity, but at the same time as a way of checking the monitoring of survivors after EDCON Group training, the researcher checked if there was a follow-up contact after the survivors were discharged from the shelters. This question was asked because Baxter and Jack (2008) and Heale (2013) are of the opinion that in a case study approach, one may cover contextual conditions as long they think they are relevant to the phenomenon under study. This was also triggered by the fact that when the shelter was tracing the survivors prior to interviews, it was claimed that they could not get hold of them. The researcher was of the view that as part of comprehensive psycho-social support services, survivors need to be checked for their coping after they were discharged from the shelter. She suspected that aftercare services were not rendered to survivors after discharge in order to give the necessary support and to ensure that they are surviving. The answer which was provided to the researcher that the survivors were nowhere to be found during tracking, raised some questions. After care service is understood by researcher to be a follow-up session after the survivor has been released from the shelter to check how they are coping and surviving. Aftercare services are confirmed by Häggman-Laitila, Salokekkilä and Karki (2019). Minimum Standards for service delivery in Victim Empowerment (2008) refers to this service as continuum of care. The above mentioned document expects social workers to make a visit or two to survivors of domestic violence to check coping.

On top of that, it was also mentioned in one of the interviews by managers that EDCON Group expects the shelters to do monitoring of survivors of domestic violence on their behalf. A question was asked to the survivors if they have been receiving calls from the shelter after they were discharged. Two survivors answered no and three answered yes. The responses underneath confirmed that they have never had any contact with the shelter after they had left.

This is how they responded:

> *"In fact, I do have two things to be discussed with the social worker. Firstly, I need to talk to her about how to get my own place to stay as currently I am renting. I also wants to highlight this concern of house mother who does not allow women to showcase their potentials. I did not do it whilst I was still in the shelter because I was fearful of my stay. I thought the shelter will call one day so that I can take it from there, but it has never happened. I will go back and do it. The relationship between the house mothers and the women should be evaluated on an ongoing basis".* Thabitha

> *"No, I was never called after my discharge".* Shalleen

Here follows the responses from the other survivors of domestic violence:

> *"This shelter as I said it is my second house, most of the time I am here. If the shelter wants me to do something like I said I have rendered motivational talk, they call me. I belong here".* Nthabiseng

> *"When the shelter wants me to do something related to beading, they call me"* Lerato B

> *"True. I am so grateful for this shelter. I can come here at any time I want to ventilate. It is a home. After my discharge, I received a number of calls which welcomed me to visit the shelter in case I need a shoulder to cry on. Currently I feel strong and not alone"* Tania

Findings revealed that Nthabiseng, Lerato B and Tania had a contact after their discharge. The two survivors of domestic violence (Thabitha and Shalleen) indicated that they have never received any call after they were released. There was a concern from one of the participants about the housemother who was rude and did not want the survivors to showcase their potentials especially in the kitchen. This concern on its own challenges the statement from one of the shelter managers that they have never received any negative feedback up to so far. Furthermore, it is mentioned by Glenn and Goodman (2015) and Bergstrom-Lynch (2018) that the shelter staff do not understand what they (survivors) were going through. This is exactly what was said by one of the participants (Thabitha).

The researcher was of the suspicion that the monitoring of survivors through shelters for EDCON Group was not effective for the two shelters which the two survivors were in. During interviews with managers, two of them indicated that the EDCON Group is monitoring the involvement of women through shelters. Monitoring survivors through shelters was questioned by the researcher. Her suspicion was that this arrangement was not working. It was very difficult to determine this issue because there was no survivor who was participating in the study from the shelter of these two managers.

Two survivors of domestic violence (Shalleen and Thabitha) said that they did not receive any call after they left the shelter. Three survivors (Lerato B, Tania and Nthabiseng) highlighted that they did receive calls after their discharge. Some of the survivors received calls after they left the shelters and others did not. This indicated that at least one or two shelters were doing their best to monitor the functioning of their survivors after their discharge.

6.26   Concluding remarks in relation to the Skills Development Programme by survivors of domestic violence

It has been an established fact that every participant appreciated psycho-social support services more than the Skills Development Programme. This observation agreed with Groenewald (2009), LaViolette and Barnett (2014), Bhana et al. (2017), Joshi (2017) as well as Ojha (2019) that shelters have a mutual purpose of not only protecting the survivor from the perpetrator, but also enabling them to go through the process of healing. Psycho-social support services contribute to healing (Lindsay et al. 2013; Parrot 2014; Borkowski 2016). The researcher's view is that healing is an indication of empowerment. Opportunity for reflection and time to restructure their lives were also provided by the shelters. The following were responses to confirm the abovementioned fact.

> *"Yes, very much true, the social workers are doing a good job but also depending on the person. It differs from a person to person. You need to deal with the situation which you find yourself in. It also helps because you also want to share with other people your experiences and you become part of empowerment and awareness raising".* Shalleen

"You need to be positive, be willing to learn and be in control of your own life. You need to make a success out of this experience. Social workers will walk with you that road". Shalleen

"Generally shelters are very helpful. I was empowered to take a decision. The social workers are doing a good job as you can be so hopeless especially when going in to the shelter. If you are sick, you get the necessary support. They will take you to the hospital with their cost. I have learnt to forgive. A lot of people could not believe that we are not partners any more with my former husband as we still go to the similar church, we were parenting my sister's boy together with him. He is still coming here and taking the boy and spent some time with him. When there was a load shedding at some stage, he borrowed me a gas stove. I thought he would be matured and we try again to work things together but I have realised that he is not ready and I cannot wait forever". Thabitha

The response from this participant (Thabitha) confirmed what Maconachie (1993), Pike (2011), Smith (2013) as well as LaViolette and Barnett (2014) emphasise that shelters also provide medical and legal assistance. It also coordinates area hospitals, mental health agencies and other medical facilities to facilitate the smooth handling of survivors' medical needs (Pike 2011; Sullivan 2012; LaViolette & Barnett 2014; UNODC 2018). Maconachie (1993), Ramabulana (2007), Groenewald (2009), Pike (2011), Lindsay (2013) as well as Runganga (2018) confirm that battered women frequently require medical attention for their injuries.

"I have attended school until standard 10. The social worker informed me about ABET and I want to look for it so that I can attend and improve my education. I want to have a good qualification in future so that I become independent". Tania

"What I can say is that women should see their hands as their resources and use them. Let us not rely on other people for employment. There is no work which can come to where you are staying. Go out and display your hands and share your knowledge. Social workers took their times and helped us to be strong, we are strong now". Nthabiseng

The researcher has established during interviews that the survivors were in fact happy and appreciated counselling and support from social workers more than the Skills Development Programme. Kettner et al. (2013) emphasise that survivors' abilities to function independently in a positive lifestyle free of violence are strengthened through psycho-social support services. The researcher was of the view that social workers did this job. Chan and Rhind (1997); Summers (2012) Lindsay et al. (2013) and Parrot (2014) emphasise that a non-judgmental approach rendered by social workers is a prerequisite to effective psycho-social support services to survivors. The researcher was of the view that good psycho-social support services received from the shelter overwhelmed the survivors. At the same time, it has been established that the Skills Development Programme was also appreciated but the fact that is not accompanied by accredited certificate, making the progrmme less important.

The discovery by survivors of domestic violence was that despite the provision of the Skills Development Programme which has been identified as an intervention strategy towards poverty alleviation, it was evident that the level of skills training provided does not conform to the identified skills shortage in the economy (Noman, Botchwey, Stein & Stiglitz 2012). The survivors of domestic violence were clear that lack of valid certificates disregarded all the good efforts by the shelters.

6.27 Recommendations from the survivors of domestic violence

"Based on the fact that sewing was done in a month (which is a short period of time), I am recommending that at least six months will allow beneficiaries to internalise everything they need to know. Tania

"The sewing material is also a challenge because I do not have money to buy. If I do have an idea of sewing something but I do not have money to buy the material, then I cannot market and promote my work". Tania

"A valid certificate after the training was done will play a very big role when one is looking for a job". Tania

"As beneficiaries we need to take our work seriously in order to get a certificate. I have learnt that shelter trainings were not taken seriously because there was no certificates". Tania

"The shelter is doing a good work of promoting and selling our work, but if they have contributed in giving a sewing material, they also need a share and it is like we are working for the shelter. It will be good if funding for Skills Development Programme is provided so that we do not share the money with the shelter". Tania

"I am recommending that women should share their experiences. For an example, if we sit together as women doing different things like when I am doing sewing, somebody should be doing her bead work, somebody doing knitting, etc. In other words, they should share their knowledge and experiences through skills development centre in communities". Nthabiseng

"I recommend that the shelter gets qualified teachers, have six months course which will have a certificate. Certificate is a challenge as all the work done needs to have a proof. It makes it difficult to open your own business without the certificate". Lerato B

"Skills Development Programme can be good but the lack of certificate disregard it" Lerato B

"Capital is also needed to kick-start the work". Lerato B

"The shelters need to refer the women to the cooperatives or provide the necessary resources to kick start the process. For an example, beads must be provided in case one is interested in pursuing beading. Ongoing monitoring should also be done to ensure that the necessary support is given in case the women stuck. It must be done until one is able to stand on their own. One should say when I was in the shelter this is what I have done". Thabitha

"There is a need for the house mother to be trained to give the survivors the necessary space and to understand them better. Women must be given the necessary space to adjust. Shouting should be minimised as the inmates are going through difficult time". Thabitha

The researcher's understanding of Thabitha's responses is what Bergstrom-Lynch (2018) has been emphasising that survivors wanted to feel respected by staff, and offered non-judgmental moral support.

"I recommend that the shelter should get the resources (sewing machines, beads, etc) ready for the inmates to get started". Thabitha

"Monitoring should also be done to ensure that the women are on their own and can do the work independently". Thabitha

"I know it is very expensive to get driver's license but I think at least having learners license can be helpful because the government is giving funding to the shelters. If shelters can also meet the ladies half way, this will advance the ladies' lives and make them to be committed that the first thing they want to do is to put the money aside for driving lessons. I think that will be a fantastic thing to have. It would also add more value to the lives of the women. That will be helpful for one to look back and say. For the past three months when I was still in the shelter, this is what I have achieved. They can also take references from the social workers". Shalleen

"Recognition of the work done should be provided to the women-the certificate" Shalleen

6.28   Summary of the recommendations

The summary of recommendations to improve the Skills Development Programme in the shelters were as follows:

6.28.1 Period of Skills Development Programme

- The Skills Development Programme to be done specifically for six months to allow people to learn and internalise it. Six months is not enough for both counselling and SDP.

6.28.2 Starter pack support

- Sewing material to be provided together with the sewing machine to assist one to start the work.
- Capital is also needed to support survivors to kick-start the work.

6.28.3 Accredited training and certificates

- A valid certificate to be part of training in order to prove that one is able to do the work.
- Qualified teachers/ skills development facilitators to be employed.
- The shelter should have six months course which will have an accredited certificate.
- There is a need for the house mothers to be trained to give survivors the necessary space and to understand them better.

6.28.4 Monitoring of trained survivors

- Monitoring should also be done to ensure that women are independent and can do the work independently.

6.28.5 Additional needs in the shelter

- Learners' driving licenses to be offered in the shelter as an addition to the Skills Development Programme.
- Women should share their experiences in the form of skills development centres in communities.

6.29   FINDINGS FROM THE FOCUS GROUP DISCUSSION

Participants of the focus group discussion are the same as those that were interviewed earlier on. To this extent, their demographic details will not be repeated here. Instead, a table detailing themes and sub-themes will be provided as follows:

Table N: Themes and sub-themes emerged from the focus group

Emerging theme	Sub-theme
Skills Development Programme rendered in the shelters	• Life skills programme rendered in the shelters • Persons/ personnel/ staff responsible for training survivors
The ineffectiveness of the Skills Development Programme in ensuring that survivors are financially self-reliant	• Skills Development Programme enjoyed by survivors a lot
Exposure to job opportunities	
The inability for survivors to be financially self-reliant	• The dependency syndrome from survivors on shelters
Survivors' experience of assessment process and tools	• Personal information related to assessment process • Contact with survivors after leaving the shelter
Recommendations to improve the Skills Development Programme in the shelters	
Starter pack support	• Provision of starter pack will work better for women - sewing machine, material, wools and needles for a start
Accredited certificates	• Certificates should be accredited • Relevant SETAs to come on board to accredit the programme and certificates • Qualified teachers/ skills development facilitators should be appointed
Period of Skills Development Programme in the shelters	• The training should at least be six months excluding counselling and other activities
Survivors to be linked with the necessary resources	• The shelters should link the women with skills development centres when discharged to continue on their own

Emerging theme	Sub-theme
Promotion of shelter services in communities	- Shelter to provide ongoing awareness to promote their services as they are not known in communities, and women are afraid to leave their abusive partners - Shelter information should be made known to community members - Shelters to use women who were admitted in the shelter to talk to communities and share their experiences and learnt skills from the shelters. Good practices should also be shared to remove the stigma attached to shelters. - Communities to have skills training/ learning centres where women can come together and share their good practice
Monitoring of survivors after discharge from the shelters	Follow-ups should be done after one is discharged from the shelter to check how women are doing and coping
Funding for SDP	More funding should be allocated enhance the programme
Involvement of survivors on the tools empowering them	Shelters take survivors through these assessment tools on an informal level, so that they can know which tools are changing their lives and making them empowered

6.30   FOCUS GROUP BIOGRAPHICAL INFORMATION

Table O: Demographic information of participants (survivors)

Name	Age	Race	SA Citizenship	Language	Gender	Marital Status	No. of children	Occupation	No. of years after leaving the shelter
Tania	26	Black	Zimbabwean	English/ Shona	F	Single	3	Unemployed	3 Years
Lerato B	25	Black	SA	Tswana	F	Single	2	Unemployed	2 Years
Nthabiseng	43	Black	SA	N' Sotho	F	Single	2	Unemployed	4 Years
Thabitha	47	Black	SA	Tswana	F	Divorced	0	Fashion designer	3 Years
Shalleen	34	Coloured	SA	English	F	Single	3	Unemployed	2 Years

A focus group discussion was also conducted with the same survivors to triangulate findings from the individual interviews. A focus group discussion is basically research that organisations conduct to gather information about customer perspectives and opinions about new ideas, products or services either being offered or in the product development stage (Pretorius 2018; Sim & Waterfield 2019). Focus group participants are asked questions in an interactive setting and are encouraged to discuss thoughts freely with other participants. The reported focus group consisted of four participants because the fifth survivor disappeared after the individual interviews. She did not form part of the focus group. The researcher appreciated rich data from the focus group, but would also like to highlight that a focus group can have disadvantages. Traveling arrangements for focus groups can be a challenging situation. In other words, getting participants under one roof needs good coordination and commitment from survivors.

