

**THE PERCEPTIONS OF A GROUP OF ADULT LEARNERS OF FURTHER
EDUCATION, TRAINING AND CAREER DEVELOPMENT**

by

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ABSTRACT

South Africa, having inaugurated its first national Adult Learners Week in 1996 under the theme “Learning to Live, Work and Learn Together”, was among the pioneer countries to develop this mobilization campaign for adult literacy, further education and training. Further Education and Training as well as career development has now become an important component in any individual’s life. In this study, the focus was on South African Domestic Workers, who have embarked on further education and training. The aim of the enquiry was to study their perceptions on further education and training and personal career development.

The study was a qualitative biased study done with an interpretative technique. Semi-structured interviews were held with a sample of five domestics who enrolled for further education and training with Domestic Bliss Learnership Institution. The interviews were conducted on a one-on-one basis. Field notes were kept to capture observations made throughout the five interview sessions. Each interview session was tape-recorded and transcribed verbatim. The raw data was sorted and categorized. Two main themes emerged from the analysis. The first theme was labeled “no knowledge” and the second theme labeled, “acquired knowledge”. The findings were derived from the different categories for the two themes and dealt with a lack of knowledge, lack of self-image and self-confidence, self-awareness, career awareness and FET experience.

It was recommended that all training institutions should provide entrance and exit career counselling to all adult learners. It was also recommended that more information be made available by government agencies to sensitise domestics about learnership programmes. Training institutions should also have a more strategic approach to their programmes and consider an advanced level of training to create a career pathway for domestics.

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CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The role of adult education as an agent for social change has been prominent for several decades and has informed the activities of civil society and government campaigns in various countries such as Cuba, Brazil, Nicaragua, Guinea Bissau, Tanzania and many others. The radical traditions in particular, view civil society as a privileged domain of radical learning, political struggle, social movements and social change. This tradition also has a notable history and presence in South Africa. Provision of non-formal adult basic education (ABE) in South Africa by non-government organisations (NGO's), especially, in the 1970's and 1980's, was influenced by it. Within this tradition, non-formal ABE instruction, for instance, is not just the imparting and acquiring of knowledge by teachers and adult learners respectively, but is a political process of raising critical awareness of injustice, and a joint investigation and creation of measures to change oppressive and undemocratic systems. In the South African context, illiteracy amongst adults is viewed by this tradition as not only a deeply rooted social problem, but a result of a determinate structure and dynamic of classes and a consequence of the apartheid capitalist organisation of production (Baatjes & Mathe, 2003).

South Africa, since 1995, exhibits an enabling legislative environment in terms of gender equality and women's educational development. Literacy of women is an important key to improving health, nutrition and education in the family and to empower women to participate in decision-making in society. Illiteracy among domestic workers is high with slightly less than 70% having grade 8 or less (COSATU, 1999).

Sector Education and Training Authorities have been established and training for domestics has been launched by the Department of Labour through the Domestic Workers Skills Development Learnership Programme. Effective career development is important from the individual's point in the light of the turbulent economic, technological and cultural environment and the rapid changing and uncertain times and the effect it has on people, their work and their families (Greenhaus, Callanan & Godshalk, 2000:13). This study is focussed on the perceptions of domestic workers, as a sample of adult learners, about the further education, training and career development they have embarked upon.

This chapter will give clarification on the terminology to be used throughout the study. It will describe the context of the problem in detail. The problem statement and the aims and objectives will be explained, taking into account the ethical considerations to adhere to throughout the study. The research paradigm and methodology will be discussed. A brief introduction to each of the following chapters will be given, followed by a short summary on this chapter.

1.2 **TERMINOLOGY CLARIFICATION**

The following definitions and descriptions will clarify the terminology that is frequently used in this study.

1.2.1 **Adult Learner**

Gravett (2001) defines an adult learner as an adult who engages in further studies at a University, which meet the stated criteria, as does a non-literate adult who is involved in basic education.

1.2.2 **Domestic Worker**

A domestic worker is described as a person, male or female, who engages in various housekeeping tasks in and around the home for the benefit of the people living there. He or she may be employed on a full time or part time basis and may be remunerated in cash and/or in kind (Domestic Curriculum Design, 2004). Domestic Workers Services Inc (2004) clarifies that a person is a domestic worker if he or she performs the following duties in the home of an employer:

- Cleaning the house
- Looking after children, disabled, sick or old people
- Gardening
- Driving for the household
- Cooking.

1.2.3 **Lifelong Learning**

Lifelong learning is about the need to learn continuously, to acquire new knowledge, skills and be empowered to cope and deal with various challenges that occur at all the stages of a person's life (Mokenela, 2003). The rationale for lifelong learning is that a person has to learn as long as he or she lives, because of the rapid changes due to the information explosion, World Wide Web, globalisation and changing work environments that call for new skills and the reworking of existing ones.

1.2.4 **Career**

“Career”, semantically means “a course or process through life” and “personal advancement and success in life” (Beekman, 2006:11).

1.2.5 **Development**

Development means “the action or process of developing or being developed.” (The Oxford Advanced Dictionary, 1998).

1.2.6 **Career Development**

Greenhaus, et al (2000) defines career development as an ongoing process by which individual's progress through a series of stages, each of which is characterised by a relatively unique set of issues, themes, and tasks.

Akhurst and Ntshangase (2002), cite Super who sees career development as a process rather than an event. It is a process that continues throughout an individual's life. Career development is enhanced and inhibited by the roles and the theatres (i.e. settings) in which people find themselves. People play various roles such as mother, daughter, counsellor, committee member, and these roles are linked to an impact upon one another.

Career development is defined by Watson and Stead (2006) as a lifelong process, starting as early as childhood and continuing until after retirement. The terms “career development”, and “occupational development” are use synonymously according to Malan (1999) who also refers to Tolbert who says that career development may be thought of as an aspect of general life development. The aim of career development according to Malan (1999:16) is to “develop work values, form a vocational identity, learn about opportunities, and try out plans in part-time recreational and full-time wok situations.”

1.2.7 **Perceptions**

Lowe (1995) defines perception as the cognitive process that accompanies the stimulation from the environment. Perception is necessary for self-preservation for which we need to be aware of what is going on around us. Kreps (1990) regards perception as the process by which people become aware of internal and external messages and interpret these messages into meanings.

Moorhead and Griffin (1998) endorse that perception is a set of processes by which an individual becomes aware of and interprets information about the environment. Weiten (1992) further defines it as the selection of, organisation and interpretation of sensory input. It is a readiness to perceive a stimulus in a particular way. Perception involves organising and transplanting sensory input into something meaningful. Puth (1994) describes perception as the filter through which we take in stimuli and understand the world. Perception is one person's view of reality, because people perceive the same phenomenon in different ways, different people perceive different meanings to the same stimulus.

1.3 THE CONTEXT OF THE PROBLEM

The development of a new national identity in South Africa demands more equality, which in turn calls for public policies for adults to reduce the problem of illiteracy, to provide both education and training, and to permit transitions from non-formal to formal education (Stromquist, 1998). Baatjes and Mathe (2003) say that illiteracy among black adults in South Africa was an integral part of the concrete forms of domination and asymmetrical relations of power that functioned to actively silence the blacks. He asserts that it was only in the early 1990s that academics and institutions produced several studies and policy proposals in preparation for the new South Africa. Illiteracy was identified as one of the reasons for South African adults' low wage jobs and poor conditions of living in the country and worldwide. It has deprived South African adults from obtaining the full benefits of their newly won political freedom, because they simply do not have the education to get-ahead. Many of the South Africa's domestic workers, estimated to the tune of 1.5 million have never had the chance to complete their schooling (Miller, 2005).

The plight of domestic workers is currently a worldwide phenomenon that receives attention in many countries, such as in the United States of America where the Domestic Workers United (DWU), an alliance of domestic workers and domestic workers organisations lobby for the rights of domestics. Training pertaining to this group of adults was given little attention in the past. Training institutions mostly design programmes of training that will facilitate effectiveness in the jobs of domestic workers but not to facilitate career development and mobility as such.

A country can be judged on the treatment of its poorest members, and by looking at those at the bottom of the social ladder for example, domestic workers. Parsons (2004) sees poor treatment of domestic workers as lack of democracy and

negligence on the part of the state. Fish (2003) contends that until domestic workers' rights are recognised, South Africa will not fully realise its goal of a democratic government.

Domestic labour in South Africa originated in the 17th century, when Dutch settlers enslaved African women as household servants (Gilson, 2005). Slavery was abolished in the 19th century, but many of its exploitative and abusive aspects persisted. Under apartheid, the government generally did not interfere in matters between 'master and servant', leaving employers free to treat employees as they saw fit. Gilson (2005) believes that South Africa has since 1994, scrapped the apartheid-era labour laws that denied domestic legal rights and left them with little recourse if they were mistreated.