It is important to indicate that the biographical information for the focus group has already been discussed under the second group of participants which are survivors of domestic violence**.** The reason why they were discussed under survivors of domestic violence was that they were exactly the same. Prior to data presentation, analysis and interpretation of the focus group, it was also critical for the researcher to disclose the number of participants. Due to one of the participants who disappeared after individual interviews, the total number was four (4). On the other hand, it was also important to mention that due to group dynamics, some clarity seeking questions were asked during the session in order to ensure that the researcher captures exactly what participants were saying during the discussion. The checking was done to align the researcher with Baxter and Jack (2008) as well as Court (2013) that truth is relative and depends on one's perspective. Group presentation enriched this focus group.

During the introduction of the researcher to the group, she made participants comfortable by telling them that everybody's language is acceptable and can be used during the discussion. She encouraged participants to relax and be themselves. As already stipulated in chapter four (4), she also reminded them that their real names would not be used (Soriano 2013). She was aligning herself with Schutt (2012), who argued that field researchers normally use fictitious names for characters in the report.

There was a finding discovered prior to the focus group session from one of the participants. During the preparation of the focus group (See Appendix J), the researcher consulted the survivors regarding the venue. She discovered that one of them disappeared and her whereabouts were not known. The survivor did not have a cellphone of her own for contact and the researcher had to contact her sister in order to get hold of her. As the researcher was calling the sister, she was informed that the last time the sister saw her was in December 2019. According to her, the survivor left her two children (5 and 2 years) with her (sister) and disappeared.

The sister also highlighted that it was not for the first time she disappeared, but previously she took the children along. The survivor/ mother took children' cards for the child support grant (CSG) with her. The sister approached the local social worker and presented the matter to her, and she was provided with the new cards for the children's grants. This was the reason why the focus group consisted of four participants and not five like during individual interviews.

The researcher was of the opinion that despite all efforts of empowering this survivor from the shelter, she decided to disappear and run away from her own responsibility. At the same time, the skills transferred to her were just a waste of all resources (time and finances). The survivor has reacted against what Bhana et al. (2017) are saying. They are of the view that the Skills Development Programme is done to enhance women's capacity to secure an income. The survivor decided to ignore all those efforts and disappeared. The focus group process unfolded and themes as well as sub-themes were identified.

6.31 Skills Development Programme rendered in the shelters of domestic violence

Survivors of domestic violence in focus groups emphasised that the following skills were presented in the shelters:

"*Sewing, drawing, crafting, beading, knitting, crocheting, cooking, cleaning for hygiene, baking, self-defense and computer*" All group members.

"*Crafting is more of the wood work. We were given pieces of wood and encouraged to be creative and come up with something interesting. It does not matter what you want to do, you were allowed*". Shalleen.

"*We were doing beading, African beading. It was a very interesting thing to do. Very beautiful things such as earrings, necklaces, rings, bangles and others were done*". Thabitha.

"*I mean African design. We were doing the neck laces according to the way South Africans will like it and they are easy to sell*" Thabitha

"*The manager from our shelters was also teaching us to do bead work. She used patterns*". (Shalleen)

"*We also did computer training at our shelter*". Nthabiseng

"*We were doing it once in a week and for an hour*" Nthabiseng

"*Hey, it was such a struggle for me because I was never exposed to computer and I was learning how to type and I was taking my time. Laughing. We were taught word, excel, outlook and others*" Nthabiseng

"*It was a struggle but I was given a certificate*" Nthabiseng

"*No, I am struggling, I cannot*" showing with her head and laughing. Nthabiseng

Findings from this theme were that the Skills Development Programme in the shelters consisted of the following: sewing, drawing, crafting, beading, knitting, crocheting, cooking, cleaning for hygiene, baking, self-defense and computer. Bhana et al. (2013), Runganga (2017), Watson and Lopes (2017) as well as Sithole (2018) highlight that the Skills Development Programme is intended to help survivors to be independent and earn a living. One survivor highlighted that the manager in their shelter took them through the training. The survivors were also encouraged to be creative after being presented with pieces of wood. The researcher is of the view that this was a way of identifying potentials from the survivors. It was also discovered that computer training was also done once in a week for an hour. The researcher took note that an attendance certificate of computer training was presented to the attendees. Watson and Lopes (2017) including Runganga (2017) confirm that computer training is part of the Skills Development Programme. The intention is to equip the trainees with typing skills.

6.32   Persons/personnel/ staff responsible for training the survivors of domestic violence

The focus group highlighted that different people took the survivors through in the shelters. This is how they have responded:

"*The house mother*" (Tania and Nthabiseng)

"*The manager in our shelter was doing skills development*". Shalleen

"*The centre manager was so passionate and took us through the Skills Development Programme. She also had a book to refer to when she would like to be specific about certain beading pattern. She was so passionate. Bead training was not happening every day but depending on her availability. I do not think she is a qualified trainer because she could not give us certificates*" Shalleen

"*The manager whom I said she was taking us through*" Shalleen

"*We also attended sewing training by EDCON Group in Johannesburg. I cannot remember exactly but I think we were eight from our shelter*". Tania

"*We were taken through sewing training for a month*". Tania.

"*I also attended sewing classes at EDCON Group but in our case it was for three months. The first thing we were taken through was theory as well as how to put on a threat. We were later on taught how to sew men's shirt, jacket, trouser, dresses and other things. It was so nice".* Nthabiseng.

"*We were taught a number of things including the orange dresses which we graduated with. We also sew our own dresses and graduated with them on the 25 of that month*". (Nthabiseng)

"*Yes, we made our own dresses and we wore them during graduation. It was so nice, but the time even though I cannot remember exactly if it was one or two months, it was very little. We did not only just enjoy ourselves in the hotel because we were booked in a hotel but it was worth it. We were eating very nice food but I must mention that we learnt*". (Tania)

"*I cannot remember exactly but it was a very short period. I think it was a month, if not two, but definitely it was not three".* Tania

"*No. I went with my sewing machines in to the shelter. I am a fashion designer. Thanks to my sister. She sent me to the fashion designing school and that is where I have learnt this sewing skill. The good thing is that I was allowed to do my work in the shelter and deliver the products to my customers without any problems. I did not learn sewing skill from the shelter*". (Thabitha).

"*We were also taught how to sew from my shelter. The house mother taught us but she is not a qualified trainer. We were given a piece of material to sew things like dolls' clothes, pillow cases and t-shirts for under privileged children. After you sold an item, the money is divided between you and the shelter. I would say the products we were making was benefitting the shelter mostly*". Shalleen

"*Yes, we were also using the material from the shelters. For an example, they bought us wools for knitting and crocheting. When the nice things produced are sold, then you are given half of the money*" (Tania).

"Due to the fact that the shelter is buying sewing material and other things like beads or wools, when you produce something, the shelter divide the money. I think if the shelter had a special budget to sponsor the Skills Development Programme, it will be so nice especially when you leave the shelter because they give you all the money which you have worked for". Shalleen

"I did not do much in the shelter because as I am saying I was buying my own material, I cannot comment much on this one" Thabitha

"It is exactly like Tania is saying. The shelter buy the material but once it is sold, then the money is divided between you and the shelter". Nthabiseng

"We were baking cakes for the house and that was helping because the cakes will assist in case the shelter does not have money to buy bread" (Thabitha).

"Yes, it was like that even in our shelter" (Shalleen and Tania).

"I did not know how to bake and I have learnt from the kitchen" Tania

"We received the one for computer. We were told we can put it in the CV when we look for job. From every training received, there is no certificate beside the one from EDCON Group" (Nthabiseng)

"From the shelter, the certificate was an attendance". Nthabiseng.

"It was just once a week and we only typed for a month and I was already about to be discharged". (Nthabiseng)

"Laughing, "No." "I cannot be a qualified typist because I was taught only for a month and it was for the first time for me to type. I did not know anything about typing before. In actual fact, it was like four hours because the training was taking place for an hour and then if you did not know anything about it, it was so difficult" (Nthabiseng).

"No". "It would have been proper if the training was done for more than three months. I cannot remember how it was done, laughing again" Nthabiseng

"I cannot, I did not even hear anyone saying she was able to get an employment from the computer training. It is good if you do have a computer at home in order to practice". Nthabiseng.

"In my shelter, computer training was introduced when I was already leaving. It becomes better if you have computer at home, otherwise it was just a waste. How can you be able to be a typist if you attended training only twice. My observation is that the certificate is not beneficial outside the shelter but for an individual just to say I attended computer training whilst I was still in the shelter. One will not get an employment from those certificates" Shalleen

"House mother, manager, former survivors, volunteers" All participants

"Yes" All nodding

"In our shelter you only receive certificate when you did computer. Nothing more" Nthabiseng

"Yes, I did not get the certificate because the training was only introduced as I was about to leave and I am not good hence I am saying it only helps if one is having computer at home" Shalleen

"I was told that there were ladies who were in the shelter before as victims and they were just sharing their knowledge" Shalleen

"Yes, nodding by all"

"There were people in my shelter whom they said were coming from oversees and they were also taking us though beading." Thabitha

According to members of the focus group, the following skills were presented to them in the shelters. They were sewing, drawing, crafting, beading, knitting, crocheting, cooking, cleaning for hygiene, baking, self-defense and computer skills. Bhana et al. (2013), Smith (2014) and DSD (2014 & 2015) confirm that shelters also offered a range of activities aimed at teaching residents income-generating skills such as baking, jewellery making, and arts and craft, and were aimed at ensuring that victims who leave the organisations' care have skills with which they can earn money and support themselves. These range of activities are designed to give victims skills, financial independence and confidence to stand on their own two feet – particularly for survivors who have left abusive relationships (Gierman et al. 2013; Smith 2013; Smith 2014; Watson & Lopes 2017).

The four survivors confirmed that the training was done by managers, house mothers, volunteers and EDCON Group. According to members of a focus group, the volunteers are former survivors who went through sheltering services previously and currently volunteering to share what they have learnt. Volunteering is defined by Lough (2012) and Govender (2014) as any activity in which time is given freely to benefit another person, group or course. Govender (2014) further highlights that people volunteer on a long term basis as a function of various selfish and selfless motives and specific dispositional variables.

According to the abovementioned author, volunteers possess the following characteristics:

• They believe in the course for which they volunteer.

• They have a definite interest in the area of their involvement.

• Time is available that they want to utilise meaningfully.

• They possess knowledge and expertise which can benefit the individual, organisation or community in which they are interested.

• They have a need to serve fellow persons and the community.

• They derive satisfaction from their volunteer involvement.

The researcher was of the understanding that the volunteers who took survivors through the Skills Development Programme had majority of the abovementioned characteristics.

Secondly, it was also discovered that there was another set of volunteers coming from oversees during December holidays, who took the survivors through beading training. The researcher was informed that it was an occurrence which only took place during December holidays on that shelter. In their study of "Housing women who have experienced abuse: policy, funding and practice", Lopes and Mpani (2017) discovered that it was a common practice for volunteers to run the Skills Development Programme in the four shelters studied. The survivors were also of the view that the only certificate received was attendance, especially from the computer training.

The researcher has captured that the training in most cases was determined by the availability of the trainer/ manager. In other words, it is not structured. One other thing learnt was that it does not matter whether the survivor was still busy with certain training, when the social worker felt that she was ready to go home, she was discharged. It happened to Shalleen when she was about to leave the shelter, sewing was introduced. Learning a sewing skill is acknowledged by Lahti (2012) to be a complex and challenging process. It is further acknowledged that the students learnt both problem solving and sewing skills during these projects and therefore sufficient time should be provided (Lahti 2012; Joana, Selase, Selorm & Emefa 2015). Joana et al. (2015) emphasise that it is very important for learning institutions teaching clothing and textiles to pay particular attention to the skill attainment of their graduates to enable them to produce suitable clothing to meet the demanding need. This means that sewing training is complicated and needs more time for one to be able to internalise it. Meeting the demanding needs means that one should be well skilled and be ready to produce suitable clothes. It also happened to Nthabiseng that when she was about to leave the shelter, computer training was introduced. These two survivors were not coming from the same shelter (Nthabiseng and Shalleen) which might mean that it was a standard across all the shelters.

There was also a common feeling that the survivors were working for the shelter because when the product was produced and sold, the money was divided between the producer/s and the shelter. The researcher also learnt that Thabitha went to the shelter already having her sewing skills. She carried her machines with and was allowed to do sewing whilst in the shelter. The implied message was that she benefitted less in terms of the Skills Development Programme in the shelters.

6.33   Life skills programme rendered in the shelters

The participants responded in this way when answering the question:

> *"We were doing conflict management because we are coming from different background but finding ourselves under one roof. Majority of us are in the shelters because our partners were taking advantage of us that we keep quiet when they speak. It is so painful to be treated as a child by your partner but I am happy that from now onwards, I will speak for myself"* Shalleen.

"One day I found women fighting in the shelter and checked with them why were they fighting and they did not have a valid reason for their fights. I have encouraged them to be positive and identify some work which they can do in the shelter and they will not regret it. I have informed them that during my time there was nobody who was doing gardening and I was hired to do it and I was paid for that work. I have told them that you need to learn respecting shelter rules and behave accordingly especially that this is not your house. I do not have time to fight for nothing" Nthabiseng.

"My experience is that women cannot draw the line between their own territory and other people's territories. They will even go to an extent of thinking that somebody is the beloved of the house mother and they will fight for that, laughing. Life skills programme is very good in that regard because it will make you to understand those behaviours and as a result you will not be angry unnecessarily. I think life skills will also benefit those who are still having their partners and taught them how to respond when conflict starts. The assertiveness taught us to speak for the self without blaming" Thabitha

"There was a group therapy on Fridays by the social worker. At some stage there will be a psychologist but will only be called depending on the need. I was enjoying it a lot. Group therapy was good because that is where you will be able to see that you are not alone" Tania.

"We were taken through conflict management in a group and we were given our families as examples. We were told that despite the fact that we are family members but we are not the same and some where we will differ in our thinking and behaviours. Conflict and anger management are very helpful in those occasions. Life skills programme also told me forgiveness. I was so angry to my aunt after she chased me away from her house taking into consideration that I was taking care of her children previously. She could not believe that I am just normal and reacting positively to her. She even asked me one day that why am I not angry at her. On the other hand, I am responsible for my own life and cannot wait for my boyfriend to show me the way. The social worker did it as well as the group sessions." Tania

Nthabiseng added to the discussion on the life skills programme and shared what she benefited. This is how she added to the discussion:

"I was a loner. I spent a lot of time alone in my life but through life skills programme, I am able to be comfortable in a group. I am enjoying myself now in this group and I can also share my personal experience with bigger group of audience. Thanks to the shelter" Nthabiseng.

"When I look back to my previous life and the importance of group work (life skills programme), I am able to speak that in fact I am better than other people. I want to emphasise that I did not have any bed to sleep on, my son was without food and home, but the shelter was so helpful and protective. Today I am able to pay the rent. We were also taught how to manage time during group work. One should not disregard the importance of managing time. I have learnt to wake up at four o'clock (4h00) in the morning, to start preparing my day. That was when one is having a lot of work to do, otherwise you will wake up at five (5) o'clock". Tania.

"We also attended self- defense for one day in Johannesburg when I was still in the shelter and a certificate was provided. We were taught how to defend ourselves in case we find ourselves in danger especially as women. It was so interesting and if other women can also attend". Tania.

The group members confirmed that the life skills programme was part of the services rendered in the shelter. According to Tania, the programme sessions took place on Fridays, which means in her shelter the programme (life skills) was structured. Tania has shared with the group that she attended self-defence in Johannesburg as part of empowerment. She highlighted that it is beneficial for women to attend because one is taught on how to defend the self. The researcher also took note that the shelter also had a psychologist who was invited only when there was a need to see a survivor in the shelter. DSD (2009) as well as Runganga (2017) confirm that the empowerment of survivors cannot be performed by one service provider, it is a stakeholder's issue. At the same time, the life skills programme which was performed in the form of a group had a sense of belonging because one could feel that she was not alone in the abuse. She referred to the life skills programme as group therapy.

One of the benefits of attending the life skills programme was that one has learnt to manage anger and conflict especially in a group setting. Conflict is defined by Thakore (2013) as a disagreement between people. Thakore (2013) and Borkowski (2016) highlight that conflict is a human element and needs to be solved. Tania was specific and highlighted that she learnt forgiveness through the life skills programme. She was also taught to understand different behaviours better, especially in the family context. The survivors also shared that they are assertive and can deal with conflicts from their partners. They were of the opinion that nobody will take an advantage of them again after they were exposed to life skills. Thabitha was very specific that she is emotionally intelligent now and cannot be angry as before from little things, as she understands different behaviours.

Shalleen also shared the importance of conflict management, especially taking into consideration that they were different individuals under one roof from her shelter. One participant also shared her experiences of the life skills programme. She informed the group that she was a loner previously but now she is comfortable in a group and can even share her personal experiences. She also encouraged the women who were fighting in the shelter previously to look at life from a positive perspective. She challenged them to find a way of being creative and innovative in order to contribute positively to the shelter.

In the focus group, one member commented about the benefits of the life skills programme. She highlighted that when one is empowered with programme, the person cannot be angry easily. The researcher has noticed that in the individual interviews, Thabitha has mentioned that there was no life skills programme in her shelter during individual interviews but during the focus group. She highlighted the importance of attending the programme (life skills). As Shalleen was informed about the inconsistency identified regarding her previous response for the life skills programme, she highlighted that she did not know that it was a programme. She said she only made sense from the focus group that she also attended the life skills programme but she was told that it was group work. The survivors of domestic violence were bold and emphasised that programme is beneficial and empowering in many ways.

6.34   The ineffectiveness of the Skills Development Programme in ensuring that survivors are financially self -reliant

The group view in this matter was presented as follows:

"The fact that we are not given any form of certificate to prove that we can do the job, it means that the Skills Development Programme are not effective. Timing is also a problem". Shalleen

"*The only thing for me which was effective, was the service from the social workers*". Thabitha

"I will say that the Skills Development Programme is effective only when the certificates given are valid to help somebody to get the job" Nthabiseng

"The time period of sewing training by EDCON Group makes this initiative to be less effective because one is still trying to get all things in her head. One month is really very little. Provision of sewing machine without material is not effective". Tania

Findings revealed that all participants in a group were loud and clear that lack of a valid certificate in the shelters made the training not effective and therefore cannot expose women to be financially self-reliant. The time which women are exposed to training is also very short, and one is unable to grasp everything she needs. The group members appreciated the Skills Development Programme initiative but lack of proper evidence disregards those efforts. The time period which the survivors referred to match exactly with the presentation from the manager of Sew Africa. There was a very big and immeasurable appreciation to social workers with their counselling.

The researcher has observed that it was the group members' pleasure to speak about social workers and their services in the shelter. Sewing machines from EDCON Group were also appreciated but the lack of sewing material decreased the value given to the machines. All in all, it was clear from the survivors that the Skills Development Programme is not effective to make one self-reliant.

6.35   Skills Development Programme enjoyed by the survivors a lot

A sewing skill was mentioned and supported by three participants. Crafting was mentioned by one group member, who highlighted that she also like cooking and that is why she did cooking classes. She indicated that she is a qualified cook. One of the participants indicated that sewing seem to be helpful.

> "*As I have already indicated, I was taught by EDCON Group how to sew even though the training was done in a very short space of time. During the graduation, we were presented with sewing machines. I do not have overlock but I am having a sewing machine. Community members are bringing their items for alterations and I charge R30 for that. I am not saying I am finically self-reliant but I can survive, that is why I am saying sewing can make one to survive. Again, the fact that we were booked in a hotel, made it very special, laughing.*" Tania

> "*I went to dress making school and did fashion designer. I am able to design anything under the sun depending on the occasion. I am able to design matric dance clothing, wedding, traditional and anything. The school which I have attended, taught us how to develop a pattern. In other words, I am able to do things my own way and people like and appreciate my work. I feel on top of the world. I am just struggling to get my own place to do the work as I am currently renting but otherwise the school gave me a good sewing skill*". Thabitha

"*I am a qualified cook. My biggest problem is that when I get an opportunity to be employed, the work demand me to work at night and it becomes a problem because my children are still young and nobody will take care of them at night. Otherwise, I appreciate the shelter because I stayed with my children for some months without paying any cent. I have lost my identity document in that process of being victimised but today I am having a smart card because of the shelter. My honest opinion is that I do not think the skills are really helpful for one to be financially self-reliant but instead they are interesting and eye opening. My observation is that women will only like the Skills Development Programme as they keep them busy whilst they are still in the shelters but they are not necessarily providing an opportunity for getting employment. One can start seeing and thinking how can she move on from this training or identifying her potentials and give it a though while discharged*". Shalleen

"*We do agree*" All participants.

They further motivated their arguments and said:

"*The Skills Development Programme provided are therapeutic. They help somebody not to concentrate on the problem which brought them in to the shelter. I personally, would have loved to do beading if I was not having my sewing skill from that school. I think beading is cheap because if you have R100 and go to Marabastad and get different pieces of beads, you can make beautiful things. I am still saying it is easy to sell. There is a lot of patterns which South Africans like and one can make money.*" Thabitha.

"*I have already mentioned that I have never heard somebody saying I am employed as a typist from the shelter training*". Nthabiseng

"*I am agreeing with the fact that the Skills Development Programme are eye opener because I learnt that in fact I like knitting but I am taking an advantage of the sewing machine provided by EDCON Group. I am saying in future, I want to pursue knitting*". Tania

The participants spoke in one word and reiterated that they think the Skills Development Programme is part of healing. They also reiterated that the Programme is not guided by the needs of survivors but was imposed. Scalfano (2013), Uzuegbu et al. (2017), Ginneh and Akbar (2019) as well as Allen and McKinney (2019) emphasise that social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identity and clarify their goals.The survivors emphasised that there is no chance of getting employment through that training and attendance certificate. The researcher saw the importance of costing unit standard which was part of the sewing training at EDCON Group because the two survivors who went through this training were charging R30.00 for alterations. The manager from Sew Africa emphasised that costing garment helps survivors to charge accordingly.

> *"In my situation, sewing training came only in two weeks when I was about to exit the shelter. I did not benefit anything related to sewing skill. I would have been very much involved in sewing. If I was introduced to sewing thoroughly, I was going to give it a thought but I think it is not too late as Thabitha is here and willing to help us".* Shalleen.

> *"I also do have a sewing machine from EDCON Group and doing alterations as well. I only have one day employment on Tuesday as domestic worker. I do struggle to survive but I can still buy something little with the money I am doing from that alterations. If I could have sewing material, I was going to be able to do wonders. I like beautiful clothes and that is why sewing for me is number one. The other thing was that as much as we have learned a number of thigs from EDCON Group, we were using sewing patterns and I cannot create my own pattern. I think this session came at the right time because Thabitha will really help us because she is an expert. Thanks to the researcher, laughing."* Nthabiseng

> *"We were also taught how to do a stretch tent. They gave us ideas and tips on how to do it and they also showed us the material. It is the one which is used to make stoffies (stretch material). They have made us clever and told us that we are paying a lot of money to the people who are doing catering, only to find that we can do it ourselves. We learnt a lot".* Nthabiseng.

"When you do alterations for people, you are always be reminded that this sewing skill is coming from the shelter and you feel good about it" Nthabiseng

In answering the Skills Development Programme which assists survivors a lot, majority of survivors highlighted sewing. They had their reasons why they think sewing can benefit survivors a lot. One of the reasons was that a sewing machine was presented during the graduation ceremony from EDCON Group. Thabitha used her sewing experience to answer this question. She is well experienced because she attended a dress making school and can sew anything she likes. Shalleen instead highlighted that she likes crafting and cooking. It was also a general agreement that these skills are not making one to be financially self-reliant because they are therapeutic; instead they are interesting to survivors. Sewing was supported by three survivors, and crafting was mentioned by one survivor as the most interesting Skills Development Programme, and not necessary the one that helps women to be financially self-reliant.