South African's perceptions of domestics can be traced on their history, which is unique among African countries. South Africa was subjected to white rule longer than other colonised African counterparts. An "Apartheid" policy was created in the 1960, which excluded non-Europeans from many types of jobs and further education and training (FET) (Baatjes & Mathe, 2003). Those domestics who are now in their 30s and over are still struggling under the damage that was done before 1994 when their choices were few and their socio-economic situation poor.

The story of Miriam Mkhize (2004) summarises the situation of many domestics when she says:

"Well I knew that I would have to find work fast so I became a domestic worker. At that time, I never thought it would be my life! I still thought it would be a temporary job and that I would go back and study to fulfil my dreams, but even though I tried hard to make that happen in the 20s, I stayed working in the people's homes. I was a single mother and I was also supporting my mother, brother and children and so have to focus on earning enough money for the day-to-day necessities. This is hard to admit, but I resented it for a long time. I felt cheated by circumstances, out of my dreams, wishes and goals. Looking back on my 30s, I realize that it was a time of unfulfilled dreams, and in many ways survival."

Apartheid policy according to Baatjes & Mathe's (2003) analysis is said to have deprived black people of access to education and opportunities to work towards prosperity. This was intended to provide a regular supply of cheap and unskilled

labour for the apartheid capitalist state. The ruling political class, whose power was anchored in the economic structure of apartheid capitalism, shaped the political economy of adult basic education.

Gilson (2005) alleged that the women in the Domestic workers Union in Cape Town for example say employers take advantage of them, often to the point where they have little time for themselves. They review a typical day's chores: make coffee, cook breakfast, dress the children, make beds, clean toilets, wash windows, scrub floors, feed the dog, buy groceries, wash dishes, and more. Those who work as live-in domestics say they only see their families on their days off. Work hours are sometimes from early to late, because domestics have to cook breakfast and supper and clean up after supper when families return from work.

This point to some impressions of the society on the state and status of the domestic workers. For instance, '...may be remunerated in cash and or in kind.' Grossman (2004:5) commented that the picture of domestic work that emerges is one of people - mainly women - entering the domestic service not by choice, but rather as a means to alleviate poverty. The poverty status of the domestic workers is evident from the fact that their remuneration conditions are a matter of choice by the employers. Erwit (2003) believed that domestics' jobs are physically and mentally demanding, emotionally draining, lonely, erratic, and incredibly undervalued.

In recent years, significant steps have been taken to improve their situation: a minimum wage has been set, specific working conditions have been laid down, and other measures have been put in place to regulate a previously unregulated industry. Steps are also being taken to train domestic workers and give them formal recognition for their skills. Lazar (2000) concluded that creating an optimal legislative environment for domestic servants (as she calls the domestic workers) is not simply a problem for political and legal institutions, but is intimately connected to the project of building a new hegemonic common sense in South Africa.

Chauke (2005) indicated that the department of labour and the national skills authority have allocated R120-million to train domestic workers, who seem to constitute a large proportion of the population of adult learners and upgrade their skills. The Domestic Services Chamber of the Services (SETA) plans to train over 12,500 domestic workers, in the Eastern Cape, Kwa-Zulu Natal and Gauteng in 2004 over the next two years on various skill programmes. Chauke (2005) claims in their

report that many of the estimated 1.5 million women working as domestic workers have never had the opportunity to complete their schooling. The project is funded through the National Skills Funds and offers domestic workers their first chance to get a National Qualification.

Accredited trainers provide learnership programmes and domestic training, and domestic workers have a choice to opt for a short skills programme leading to certification against some of the unit standards of the full qualification, or to enrol for the one-year learnership to receive the full qualification. The challenges faced by government in educating domestic workers are: how these learners perceive their training and education in line with their future and life style. This study is focussed on investigating what the perceptions of these domestics are who enrol for FET and what their dreams and future plans are with regard to their own career development.

1.4 **PROBLEM STATEMENT**

Many domestics enrol for FET at institutions that offer training to domestics. The question is how they perceive this FET and their own career development.

1.5 **AIMS AND OBJECTIVES**

The aim of the inquiry is to study the perceptions of domestic workers, as a sample of adult learners, about the further education and training they have embarked on and their future career development in order to make recommendations for further education and training and better career prospects within the domestic work domain and related career paths.