6.36   Exposure to job opportunities

The researcher checked focus group members' experiences as far as getting employment is concerned. This is how they have responded:

"The shelter use to have visitors, EDCON Group also encouraged us to produce things and bring them to EDCON Group to promote and market them. I also did the training on how to make nails and ladies' wigs. The first customer to buy my wig was the house mother. All the staff in the shelter, court in Ekangala and other areas where the managers from the shelters are having contact, were made to know our work in the shelters. I am trying to say I do have customers at court and in the shelter. As soon as I make a wig, I bring it to the shelter or will receive a call from court placing an order. Our items are promoted by the shelter." Tania

"Currently, our things are in the shelter waiting for the visitors to visit the shelter and the managers will show the items to them. They buy our items and we are given the money. It would have been nice if the money was all ours, laughing". Nthabiseng

"I am not having a contact with the shelter since I was discharged but I know for sure that whilst I was still in the shelter our work was promoted". Shalleen

"I was given an opportunity whilst I was still in the shelter to do my work and deliver it to the customers when they were ready. I am trying to say shelter was not an obstacle to my work" Thabitha

The researcher has learnt that all the survivors agreed that shelters are doing their best to promote their work. The only concern was that the material to do the work especially when one is discharged from the shelter seem to be problematic. The EDCON Group was playing a very big role of promoting the work of survivors. The researcher has observed that the biggest concern from the members is when the shelter is dividing the money after a product has been sold. The group members were of the view that shelters were using them to make money. A general consensus was that the Skills Development Programme is in fact therapeutic and an eye opener for future consideration. The focus group members appreciated the opportunity of coming together as a group. They have mentioned that the meeting was an opportunity for them to learn from each other. Thabitha was more appreciated by the group because of her sewing skills which they said they will learn from her especially on how to design clothes. She was also willing to assist them. The group members immediately bonded.

6.37   The inability for the survivors to be financially self-reliant

The focus group participants informed the researcher that they have different reasons why they allocate certain percentages. They responded in this way:

"I am allocating 10% for success rate because in terms of being financially self-reliant, I am not seeing anything which I can say "yes" in confidence. I cannot be financially self- reliant especially that sewing was introduced two weeks before I was discharged. I appreciate the fact that if you were given a job to do like teddy bears, then when they are sold, you receive some money and it is better than nothing. The highest percentage I can give is for the interaction with the social worker about her counselling, that was super. One thing again I am grateful for, was the roof over my children's heads for free" Shalleen (with excitement on her face).

There was a lot of appreciation, especially for social work services and other activities such as receiving money for the work done. A roof over one's head for free was also a big thing. Bergstrom-Lynch (2018) confirms that survivors expressed relief for having a roof over their heads.

"I am allocating 30% because as much as I did not benefit personally with Skills Development Programme, I still appreciates the fact that I was given an opportunity of doing my work in the shelter and my customers did not suffer because I was in the shelter. I was allowed to do my work whilst I was still in the shelter. My observation was that Skills Development Programme are therapeutic and not benefitting somebody to be employed or self-reliant."
Thabitha

"I am allocating 70% because remember I said I was given a sewing machine from EDCON Group and I am able to buy something for my family. It is not enough but it is something. I like EDCON Group and will never forget them"
Nthabiseng

"I am allocating 60% because I also received sewing machine from EDCON Group and I am working very hard to pay for my rent and still provide for my son. When I was taken for sewing sessions, I did not have a bag to put my son's clothes including mine. I do not have everything but I am surviving. I have managed to sew a big bag for me and my son from the experience of EDCON Group. I think if we were given sewing material as a start, at least I could be very far. We were also taught about time management at EDCON Group in order to keep your customers happy. That was very critical to manage and be in control of your day. I have learnt that one needs to manage her time effectively. Time management from EDCON Group linked well with the one from the shelter during group work". Tania

"I am not saying we need to be dependent on shelter full time, but at least the people who were given sewing machines should have been given sewing material so that they can start somewhere. If the resources can be linked to an interest, that will be perfect. I mean if one is interested in sewing, sewing machine and material should be provided and that should be monitored".
Shalleen

"I was assisted by the shelter with my divorce and I only paid R180.00 for everything and the divorce was finalised in eleven months. I am saying the shelter is doing a very good job of counselling, protecting and helping the women to heal in many ways. When you are sick, you are taken to the hospital with their costs. Social workers are passionate. The only concern is the Skills Development Programme because they are part of therapy and cannot make one to be financially self-reliant" Thabitha.

"As I am saying, I also lost an identity document in the abusive process and I got it in the shelter for free, I am having smart card. That is why I am saying all social work services in the shelter was perfect". Shalleen

"I have found life in the shelter. Therapy, counselling and legal representation really built me. I only paid R300 and later on received a change of R180. It was like my divorce cost me R120.00. I have proved my former husband wrong. He thought I will not have life without him. Even now he does not believe that I am out of his life, laughing". Thabitha.

"I do not know how to express my appreciation about what the shelter has done for me, it was so amazing. I am able to come to the shelter at any time because it is my second home. When I am in the shelter I am called a nurse because I will be in blue and white and the shelter taught me to be formal and be presentable. I like to be smart and that is why I really enjoyed sewing because I can sew beautiful things for myself". Nthabiseng.

From this presentation, there was a common feeling that the survivors were all happy in different ways. It was shared that they were all happy because social workers treated them with respect which they deserved in terms of counselling. This is confirmed by Glenn and Goodman (2015) that all participants talked about the extent to which they believed that the staff treated them fairly and respectfully. At the same time, there is also a common feeling that as much as the shelter is exposing women to the Skills Development Programme, the success rate of the survivors being financially self-reliant is very low. That is why ten (10%) and thirty percent (30%) were allocated. Their arguments were different for that matter. Some of them were introduced to sewing training two weeks prior to their discharge and therefore did not benefit. To prove that skills development is therapeutic, her period of stay in the shelter was not extended for her to complete the training simply because her psycho-social support services sessions were done.

Thabitha appreciated that she was allowed to do her work in the shelter even though she was loud and clear that in terms of being self-reliant, the answer is zero. She also appreciated that her divorce caused her R120.00 and was finalised quickly. Lopes and Mpani (2017) as well as Joshi (2017) confirm that women in the shelters had serious health and legal support. The literature support the abovementioned fact about shelter services (Ramabulana 2007; Groenewald 2009; LaViolette & Barnett 2014; DSD 2015; Centre for the Study of Violence and Reconciliation 2016; Mokoape 2019). At the same time, Bejenaru (2011) posits that one of the survival strategies for some of the survivors of domestic violence is that they initiate divorce proceedings which they suspend in order to threaten the abuser that they will follow through with them whenever he becomes violent again. In this survivor's case, it was different because she ensured that the process of divorce reach the end and she became a free bird.

Others were exposed to EDCON Group training and received a sewing machine. That is why sixty (60%) and seventy percent (70%) were allocated. Another common feeling is that the Skills Development Programme is therapeutic and cannot make one to be financially self-reliant.

Chart C, indicates the success rate of survivors with regards to being financially self-reliant
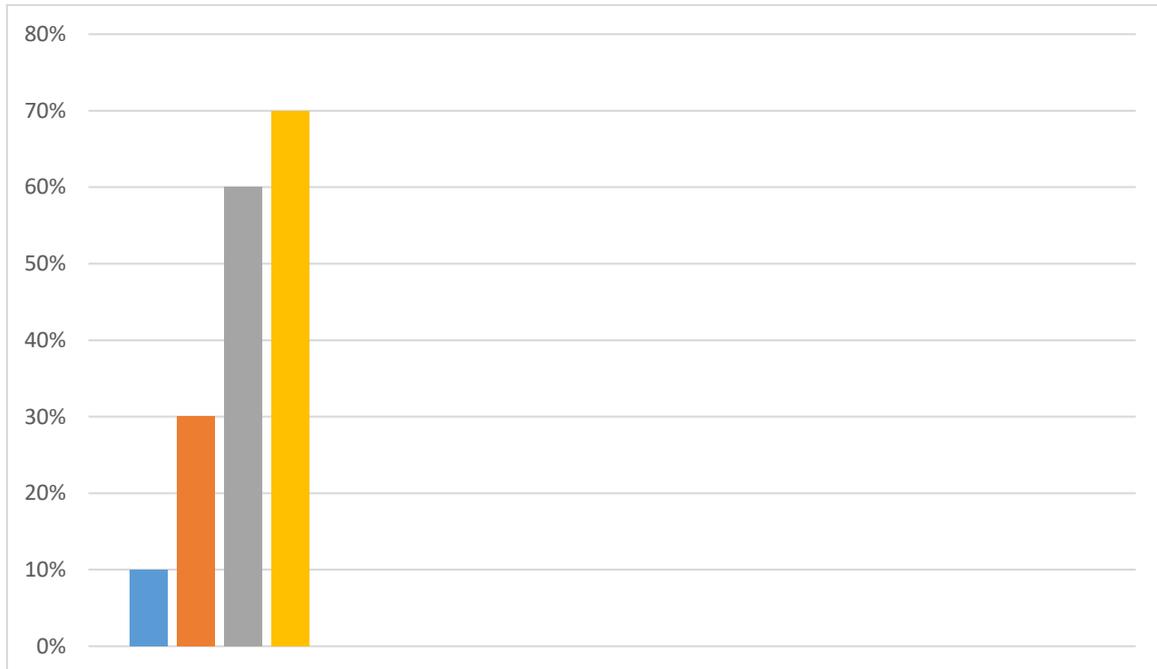
Chart D represent different percent allocation with regards to success rate for being financially self-reliant. As already indicated, there is 10%, 30%, 60% and 70% from the survivors in response to the success rate. These allocation has been influenced by a number of different things.

6.38   The dependency syndrome from survivors on shelters

From the presentation, it has been established that there is a lot of dependency from the survivors of domestic violence on shelters. Dependency for the researcher means that the survivor is unable to provide for herself. In this context, the survivors are unable to do things for themselves and remain financially reliant on their abusive partners (lopes & Mpani 2017; Sithole 2018; The World Bank 2018). They seem not to be able to see their way out in making things to work for themselves. This syndrome has been noticed from individual interviews with the survivors including during the focus group as well.

As much as the shelter is doing its best to expose the survivors to the Skills Development Programme, the survivors make use of different situations to defend why they will not be able to make it or give it a try. Their dependency on their partners has been extended to the shelters. For an example, Shalleen makes use of unavailability of sewing machines as an obstacle to financial self-reliance, but she mentioned that she was exposed to craft which she likes. Tania makes use of her inability to get wool as an obstacle to her success especially that knitting is her passion. She was presented with a sewing machine when graduating with EDCON Group, but she did not reject it and said she need wools. There was also a feeling that survivors were working for the shelter as half of their money was going to there. On top of what is currently provided, they are proposing learners' licenses in preparation for drivers' licenses. Shalleen is of the opinion that because government is giving funding to the shelters, everything should be possible. This is a clear indication of the relapse stage (Guest & Namey 2015; Bauer & Liou 2016).

The researcher is of the opinion that as long as the survivors are not willing to see this initiative in a positive way, they will never be independent. Therefore, objective four (04) 'to assess the effectiveness of Skills Development Programme in ensuring survivors' financial self-reliance', as well as the fifth (05) one 'to establish survivors' exposure to job opportunities through the Skills Development Programme' will never be achieved.

6.39 Personal information, needs and strengths taken during the interview in relation to Skills Development Programme

Participants informed the researcher that the Skills Development Programme in the shelters is a procedure and not related to any personal information. This is how they said it:

"The Skills Development Programme in the shelters are a procedure and not related to any personal information. Everybody is going through these programme and they are not linked to your personal circumstance. At skills room, we were engaged from 9-12 and from there every body were allowed to do anything she wants. Other people will do teddy bears in their own time. What was good was that the shelter observes the kind of a person you are. That can either build or kill you. The attitude is observed and will be used later on to your advantage or disadvantage. When the shelter get an order of teddy bears for an example, you will be identified to do that order. The money is not that much but after the items are sold, then you are given what you suppose to get. That becomes so interesting. Self-conduct is critical in the shelter". Shalleen.

"*Other people will prefer to stay without any involvement. That is rude. I cannot do that. My personal information was not linked to skills development because I was homeless and with a baby, so my basic needs was a shelter, water to bath and food to eat. I also needed a bed to sleep comfortably with my son. The shelter really for me came at the right time".* Tania

There was an appreciation of basic needs as per Maslow's hierarchy of needs. Borkowski (2016) and Lepeley (2016) emphasise that the basic needs are the point of departure for one to survive. This is also confirmed by Bergstrom-Lynch (2018) that survivors appreciate a roof over their heads.

"I also need to raise my concern that as much as I appreciate little money from the shelter, but I feel victimised due to the fact that if the shelter was providing sewing material for free to everybody and not taking half of the money when products are sold, it would be so good. I feel misused because we are making money for shelters". Shalleen

"Through assessment I was made aware that my hands can help me and my children to survive. That was true because I like using my hands such as working in a garden. I like gardening with all my heart. The garden in the shelter was dead when I was admitted but I was given an opportunity to work on it and it was a small heaven when I leave. I was even talking to the plants when I was working in the gardening. The reason why I say my personal information was not linked to Skills Development Programme was when I was introduced to computer. Remember I have already mentioned that I did not know anything about computer and I am not passionate about it but I was made to attend it. I am also saying it is a procedure because everybody is expected to attend". Nthabiseng.