The objectives are:

- To do a literature study on aspects of adult and lifelong learning, FET, domestic worker training and career development to provide the researcher with knowledge and understanding of the background to this study
- To collect information through individual interviews
- To analyse the data through qualitative content analysis
- To make conclusions about domestics workers perceptions about FET and their personal career development

1.6 RESEARCH PARADIGM AND METHODOLOGY

Mason (2001) says that qualitative research should be systematic, rigorous, flexible, contextual and should be strategically conducted. To adhere to these criteria the researcher will choose a research paradigm and methodology that will answer the research question.

1.6.1 Research Paradigm

This study will follow a qualitative paradigm to explore, interpret and describe the perceptions of domestic workers, as a group of adults, about their further education and training to obtain an in-depth understanding of the phenomenon.

Patton (1990) explains qualitative research as an effort to understand situations in their uniqueness as part of a particular context and the interactions there. This understanding is an end in itself, so that it does not attempt to predict what may happen in the future necessarily, but to understand the nature of that setting. Creswell (1994:87) defines a qualitative study as an "inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting".

This study will be a qualitative biased study, an interpretative technique which seeks to describe, decode, translate and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world as Jim and Pofer cited in Glazier and Powell (1992) described it. An interpretive study allows the researcher to build a gradual picture of the reality of the participant (Holliday, 2002).

1.6.2 Data Collection

De Vos (1998) identifies data collection as a detailed description of the data gathering procedure for planned investigation. Description covers the specific techniques to be employed, the specific measuring instruments to be utilised and specific series of activities to be conducted in making the measurement.

The researcher will conduct semi-structured interviews with the domestic workers on a face-to-face basis. The researcher will use observation throughout the interview to capture non-overt behaviour. Field notes will be made to note these observations.

The researcher plans an individual interview with each participant, according to his or her own timeframe. The interview questions will be based on their personal life experiences and the training they are undergoing or underwent. Denzin and Lincoln (2000) endorse that qualitative research implies an emphasis on the quality of entities and processes and meanings that are not experimentally examined or measured. Through interviewing the domestic workers, the researcher will use probes to obtain more information from the domestic workers to confirm their responses. This is because Rensburg and Angelopulo (1996) maintain that meaning is not static; it is constantly created and recreated. The interviews will be tape recorded and transcribed verbatim to increase trustworthiness.

The following methods of data collection will be used:

a) **Interviews**

Interviews are methods of collecting data in which selected participants are asked questions in order to find out what they do, think or feel. The interview format may be conducted face-to-face, voice-to-voice or screen-to-screen; interviews are conducted with individuals or a group of individuals. Research interviews are but one of many types of interviews, all of which assume that the individual's perspective is an important part of the fabric of society and of the joint knowledge of social processes and of the human condition. Henning, van Rensburg and Smith (2004), say that in our interview society we have come to rely heavily on the personal presentation of what goes on in people's lives. Silverman (1997:100) warns that, however, researchers should not just "listen" to the content of what people say and then, in a "crude empiricist" manner summarise the content. De Vos (1998:271) defines interviews as face-to-face interaction between an interviewer and interviewee, where the purpose is to understand the interviewee's life experience or situation as expressed in his or her words. Mason (2001:5) regards interview as a "conversation with a purpose".

During the interview process, the researcher will attempt not to make any assumptions, but will gather as much information as possible in order to give a true description of the adult workers' responses. This process of the data collection will continue until the data is saturated and no new information is obtained as described by Field and Morse (1985). The interview questions will be semi-structured and open-ended, allowing the respondent freedom to

speak and the researcher to observe non-verbal behaviour and environmental aspects.

b) **Observation**

The value of observations is to add to the understanding of what is happening for the participant and to fill in the complexities of a situation (Patton, 1990). It takes the researcher into the settings, and provides an insider's perspective of the impressions and feelings of the places inhabited by the domestics, thus providing the opportunity to learn about the total environment of the participants.

c) **Field notes**

Field notes are a detailed description of what was observed (Glatthorn, 1998:173). Field notes serve as a document of the researcher's mind processes, philosophical position, basis of decisions and construction of meaning within the research process and the researcher-participant relationship. Field notes are used to record aspects of the interview that are not evident from the audiotape of the interview, such as body language, tone of voice and environmental distractions.

1.6.3 **Data Analysis**

Data analysis is an ongoing, emerging and iterative or non-linear process (Henning, et al, 2004). The researcher must remember before beginning with an analysis that data are transcribed first, which simply means that texts from interviews, observational notes or memos are typed into word-processing documents. These transcriptions are then analysed either manually or with computer programmes, such as Atlas.