"I like craft. You just become creative and decorate your house accordingly. I also like cooking as I have mentioned that I am professional cook. I like food and that is why I went for cooking lessons, laughing". Shalleen

"I am also interested in home decoration" Thabitha

"Yes and nodding", they all responded in one answer

"Yes, that is exactly how it is done". Shalleen. All other group member were nodding.

Findings discovered that personal information during assessment does not necessarily link the survivors with the Skills Development Programme, but it was compulsory for every survivor to attend**.** There was a relationship between this finding and survivors' experiences. This happened to Nthabiseng when she was introduced to computer training which she declared that it was not her passion. Tania also took advantage of sewing training and attended it but her passion is on knitting. To prove that it was not linked to the personal information and interest, she (Tania) was not made to specialise with knitting. She was just sent with other survivors to the sewing training simply because she was in the shelter during that time. This experience of the shelters in making it compulsory for the survivors to attend the Skills Development Programme is contradictory to Bhana et al. (2013) as well as Massawe (2012) that the SDP training should be guided by needs of the survivors.

In support of the abovementioned statement, Smith (2013) emphasises that clients are experts on their own situation and know what is best for them and what they want. Bhana et al. (2013) acknowledge that in a few cases, shelters provided individualised training or referred women for specific training. In the interviews for "Social support services for abused women in shelters: perspectives of social workers", social workers also confirmed that the Skills Development Programme in the shelters is rendered with the intention of empowering women to be able to be economically active, but there is no mentioning that the women choose the skills they want to be trained on (Sithole 2018). This, thus is confirmation of lack of selection criteria for offering training in the shelters.

The survivors also highlighted that after compulsory training during the day, everybody was encouraged to do what she likes in the skills room. This means that there was a freedom of choice to do anything which one likes but only after compulsory training has taken place. It was clear from the discussion that one's personal information was not guiding what one should do or attend. The other thing learnt from this process was that attitude is important and can either build or kill anybody.

Marcinkowski and Reid (2019) define attitude as a mental and neural state of readiness. It is further said that attitudes have cognitive, affective and behavioural components. The researcher's interpretation of the three components is that they determine if the person is to be positive or negative.

6.40   Contact with survivors of domestic violence after leaving the shelter

This sub-heading was triggered by the fact that the researcher was interested in knowing if survivors are followed-up after their discharge to find out if they are coping and surviving. In one of the shelters, the managers highlighted that they are requested by EDCON Group to monitor trained women. The researcher wanted to check if this request as mentioned by managers is happening or not. This question was asked with the purpose of triangulating the previous responses. Besides the request from EDCON Group, the researcher was of the feeling that making a follow-up is a proper way of ensuring that survivors are surviving and coping. The two focus group members responded yes to the question. The two participants responded no. Here is how they responded:

"*Remember what I said earlier on that when the shelter wanted me to share my personal experiences, they call me*" Nthabiseng

"*I was also informed during discharge that if I need a shoulder to cry on, I need to call the shelter. It is my second home. Sometimes they also call me to check how I am doing*". Tania

"*I was never called since I left the shelter. I was only called that time when we were going to have the first interview. I still feel that I need to address the issue of the house mother who was not allowing the women to showcase their expertise in cooking".* Thabitha

"*I was also not called until recently when I was invited for the interviews, but I went on my own to the shelter after wards"* Shalleen

"*It could have been so nice to check how I am doing"* Shalleen

"*I could have addressed my issue for the house mother. It is so disturbing when your personal life is not going accordingly and somebody does not understands you".* Thabitha

"*True, I need it to be addressed, thanks"* Thabitha

"*I want to say thank you very much to the researcher because you made us to come together and talk about our previous experiences. Thabitha is an expert in sewing and she will teach us the skill and of course one day we will be on our own because of her".* Shalleen

"*Yes, I also want to thank this opportunity because today we know each other and we also shared our experiences. What is more interesting is that nobody is laughing at other person. We can make a very good team, thanks*" Nthabiseng.

"*I also appreciate this opportunity because I did not know that a good support group can be formed out of this group. Surely, Thabitha will help us with cutting the patterns".* Tania

"*I have already developed trust to this group and I must also indicate that on our way to here I was already sharing my personal life*". Shalleen

"I am also of the same view of appreciating this opportunity. I did not know that there are people who are seeing me as their role model or whom I can teach them something. Thanks to this meeting". Thabitha

The researcher was of the view that there were two sides of the story from the abovementioned sub-theme. There were those who were receiving calls from the shelters and those who were not. Aftercare services assist survivors to ensure that they are coping after discharge (DSD 2008 & 2013-2018). It also shed light on the relationship built between shelters and survivors. It has also been established that one participant is a resource to the shelter because she can form part of awareness raising in communities. In other words, the empowerment received from the shelter which she was in made her a resource which can be used in awareness raising field.

Shalleen also informed the group that she already had a trusting relationship with the focus group and she was able to share her personal experiences with them. The Oxford Dictionary (2016) defines experience as practical knowledge, skill, or practice derived from direct observation of or participation in events or a particular activity. Tania also shared that she is still having a good contact with the shelter. The implied message was that she is still part of the shelter in case there is a need. The researcher was able to see that the relationship between the shelter and the two survivors was very good during their individual interviews. The staff from that shelter appreciated them (Nthabiseng and Tania) a lot.

From the focus group session and individual interviews, it was noticed that Shalleen and Thabitha were not contacted after their discharge. The individual interviews as well as focus group responses were exactly the same. They were of the opinion that it could have been proper to check how they were coping after their discharge. Thabitha had a concern about the house mother who did not give them an opportunity to showcase their cooking and baking talents. She was of the view that it must be addressed. She was adamant that she will make time and go to the shelter to address it. The fact that she was adamant to go and address this matter with the social workers means that she was not happy about it and does not want it to continue to other survivors. She also emphasised that the relationship between the survivors and the house mother should always be reviewed.

Glenn and Goodman (2015) highlight another dynamic that staff members physically isolated themselves from residents, which made them feel disrespected or "less than." The researcher's position in this matter is that the shelter which this participant was in trusted the housemothers too much and was not even aware of the survivors' concerns. The survivor's interpretation of the housemother's conduct was that she does not understand their frustrations which brought them into the shelter (Madhusudanan & Nalini 2015). There was also an appreciation of the meeting because the survivors felt that a sewing school has been brought to them. They regarded Thabitha as a resource and looked forward to learning from her sewing skills.

6.41 Recommendations of the effectiveness of the Skills Development Programme

"Starter pack can do better. I mean if for an example, one can be given a sewing machine and material, life can be better. One will be able to start a business and be able to run it on her own. Otherwise you are forced to look for work and remember nobody will employ you with attendance certificate. As I have already mentioned, we do not expect shelter to provide for ever, but a start will be proper. At the same time, ongoing awareness should go on as survivors are afraid to leave their abusive relationships and do not have the necessary information and do not know where to find shelters. There is still life after abuse" Shalleen

This recommendation touches on what Rasool (2012) is advocating for. This author feels strongly that despite the fact that sometimes survivors may refer themselves to the shelters, majority of women do not have information about these shelters. Rasool (2012) emphasises that women also lack awareness of the role and existence of domestic violence. A lack of knowledge of the existence of shelters was a serious hindrance to women leaving abusive relationships. Therefore, women arrive at shelters through accidental encounters through informal networks, usually when they are greatly concerned for their own safety or the safety of their children (Rasool 2012; Joshi 2017). Thabitha also informed the discussion that she discovered the shelter which she was by googling with her smart phone.

"Again, the certificate should be accredited and not be the attendance". Shalleen

"The trainings are provided in a short space of time and the training is not enough. One month training is not enough for one to learn all the necessary things which she still need" Tania

"There are talented ladies in the shelter but they need to be well trained and therefore the training should at least be six months" Shalleen

"I recommend that in communities, we do have skills training/ learning centres where different skills can come under one roof and teach other community members those skills. That will be knowledge sharing sessions in the shelter and in the communities sharing good practice. Nthabiseng

"The shelters should link the women with skills centres so that when they are discharged from the shelters they continue attending and get qualifications. If you like something, you need to go extra mile" Thabitha.

"Follow-ups should be done after one is discharged from the shelter to check how women are doing and coping". Shalleen

"Shelters to use women who were admitted in the shelter to talk to communities to share their experiences and learnt skills from the shelters. Good practices should also be shared to remove the stigma attached to shelters". Shalleen

I also heard about different SETAs which they accredit a number of trainings and I want to believe that they can be helpful. Shalleen

"The shelter information should be made known to community members. I did not know any shelter and just googled from my cellphone" Thabitha

"Qualified trainers will do better" Shalleen

6.42   Summary of recommendations from survivors of domestic violence

6.42.1 Starter pack support

- Provision of starter packs will work better- sewing machine, material, wools and needles for a start.

6.42.2 Accredited certificate

- Certificates should be accredited.
- Relevant SETAs to come on board to accredit the programmes and certificates.
- Qualified teachers/ skills development facilitators should be appointed.

6.42.3 Period of the Skills Development Programme in the shelters

- The training should at least be six months excluding counselling and other activities. Lopes and Watson (2013) are of the view that social workers themselves argue that a 3-6 month stay is insufficient to render a holistic service that is able to effect long-lasting change.

6.42.4 Survivors to be linked with the necessary resources

- Shelters should link women with skills centres when they are discharged to continue on their own.

6.42.5 Promotion of shelter services in communities

- Shelters to provide ongoing awareness to promote their services as they are not known in communities, and women are afraid to leave their abusive partners.
- Shelter information should be made known to community members.
- Shelters to use women who were admitted there to talk to communities and share their experiences and learnt skills from the shelters. Good practices should also be shared to remove the stigma attached to shelters. This links well with advocacy campaigns. Patel (2013) defines advocacy as a social action tool, and a community change strategy as well as a mode of social development intervention. Advocacy has the potential to empower individuals and communities to take action to address social, economic and environmental injustices.
- Communities to have skills training/ learning centres where women can come together and share good practices.

6.42.6 Monitoring of survivors after discharge from the shelters

- Follow-ups should be done after one is discharged from the shelter to check how women are doing and coping. Bejenaru (2011) supports this recommendation. The study on 'Battered women: Victims or survivors', also emphasises the need for supporting and monitoring women after they left the shelters. Monitoring is done to ensure that they (survivors) are independent and can survive on their own.

6.42.7 Funding for SDP

- More funding should be allocated so that women are not working for the shelters. Runganga (2017), Lopes and Watson (2017) as well as Bergstrom-Lynch (2018) are clear on this matter that funding is a scarce resource for the Skills Development Programme in the shelters.

Generally, from the focus group interviews, the researcher observed only one discrepancy throughout the session. The discrepancy was picked up when personal information such as education, hobbies, means of income and others taken during assessment was discussed. From the focus group interviews, Tania was the first participant to deviate from her initial view. During individual interviews, she indicated that her personal information was well linked to her needs, but during focus groups, she saw her personal information being separated from her basic needs and empowerment. This discrepancy was not applicable to Tania only, but to every group member. They were of the opinion that the Skills Development Programme does not relate or influenced by their personal interests but it was a procedure and compulsory for everybody to attend. The researcher interprets this as imposing. During individual interviews, the group members agreed that their personal information taken during assessment related well with their empowerment. The researcher noted that personal information is contextual and is guided by the status of the person.

During focus groups, the survivors were bold that personal information did not determine which Skills Development Programme to be chosen or attended. In fact, the researcher understood what the participants were saying because there were no criteria for the survivors to be linked with the Skills Development Programme. The reality was that it was compulsory for every survivor to attend the Programme taking into account that it is therapeutic and assists survivors to focus and heal. The researcher was also informed by the survivors that the Programme is used to identify the potentials of survivors. The rest of the presentation reiterated what the individual interviews meant previously.

Findings generated from the focus group discussion generally were as follows.

- The skills learnt from the shelter were sewing, beading, crocheting, knitting, cooking, wood work, art and craft, computer, drawing and baking.
- The common feeling was that the training was mostly done by the house mothers, EDCON Group, volunteers and the managers.
- The time period for EDCON Group training seem not to be the same for all the attendees as one member attended for a month and another for three months. There was a discrepancy identified in terms of time (one and three month). This discrepancy was confirmed by the manager from SEWAFRICA, that there was one and three months training by EDCON Group.

After training at EDCON Group, a certificate was presented to attendees together with sewing machines. The participants felt that amongst all the Skills Development Programme provided in the shelters, sewing has the potential of making survivors to be financially self-reliant only when the sewing material is provided. The three group members confirmed this thinking from their experience but one member did not have first-hand experience as she mentioned that sewing only came in two weeks prior to her discharge. The researcher acknowledges the advantages of open groups, but she is of the opinion that in the skills development context, it does not seem to be encouraged. Brock, Marek, Matteo-Kerney as well as Bagby (2013) argue that lack of bonding by members is one of the disadvantages of open groups. The fact that there is no waiting list to start at the same time impacts negatively on the group bond. The researcher understands that survivors do not come at the same time. The researcher also acknowledged that group bonding is effective for group therapy.

The researcher also learnt that:

- Thabitha did not acquire her fashion designing skill from the shelter but she got it before she could be admitted.

- The evaluation of the effectiveness of the learnt skills from the shelters was that the Skills Development Programme is not effective to give somebody an opportunity of getting a job or self-employed, but it is therapeutic. The skills learnt were also keeping the survivors busy to avoid sleeping the whole day, stressing about their problems but to focus and heal. Stressful experiences which survivors went through prior to the admission at the shelters can destroy them psychologically, socially and otherwise (Axinn & Stern 2005; Richard, Emener & Hutchison 2009; Midgley & Piachaud 2011; Maguire 2012; Karger & Stoesz 2014; Borkowski 2016).

- All the survivors agreed that the life skills programme taught them a lot of things such as time, anger and conflict management. They have acknowledged that coming from different backgrounds needs conflict and anger management skills. The life skills programme also assisted them to be assertive and see things from different perspectives (Ledlow & Coppola 2011; Martin 2013; Lopes & Watson 2013; Bauer & Liou 2016). One group member was specific and mentioned that it taught her forgiveness (Bejenaru 2011; Bamidel 2016; Kibret 2016).

- The survivors appreciated what the shelter has done to their lives, especially sessions with social workers. They also appreciated group work as it provided an opportunity for them to see that they are not alone in this challenge. The literature confirms the benefits of group work (Bejenaru 2011; Lopes & Healy 2012; Lindsay 2013; Mantell 2013; Watson 2013; Bamidel 2016; Kibret 2016). They also learnt the good work which other survivors were doing during the Skills Development Programme.

- The survivors highlighted that despite the counselling which the shelter is doing for them, there is more. They referred to things like divorce cases, medical attention and application of smart cards. According to them, these services were provided for free. According to Thabitha, time for the divorce case to be finalised was very short (11 months). This findings confirmed the argument by Renzetti et al. (2011), Rasool (2012), DSD (2015) as well as Ojha (2019) that shelters provide a variety of activities and resources. These activities include individual counselling, group work, assistance with health and legal matters, educational programmes such as assertiveness training, parenting and vocational skills (Renzetti et al. 2011; Rasool 2012; Bhana et al. 2013; DSD 2015; Joshi 2017; Sithole 2018; Ojha 2019).

- The shelters are doing a very good work of promoting the work of survivors even though it is done on a smaller scale

- There was a concern that the survivors felt they were working for shelter because after they have produced something, the money was divided into half. They were of the view that there must be a budget for the Skills Development Programme in order to benefit survivors more than those working for the shelter. However, survivors have acknowledged that the material used for sewing is bought by the shelter.

Survivors were free to speak and supported one another as if they knew each other before. The researcher encouraged them to take contacts and to continue calling each other if need be. The survivors were already making friends, and after the focus group session, they socialiseda a lot. They then started sharing their experiences of being in the shelter and how they are surviving currently (Maranga 2013; Soriano 2013). They also shared their experiences of being victimised by their partners prior to their admission in the shelters. They were appreciative of the focus group sessions as they exchanged numbers and promised each other that they will continue learning from one another. They made the researcher aware that they are available at any time she needed them. A good environment was created by the researcher (Glicken 2011).

A good interaction of the participants was an indication that no participant was forced to participate. Trochim (2001), Bachman and Schutt (2008) including Scutt (2012) are very clear that voluntary participation is a principle that requires that people should not be forced to participate in research. The participants were not forced to participate but they decided to be part of the session until the end.

The survivors appreciated the session and said it was fruitful. They also offered their availability to the researcher in case she needs them in future. They also learnt what other shelters were doing. At the end of the session, the researcher quality checked her work and confirmed with them their responses in order to ensure that there is no doubt about trustworthiness (Bryman & Bell 2011).

As the researcher had the responsibility of ensuring that the physical, emotional and social well-being of their research participants are well taken care of as per Grinnell (2001) and de Vos et al. (2011), she ensured that the research does not put the lives of the participants at any risk. She made it her responsibility to provide debriefing and counselling. This was enhanced by the fact that she is a qualified social worker.

6.43 The development of a model that enhances shelters' effectiveness of the Skills Development Programme in Gauteng Province, Tshwane Region

South Africa as a country is not immune to the models of sectoral training. At the same time, it was also critical to mention that the philosophy of the country influences its skills development. In exploring how countries had restructured their education and training systems, four models for sectoral training were identified. They were as follows: Voluntaristic or Market based systems, interventionist systems, state-led systems and corporatist systems. Esping-Andersen's three worlds of welfare capitalism approach was followed to discuss these models. For Esping-Andersen (1990) and Emmenegger, Kvist, Marx and Petersen (2015), the welfare state has been looked according to the degree of de-commodification, social stratification and solidarities going on in that state. De-commodification for Esping-Andersen (1990), Emmenegger et al. (2015) as well as Vitale and Sivini (2017) refers to the fact that citizens can freely and without potential loss of job, income or general welfare opt out of work when they themselves consider it necessary.

6.43.1   Voluntaristic or Market-based model

The researcher understands this model to be competitive in nature. Esping-Andersen (1990) and Emmenegger et al. (2015) refer to this model as Liberal. The competition in the market enhances class inequality and creates inefficiencies. This model promotes and supports the apartheid system because class inequality is enhanced (Cosser et al. 2012; McCord, 2012; Chitiga-Mabugu & Ngandu 2012; Vally 2013; Reddy et al. 2017). The voluntaristic model is relevant in the RSA, hence capitalism. The market rewards those who work harder and an equal opportunity in the economy is promoted through competition (Ferragina & Seeleib-Kaiser 2011; Jensen 2012; Emmenegger et al. 2015). The great personal freedom and prosperity to society is promoted (Emmeneger et al. 2015). This model for the researcher is really not in favour of survivors because competition is about having the necessary skills for one to enter the labour market. The markets are free and government interference is very minimal (Esping-Andersen 1990; Forrat 2013; Emmenegger et al. 2015). There is no way that personal freedom and prosperity can be achieved if one is financially dependent on others. In South Africa, welfare services are based on a means-test approach which determines whether the individual or family possesses the means to do without that help. Individualistic self-reliance on market is promoted (Aspalter 2001; Nikolaev, Salabordjaev & Boudreaux 2017; Bazzi, Fiszbein & Gebresilasse 2017).

The researcher has noticed that there is a link between survivors of domestic violence with the means test as majority of them are not working. When survivors are unable to maintain themselves financially, they depend on their abusive partners or social grants in one way or another. It is a fact that they go back to poverty status as they are not in a position of the necessary skills to compete. Financial self-reliance will remain a story to survivors. The literature confirms that going back means to the relapse stage (Gottwald & Goodman 2012; Guest & Namey 2015; Perrin 2015; Bauer & Liou 2016; Nhlabathi 2016). This model is characterised by a low de-commodification level (Aspalter 2001; Ferragina & Seeleib-Kaiser 2011; Jensen 2012; Ndunda 2016).

6.43.2　　　Interventionist / State-led model

From the researcher's frame of reference, the Interventionist and State-led models are similar. Her understanding of the State-led model is that the state plays a critical role in the wellbeing of the whole population. Esping-Andersen (1990) and Emmenegger et al. (2015) name this model the Social Democratic model. This model is characterised by freedom from the market (Ndunda 2016). Welfare services are universalistic, which means that everybody has the right to good health care because of citizenship (Patel 2005; Surender & Walker 2013). The minimum income for all is combined with generous benefits for middle-income earners. In this system, publicly funded training institutions play a dominant role at all levels of the training system (Mercorio & Mercorio 2000; Aspalter 2001; Emmenegger et al. 2015). It is argued that the social democratic welfare state gives people more power in governance. By providing welfare services to every citizen, it eliminates poverty, unemployment wage dependency and creates political unity (Jensen 2012; Surender & Walker 2013). Taking into consideration the characteristics of the State-led model, the researcher is of the opinion that South Africa does not belong to this model as the training is highly regulated and welfare services are not universalistic.

6.43.3　　　Corporatist systems

The Corporatist system is also called the Conservative or Christian welfare system. In this system, decision-making is at the lowest level, which promotes traditional family values and preserves old hierarchies (Aspalter 2001; Jensen 2012; Phillimore, Bradby, Knecht, Padilla & Pemberton, 2018). This hierarchy creates different classes of people as well as the benefits. This means that different groups receive different levels of benefits. Beamters or traditional and married families receive high pensions/ money, whereas divorced, single parents, co-habitated couples receive less. This model perpetuates　　patriarchy (Ndunda 2016). It is built on a foundation that authoritarian control governs the market economy (Forrat 2013; Fuller 2017; Seeberg 2017).

In this model, state assistance will only step in when the family's capacity to aid its members is exhausted (Esping-Andersen 1990; Aspalter 2001; Ferragina & Seeleib-Kaiser 2011; Ndunda 2016). There has been acknowledgement that in this model, training is highly regulated, with substantial involvement by social partners (Esping-Andersen 1990; Forrat 2013; Seeberg 2017).

Taking into account the three models and their characteristics, the Republic of South Africa's economic status does not put the country anywhere closer to the State-led model. The researcher was able to connect the two models – the Voluntaristic and Corporatist to the Republic of South Africa by looking at their characteristics. This means that RSA is a blend of both the Voluntaristic and Corporatist models.

It has been noticed that the RSA economy is drowning on daily basis and does not look to be better any time soon. The researcher felt that taking into consideration the corona virus known as COVID-19 situation, the virus which was declared national crisis in March 2020 made the economic situation worse. COVID-19 issues and its impact have affected the RSA economy very negatively. In other words, it has moved from bad to worse. When one is not in a position to the necessary skill, the person is in a permanent dependency situation because s/he will never be in a position to compete. This means that as long as survivors are without the necessary skills, they will never be able to compete and therefore will never be owners of the means of production. In terms of the Stages of Change Model, the maintenance stage will never be maintained (Funnel & Rogers 2011; Gottwald & Goodman-Brown 2012; Bauer & Liou 2016; Coulson, Ferguson, Henshaw & Heffernan 2016).

It has been discovered that in order to improve the economy of the country, the Skills Development Programme should be aligned with the necessary SETAs and be accredited. This will put survivors in a better position to compete and enter the labour market and therefore will qualify to be employed. This can also promote financial self-reliance and empowerment. The researcher is of the opinion that South Africa is a blend of the Market-based and Corporatist model, taking into consideration capitalism, patriarchy, inequality and lack of skills in the country.

CHAPTER 7: SUMMARY, CONCLUSION AND RECOMMENDATIONS

7.1 INTRODUCTION

The Republic of South Africa became a democratic state in 1994. Despite this milestone achievement, the country is still sitting with the reality of high unemployment, inequality, poverty and discrimination (Alphonsus 2015; Reddy et al. 2017; World Bank 2018). The apartheid regime which preceded democracy contributed to a fragmented, dysfunctional and unequal education and training system (Cosser et al. 2012; Reddy et al. 2017). A population with low educational and skills levels was inherited (Vally 2013; Alphonsus 2015).

In an attempt to address this paradox of skills shortages and low educational levels in the midst of high unemployment, the South African government initiated several pieces of legislation to create a framework conducive for building a skills base to provide different industries with the level and kind of skills that they need to ensure economic growth (Tshilongamulenzhe 2012; Graham & Mlatsheni 2015; De Lannoy, Graham, Patel & Leibbrandt 2018). One such instrument in the legislative framework is the National Skills Development Act, Act 97 of 1998, upon which the National Skills Development Programme is based.

The National Skills Development Programme is supported by Acts of Parliament such as Skills Development Levies Act, Act 09 of 1999; Further Education and Training Act, Act 98 of 1998; Higher Education Laws Amendment Acts, Act 26 of 2010; the National Skills Development Strategies and programmes. The latter legislative framework also provides a context within which shelters that accommodate survivors of domestic violence operate.

In South Africa, shelters that accommodate survivors of domestic violence also adopted the Skills Development Programme with the intention to empower survivors of domestic violence. In addition to psycho-social support services rendered in these shelters, the Skills Development Programme is also provided. Basically, the shelters accommodate survivors of domestic violence for six months, and in that period the survivors are expected to master the learnt skills and be able to practise them without any hassle. It is also a fact that the survivors may exit the shelter before the Skills Development Programme is completed because psycho-social support services are done. In other words, it has been empirically found that the Skills Development Programme is an 'add on' and is terminated at any time as long as psycho-social support services are rendered and completed.

7.2 SUMMARY OF THE STUDY

7.2.1 Research problem

This thesis is a response to the observation that despite the survivors of domestic violence being empowered through the Skills Development Programme in shelters, they continued to be unemployed and financially dependent on government resources to make a living post-institutionalisation. Such a state of affairs renders survivors vulnerable and return to the context of domestic abuse status. Their dependence on their abusers for financial resources is a common place.

In response to these circumstances, the researcher set out to evaluate the effectiveness of the Skills Development Programme that accommodate survivors of domestic violence in shelters in Gauteng Province, Tshwane Region. This overarching goal was pursued through the following objectives:

- To identify types of Skills Development Programme rendered in shelters.

This objective was achieved. It was established that different shelters were rendering different types of Skills Development Programme. These varied from adult colouring, sewing, art and craft, beading, baking, cooking, knitting, painting, woodwork, gardening, computer, fabric painting and catering. It was also found that there were two skills (beading and sewing) which were enjoyed and appreciated by the survivors, but these were not linked to their needs and interest. As much as these skills were enjoyed, the fact remains that they did not empower survivors to be financially self-reliant.

- To audit assessment tools used in assessing and addressing the needs of survivors in shelters

The following tools were used in the process of assessing and addressing the needs of survivors:

Interviews, screening criteria, assessment, admission, evaluation, warning, process notes, exit strategy, individual development plan (IDP), group work participation form as well as weekly meetings. These tools were reviewed in different times by the shelters. The researcher asserts that reviewing tools in different times questions the validity and efficacy of those tools. Tools such as the Training Manual on Restoration and Healing designed to guide service delivery in the shelters were incomplete. Most of the tools were not on letterheads, which challenges the authenticity of the professional service rendered to survivors of domestic violence. Furthermore, the fact that other forms such as the one for admission should not be revised does not make social work sense. Fixed and untouchable forms are not reliable to guide service delivery in social work.

At the same time, none of the forms linked the Skills Development Programme to the needs of survivors of domestic violence. This confirms the fact that the programme is not tailor-made. It was also compulsory for every survivor in the shelter to attend. The one size fits all treatment of survivors of domestic violence does not do justice to their needs and empowerment. It also disregards the professional work (psycho-social support services) rendered by the shelter. On the other hand, the researcher was not able to lay her hand on admission policy but admission forms only.

- To determine survivors' (of domestic violence) experience of the assessment tools and process/es

A common finding in all the shelters is that less is said about the involvement of survivors of domestic violence in reviewing the tools. From participants' point of view, the researcher took note that the survivors did not know the tools empowering them but appreciated services from social workers. The survivors instead focused on the good work done by social workers and did not bother in terms of knowing or inquiring about the tools. The study has proved that survivors do not have experience of the tools as they were not involved or exposed to know them in the shelters.

- To assess the effectiveness of Skills Development Programme in ensuring survivors' financial self-reliance

Based on the empirical findings, it was evident that the Skills Development Programme was not effective in ensuring survivors' financial self-reliance. The ineffectiveness of the programme is attributed to the fact that it is not accredited. Facilitators of the programme are also not accredited to offer such training. Furthermore, the time period in which survivors are exposed to the programme is very short.

- To establish survivors' exposure to job opportunities (through the Skills Development Programme)

The researcher was able to achieve this objective through the engagement of both managers and survivors of domestic violence using semi-structured interviews. The exposure of the survivors to job opportunities is currently done on a smaller scale.

- To develop a model that enhances the effectiveness of the Skills Development Programme in Gauteng Province, Tshwane Region

After a careful consideration of the presented data, analysis and identification of themes, the researcher was able to adopt and locate a model that will enhance and promote the effectiveness of the Skills Development Programme in shelters. Taking into consideration that Voluntaristic and Corporatist system are characterised by competition, a well-resourced and effective Skills Development Programme will harmoniously come in handy and promote a blended system.

7.3 CONCLUSION

Based on the findings attached to the objectives, the researcher concludes that the Skills Development Programme rendered in the shelters that accommodate survivors of domestic violence is not effective. Exposure to the Skills Development Programme does not make survivors of domestic violence to be financially self-reliant. The skills provided in the shelters do not confirm or guarantee that one will get a job after the training. The programme, however, seems to have the potential to empower them to be financially self-reliant if taken seriously and well-resourced. It was also found that the programme and facilitators were not accredited. The researcher confirms that the maintenance stage (as highlighted by Trans-theoretical Model) will never be reached because despite the programme not being accredited and ineffective, the training period is also very short.

Psycho-social support services are effectively rendered by social workers and well received by survivors of domestic violence. It is a well-established fact that the programme is therapeutic for majority of survivors. Despite the ineffectiveness of the SDP, the psycho-social support services addresses, bring change, empowerment and hope to the survivors.

7.4 RECOMMENDATIONS

Based on the findings of the study, the following recommendations for the effectiveness of the Skills Development Programme are apt:

- The Programme should be tailor-made and linked with the needs of survivors.
- The involvement of relevant SETAs will assist in accrediting the programme and will also provide guidance on what should be included in the development of documents such as training manuals to make them complete.
- Skilled facilitators should also be employed to ensure that professional Skills Development Programme is rendered.
- Considering the fact that shelters use different tools to assess and address the needs of survivors, the tools should be standardised and have common names. Formal documents should always be on official letterheads and be comprehensive.

- Taking into account that it is compulsory for other shelters to review their tools during specific time, this means that those tools are not guided by the needs of survivors and are obviously imposed on them. Thus, this warrants the review process to be revisited with consideration that survivors are unique and cannot be treated the same way.

- There is also a big room for the tools to be revised as opposed to the argument by managers that admission tools are not reviewed due to security reasons.

- It is also critical for the shelters to have an admission policy instead of a mere admission form.

- Based on the data presented by participants and considering the silence of the literature on the exposure of survivors to the tools, the researcher is of the view that it will be proper for them (survivors of domestic violence) to be taken through (orientated) those tools even though it is done on a lighter note/ informal level.

- Monitoring of survivors of domestic violence after being discharged from the shelters is imperative for the support in ensuring that they (survivors) are in a position to function on their own.

- Ensure that shelters promote the work of survivors of domestic violence that is currently rendered on a smaller scale and on a lower level. It must be rendered on a higher level and bigger scale.

- The fact that Skills Development Programme does have potential to empower survivors of domestic violence on condition that it is well designed and resourced, a six-month learning certificate course is proposed.

- The Skills Development Programme training should also be standardised across all the shelters.

- A six-month period limits the possibilities to empower survivors of domestic violence; therefore a period of stay in shelters should be extended to twelve months

- Survivors of domestic violence should be involved as critical stakeholders in the reviewing of the tools. Exclusion of survivors in this process means that services are imposed on them and therefore the 'one size fits all' approach should be avoided.

- More funding should be allocated for the SDP in the shelters so that quality

work can be done and survivors are comprehensively empowered.

- Survivors should be linked with resources such as Community Oriented Substance Use Programme (COSUP) to continue with their training in case they still have interest in their Skills Development Programme when they are discharged from the shelters.

7.5   RECOMMENDATION FOR FURTHER STUDIES

Based on the findings of this study, the following recommendations for further research were found appropriate:

- It is important to find out reasons for non-participation of sampled shelters in this study.
- A good practice model of the Skills Development Programme for survivors who claimed to have been placed in one of the industrial companies in Pretoria needs to be explored.
- The impact made by EDCON Group training in Gauteng Province regarding the provision of sewing as part of the Skills Development Programme from its inception until the end should be researched to determine financial self-reliance for survivors of domestic violence who attended the training.
- A national survey of the effectiveness of the Skills Development Programme in shelters that accommodate survivors of domestic violence is recommended.
- A cost-benefit analysis of the Skills Development Programme is also highly recommended.

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LIST OF ANNEXURES

ANNEXURE A: Informed Consent Form

Dear Research Participant

I am a doctoral student at the University of Limpopo and as a condition to fulfil the requirement of a PhD, I have to complete a thesis whose title is '**An evaluation of the effectiveness of the Skills Development Programme in shelters accommodating survivors of domestic violence in Gauteng Province, Tshwane Region'.**

You have been purposefully identified to participate in this study due to your involvement in the Skills Development Programme. You will not have to participate if you are not interested.

There are no anticipated risks, compensation or other direct benefits to you as a participant in this interview. You are therefore free to withdraw your consent to participate and you may discontinue your participation in the interview at any time without consequence.

If you have any questions about this research protocol, please contact me on 082 716 5981.

Yours sincerely

Signature: ---------------------------   Date: --------------------------------

(Please sign and return this copy of letter to me. A second copy is provided for your records. By signing this letter, you give me permission to report your responses anonymously in the final manuscript to be submitted to my supervisors).

I have read the procedure described above for the proposed research study. I voluntary agree to participate in the research.

Signature of participant: --

Date: ---

ANNEXURE B: Letter requesting permission to conduct research from Department of Social Development

<div align="right">

P. O Box 29363

SUNNYSIDE
0132
09 February 2018

</div>

Head of Department of Social Development
Private Bag X35
Johannesburg
2000

Dear Ms Mhlongo

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am an official working in the Directorate: Victim Empowerment Programme at the National Department of Social Development (DSD). I am also a doctoral student in the Department of Social Work at the University of Limpopo. As a condition towards the fulfilment of the requirements for the doctoral degree, I have to undertake a research project and my topic is as follows: **An evaluation of the effectiveness of the Skills Development Programme in shelters accommodating survivors of domestic violence in Gauteng Province, Tshwane Region.** The research will be based on the shelters at Tshwane Region rendering both Skills Development Programmes as well as psycho-social support services.

As a doctoral student, I would like to interview the managers of the shelters which render Skills Development Programme as well as the survivors who went through sheltering system and received skills through the Skills Development Programme.

The selected managers will be requested to share their experiences through semi-structured interviews. They will also be requested to refer the doctoral student to the survivors who went through this programme for interviews. Both the managers and the survivors will also be expected to give suggestions and inputs in terms of whether or not the Skills Development Programme is effective and efficient to make the victims financially self-reliant.

Should permission be granted, the provincial office will be expected to inform the shelters regarding this request. The doctoral student will be guided accordingly in terms of which shelters are rendering psycho-social services as well as Skills Development Programmes. Arrangements for the interviews with the managers and the survivors will be done with consideration for the working schedules and commitments of these individuals.

Kindly note that the Research Ethics Committee of the Department of Social Work, University of Limpopo has approved this research.

Should there be any questions, you may contact me on 012 312 7262/ 082 716 5981.

Your consideration of this request will be highly appreciated.

M J Moganedi

Email: JoyceMo@dsd.gov.za

ANNEXURE C: Letter requesting participants' participation in the research project

P O Box 29363

SUNNYSIDE

0132

09 February 2018

Shelters Managers for survivors of domestic violence

Dear Sir/Madam

Subject: An evaluation of the effectiveness of the Skills Development Programme in shelters accommodating survivors of domestic violence in Gauteng Province, Tshwane Region

This letter serves to request your participation in the above mentioned study. The researcher is employed in the national Department of Social Development, Pretoria and has enrolled for her Doctoral Degree in Social Work at the University of Limpopo.

The purpose of this study is to evaluate the effectiveness of the Skills Development Programme provided by shelters accommodating survivors of domestic violence in Gauteng Province, Tshwane Region. The shelters are also requested to refer the researcher to the survivors who were once admitted, received psycho-social support services and were place under the Skills Development Programme.

Your co-operation will be highly appreciated. If you need any further information or guidance please do not hesitate to contact me at, 012 312 7262 and or 082 716 5981

Kind regards

Joyce Moganedi

ANNEXURE D: Semi-structured questions for Managers

1. Demographic Attributes

1.1 Position in the Shelter:

1.2 Highest qualifications:

1.3 Number of years of experience as a Manager:

2. Types of Skills Development Programmes rendered in the shelter

2.1 I know that your shelter is rendering Skills Development Programmes. Which life Skills Development Programmes are those?

3. Examination of assessment tools used in identifying the needs of survivors of domestic violence

3.1 Which assessment tools does the shelter use to identify the needs of survivors of domestic violence?

3.2 How effective are they in identifying the needs of survivors of domestic violence?

3.3 How does the shelter confirm that the assessment tools used to assess the needs of the survivors of domestic violence are effective?

4. Auditing of intervention tools used in assessing and addressing the needs of survivors of domestic violence

4.1 How often does the shelter review the intervention tools which are used to assess and address the needs of survivors of domestic violence?

4.2 What informs the review?

4.3 Are these intervention tools reliable to assess and address the needs of survivors of domestic violence?

5. Survivors' of domestic violence experience of assessment process and tools

5.1 What are the survivors' experiences of assessment process and tools?

5.2 How do you determine that?

5.3 Is there any recommendations from the survivors regarding assessment process and tools?

5.4 If yes, what are those?

5.5 If not, how do you determine their satisfaction?

6. The helpfulness of those Skills Development Programme in ensuring that survivors are financially self-reliant

6.1 Which economic skills are specifically designed to empower survivors to be financially self-reliant?

6.2 How effective are those skills in ensuring that the survivors are financially self-reliant?

6.3 Which economic empowerment skill seem to be benefitting the survivors a lot?

7. Exposure to job opportunities

7.1 How are the survivors exposed to job opportunities?

7.2 How would you measure the success rate of the survivors with regards to being financially self-reliant?

8. Recommendations to the shelters on the effectiveness of the Skills Development Programmes in Gauteng Province

8.1 What recommendations can you make to improve the Skills Development Programme, if need be.

ANNEXURE E: Semi-structured questions for survivors of domestic violence (English)

1. Demographic attributes

1.1. Name (pseudonym)

1.2. Age:

1.3 Race:

1.4 Are you a South African citizen?

1.5 Language:

1.6 Gender:

1.7 Marital status:

1.8 Number of children:

1.9. Occupation:

1.10 Number of years after leaving the shelter:

2. Types of Skills Development Programmes rendered in the shelter

2.1 Which types of skills are you receiving from the shelters?

2.2 What is the content of that training?

3. The helpfulness of those Skills Development Programme in ensuring that survivors are financially self-reliant

3.1 Which economic empowerment skills are helping you to be financially self-reliant?

3.2 How are those skills assisting you to be financially self-reliant?

3.3 Which economic empowerment skill seem to be benefitting the survivors a lot?

4. Survivors' (of domestic violence) experience of the assessment process and tools

4.1 Did the centre collect the following information about you?

4.1.1 Your personal circumstances?

4.1.2 Your needs?

4.1.3 Your strengths?

4.1.4 Your resources?

4.1.5 Any other relevant and related information?

4.1.6   What is your comment on this process?

5. Exposure to job opportunities

5.1 How are you exposed to job opportunities?

5.2 How would you measure the success rate of survivors with regards to being financially self-reliant?

6. Recommendations to improve the Skills Development Programme, if need be.

6.1 What recommendations can you make to improve the Skills Development Programme, if need be?

ANNEXURE F: Semi-structured questions for survivors of domestic violence (Sepedi)

Dipotšišo tša batšea karolo

1. Tlhaodi ya faele

1.1. Leina (leina la metlae)

1.2. Mengwaga:

1.3 Morafe wa geno:

1.4 O modudi wa naga efe:

1.5 Leleme/ Polelo ya geno:

1.6 Bong:

1.7 Boemo bja lenyalo:

1.8 Palo ya bana/ Batho bao oba fepago ka mašeleng

1.9. Boemo mošomong:

1.10 Palo ya mengwaga ka morago ga go tšwa lefelong la botšhabelo:

2. Mehuta ya tlhahlo yeo eabiwago mo lefelong la botshabelo

2.1 Ke tlhahlo efe yeo leefiwago mo lefelong la botšhabelo?

2.2 Ke diteng dife tšeo le fiwago tlhahlo ya tšona?

3. Bohlokwa bja tlhahlo go netefatša gore batho ba kgona goikema ka tša mašeleng

3.1 Ke ditlhahlo tše dife tšeo digo thušago gore okgone goikema ka taba ya tšhelete/ mašeleng?

3.2 Bokgoni bjoo o bo rutwago bogo thuša bjang gore o fetše okgona goikema ka mašeleng/ tšhelete?

3.3 Ke tše dife ditlhahlo tšeo di bonalago dithuša batho ga golo?

4. Maitemogelo a bahlokofatšwa ba tlaišo ya ka malapeng?

4.1 ANaa lefelo la botšhabelo leile la tšea tšeo dilatelago mogo wena?

4.1. 1 Boemo bja gago?

4. 1 2 Dinyakwa tša gago?

4.1.3 Bokgoni bja gago?

4.1.4 Di dirišwa tsa gago?

4.1.5 Tše dingwe tšeo di hlokegago?

4.1.6 E kaba wena oreng ka tshepedišo ye?

5. Menyetla ya mešomo

5.1 Go tšea karolo ga gago ka mo lefelong la botšhabelo ka tlhahlo yeo lee fiwago go go thuša bjang go hwetša menyetla ya mešomo?

5.2 Oka lekanyetša bjang go tšwelela lego ikema ka tša mašeleng

6. Mekgwa yeo eka dirwago lefelong la botšhabelo go kaonafatsa tlhahlo

6.1 A naa gonale mekgwa yeo eka šomišwago go kaonafatša dithuto/ bokgoni bjoo go thuša batšea karolo gore ba ikeme ka taba ya mašeleng/tšhelete?

ANNEXURE G: Semi- structured question for survivors of domestic violence (Zulu)

Imibuzo ya labo bazo phendula

1. Izimfanelo lokubala ubuningi ba bantu

1.2 Lithinin igama lakho lokuteketiswa:

1.3 Mingakhi iminyaka yakho

1.4 Ungabe uwoluphi uhlanga:

1.5 Iingabe ubelekelwe kweliphi izwe:

1.6 Uukhulma luphi ulwimi:

1.7 Ungabe ungubulili buphi:

1.8 Ushadile yini:

1.9 Usebenza msebenzi muni:

1.10 Zingakhi izingane onazo noma abantwana ababhekwe nguwena nona ungebona abakho:

2. Amahlelo lawa tholakalayo kule ndawo yoku phephela

2.1 Ingabe kulolulwazi olitholayo oluwakhayo kulendayo yokuphephela yiluphi elikuvivinyayo nelikufundisa ukuba uzimele ikhakhulukazi ngokwezomunotho

2.2 Ingabe nhlobo luni lolwazi olukwakhaya olutholayo kulendawo yokuphephela?

2.3 Ingabe amaphi ama hlelo abonakalayo a siza abantu kakhulu ukuthe bazimele ngendaba zaku thola omsebenzi.

3. Ukubaluleka kwe luhlelo lwa kozithuthukisa

3.1 Awusizo yini amakhono aloluhlelo ekiqinisekeni ukuba abahlukumezekile baphinde bakwazi ukuzimela ikulukazi kwezomunotho?

3.2 Kubonakalanjani ukuthe le lihlelo li sebenza noma lenga sebenze?

4. Ukunda kwa bantu abahlukumezekile kule ndlela I zinto zi hamba nga khona

4.1. Indawo yoku phephela ike ya buza izindaba ezilandelayo ngawe?

4.1.1 Indaba ngawe?

4.1.2 Yonke into leo i dingayo?

4.1.3 I sipho sakho?

4.1.4 Izinto lezo ozi sebensizayo?

4.1.5 Yonke into edingekayo?

4.1 6 Uthini wena ngale ndlela le izinto se handjiswa nga khona?

5. Ithuba loku thola emesebenzi

5.1 Ingabe ukuba kwakho ingxenye yohlelo lokuzithuthukisa liyakuvulela noma liyakuxhumanisa namathuba omsebenzi

5.2 Ingabe phambili ngo kothe ofike kule ndawo yo ku phephela, ku khona lo obe oya ku yazi nge ndaba yo msebenzi?

6 Ingaba ku khona loko sika gu enza ukuthi uku funda kwe luhlelo kuenziwe ukuthi kube ncono

6.1 Uma ingabe amakhono aloluhlelo awaqinisekisi ukuba abahlukumezekile baphinde bakwazi ukuzimela ikulukazi kwezomunotho, ingabe imiphi imibono onayo noma ocabanga ukuthi ingasetshenziswa ukuthuthikisa loluhlelo

ANNEXURE H: Semi-structured questions for Focus group

1. Types of Skills Development Programmes rendered in the shelter

1.1 Which types of skills are you receiving from the shelters?

1.2 What is the content of that training?

1.4 The helpfulness of those Skills Development Programme in ensuring that survivors are financially self-reliant

2.1 Which economic empowerment skills are helping you to be financially self-reliant?

2.2 How are those skills assisting you to be financially self-reliant?

2.3 Which economic empowerment skill seem to be benefitting the survivors a lot?

3. Survivors' (of domestic violence) experience of the assessment process and tools

3.1 Did the centre collect the following information about you?

3.1.1 Your personal circumstances?

3.1.2 Your needs?

3.1.3 Your strengths?

3.1.4 Your resources?

3.1.5 Any other relevant and related information?

3.1.5 What is your comment on this process?

4. Exposure to job opportunities

4.1 How are you exposed to job opportunities?

4.2 How would you measure the success rate of survivors with regards to being financially self-reliant?

5. Recommendations to improve the Skills Development Programme, if need be.

5.1 What recommendations can you make to improve the Skills Development Programme, if need be?

ANNEXURE I: Ethical clearance certificate

University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 06 March 2019

PROJECT NUMBER: TREC/33/2019: PG

PROJECT:

Title: An evaluation of the effectiveness of the Skills Development Programme in shelters accommodating survivors of domestic violence in Gauteng Province, Tshwane Region.

Researcher: MJ Moganedi
Supervisor: Prof S L Sithole
Co-Supervisor/s: Dr Manganyi
School: Social Sciences
Degree: PhD in Social Work

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: **REC-0310111-031**

Note:

i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.

ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.

iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

GAUTENG PROVINCE
SOCIAL DEVELOPMENT
REPUBLIC OF SOUTH AFRICA

Enquiries: Dr. Sello Mokoena
Tel: 082 331 0786
File no.: 03/05/19

Dear J Moganedi

RE: APPLICATION TO CONDUCT RESEARCH IN THE GAUTENG DEPARTMENT OF SOCIAL DEVELOPMENT

Thank you for your application to conduct research within the Gauteng Department of Social Development.

Your application on the research on *"An Evaluation of the Effectiveness of the Skills Development Programme in Shelters Accommodating Survivors of Domestic Violence in Gauteng Province: Tshwane Region"* has been considered and approved for support by the Department as it was found to be beneficial to the Department's vision and mission. The approval is subject to the Department's terms and conditions as endorsed on the 05th May 2019.

May I take this opportunity to wish you well on the journey you are about to embark on.

We look forward to a value adding research and a fruitful co-operation.

With thanks
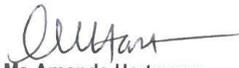
Ms Amanda Hartmann
Deputy Director General: Support Services
Date: 2019/9/10

ANNEXURE K: Semi-structured questions for survivors of domestic violence (Setswana)

Dipotso tsa batsea karolo

2. Tlhaodi ya faele

1.1. Lebitso (lebitso la metlae)

1.2. Dingwaga:

1.3 Morafe wa geno:

1.4 O modudi wa naga efe:

1.5 Leleme/ Puo ya heno:

1.6 Bong:

1.7 Maemo a lenyalo:

1.8 Palo ya bana/ Batho ba o ba tlhokomelang ka madi

1.9. Boemo ko tirong:

1.10 Palo ya dingwaga ka morago ga go gololwa lefelong la botshabelo

2. Mehuta ya dithuto yeo e fiwago mo lefelong la botshabelo

2.1 Ke thuto efe yeo leefiwago mo lefelong la botshabelo?

2.2 Ke diteng dife tseo le fiwago thuto ya tsona?

3. Bothlokwa bja thto go netefatsa gore batho ba kgona goikema ka tshelete

3.1 Ke dithuto dife tseo digo thusang gore okgone goikema ka taba ya tshelete/ madi?

3.2 Bokgoni bjoo o bo rutwago bogo thusa yang hore o okgone goikema ka madi/ tshelete?

3.3 Ke tše dife dithuto tseo di bonalago dithusa batho haholo?

4. Maitemogelo a bahlekefetswa ba ka malapeng?

4.1 Ebe lefelo la botshabelo leile la tsa dilo tseo dilatelago mogo wena?

4.1. 1 Maemo a gago?

4. 1 2 Ditlhoko tsa gago?

4.1.3 Bokgoni bja gago?

4.1.4 Di diriswa tsa gago?

4.1.5 Dilo tsohle tse o dihlokago?

4.1.6 E kaba wena oreng ka tsamaiso ye?

5. Dibaka tsa mesebetsi

5.1 Ekaba thuto yeo le efiwago mo lifelong la botshabelo go go thusa bjang go ikhumanela mesebetsi?

5.2 Oka lekanyetsa bjang go falola lego ikema ka madi/ tshelete?

6. Mekgwa yeo eka sebediswng lefelong la botshabelo go phepafatsa thuto

6.1 Ekaba gonale mekgwa yeo eka sebediswang go phepafatsa dithuto tseo ledi fiwago gore ba ikeme ka taba ya tshelete?

APPLICATION FOR ETHICAL APPROVAL OF RESEARCH INVOLVING HUMAN PARTICIPANTS

This application form should be completed for any research involving human participants conducted in or by the University by postgraduate students and staff members.

Applications should be made on this form, and submitted electronically, to the Research Ethics Officer. Only an electronic copy of the form should be submitted separately via email. Applications will be assessed by the Research Ethics Officer in the first instance, and then passed to the TREC (the University's Ethics Committee). A copy of your research proposal and any necessary supporting documentation (e.g. consent form, data collection tool, faculty approval letter etc.) should be submitted separately with this form.

1. | **Title of project:**
An evaluation of the effectiveness of the Skills Development Programme provided by shelters accommodating survivors of domestic violence in Gauteng Province, Tshwane Region. |

2. Principal Investigator (i.e. name of student)

Title, Initials and Surname	**Qualification: (*please write it in full*)**
Mrs M J Moganedi	Social worker

3. Name of supervisor(s):

Name:	**Department: (*indicate if the supervisor is from another institution*)**
Prof S L Sithole	University of Limpopo

4. | **E-mail address:** JoyceMo@dsd.gov.za |

5. | **Student Number**: |

Declaration of Principal Investigator:

The information contained in this application, including any accompanying information, is, to the best of my knowledge, complete and correct. I/we declare that

the information provided is correct and accept responsibility for the conduct of the procedures set out in this application in accordance with the guidelines

Name(s) in block capitals: MATSHEMO JOYCE MOGANEDI

Date: 4 September 2018

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