Analysis literally means taking a part of words, sentences and paragraphs in the research project in order to make sense of, interpret and theorise that data (Henning, et al, 2004). This is an important act in research and is done by organising, reducing and describing the data collected.

De Vos (1998) stated that data collection and analysis are tightly interwoven processes, and must occur alternatively because analysis directs the sampling of data. The data collected will be transcribed and the outcome of the interview

reported. The descriptions of the data will be in a comparative and or supportive form with the related literature reviewed for the study.

1.6.4 **Research Sample**

De Vos (1998) explains a sample as a subset of measurements drawn from a population in which the researcher is interested. Mouton and Marais (1991) regard a sample as a group, which is investigated.

A sample is seen by Le Compte and Preissle (1993) as a more general process of focussing and choosing what to study. It involves defining what kinds of people and how many of them could be studied as well as when, where and under which circumstances it will be done. Populations in qualitative research are chosen on the basis of their theoretical significance or their relevance to the theory that suits the research question.

The sample of this research will be a purposeful sample selected from domestic workers who have enrolled for further education and skills training at a particular training centre. A purposeful sample is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned (Merriam, 1998). The research sample in this study will be on the domestic workers already studying with Domestic Bliss, which is a training institution for domestics.

1.7 **TRUSTWORTHINESS, VALIDITY, RELIABILITY AND TRIANGULATION**

Trustworthiness is the feature of this inquiry that ensures that the research project is valid and reliable, and therefore yields results that accurately reflect the situation of the research population as explained by Ely, Vinz, Anzyl and Downing (1997:156).

Validity in educational research according to Jim and Pofor cited in Glazier and Powell (1992) is concerned with the extent to which the research findings accurately represent what is happening in the situation; in other words, whether the data collected is a true picture of what is being studied. In this study the audit trail will be the interview audiotapes, transcripts, and field notes as described by Merriam (1998:201-209). Validity and reliability will be ensured as the researcher will tape-record and transcribe the interviews as soon as possible after the interviews have been conducted.

Reliability refers to the extent to which research findings can be replicated. In other words, if the study is repeated will it yield the same results? Reliability in a research design is based on the assumption that there is a single reality and that studying it repeatedly will yield the same results as explained by Merriam, (1998:205).

Triangulation means the use of multiple investigators, multiple sources of data, or multiple methods to confirm the emerging findings as described by Merriam, (1998:204). The researcher will apply the triangulation research technique, because multiple methods of data collection will be used.

1.8 ETHICAL CONSIDERATIONS

Creswell (1998) says that all ethical principles are based on reverence for human beings and their experiences. It serves to safeguard the dignity, rights, safety and well being of each research participant. It also guides the conduct of high quality research that will offer benefits and advantages to the research participants and the wider community.

- During this study the researcher will exhibit what Belsey and Chadwick (1992) call 'specific professional virtues' which include fairness, truthfulness, trustworthiness and non-malevolence. In following the above guidelines, the researcher will avoid ways to offend others as stated by Besley and Chadwick (1992) who warned against inaccuracy, lies, distortions, bias, favouritism, personal attacks and character assassination.
- Informed consent will be obtained from the managers of the training institution as well as the participants who volunteered to form part of the research study and the ethics Committee of the Faculty of Education at the University of Johannesburg before the onset of the study.
- The participants will have a separate meeting prior to the interviews where they will be informed of the entire research process and how it will be conducted.
- Participants will be informed that they have the option to withdraw from the study at anytime during the process, if they so wish, without penalty.
- Henning, et al (2004) emphasise that participants need to give informed consent to participate. This means that they must be fully informed about the research in which the interview is going to be used. They need to know that their privacy and

sensitivity will be protected and what is going to happen with the information after recording.

- Confidentiality is very important when conducting interviews. In order to maintain confidentiality the researcher will adhere to what Cahill and Overman quoted by Bouman and Elliston (1998) regard as 'possibility of administrative ethics', which emphasises a focus on individual administrative ethics, moral judgment, values and social priorities. As an administrative ethic, tapes will for instance be kept under lock and key until after the study when they will be destroyed.
- The researcher and the Supervisor will be the only persons who will have access to the material used during the research process. The researcher is the only person who is familiar with the identity of the participants and has the responsibility to ensure anonymity (Dane, 1990). The names of the participants in this study will be omitted to ensure anonymity as described by Babbie (1992) in order for participants to give their honest and willing participation.

1.9 **LIMITATIONS TO THE STUDY**

1.9.1 **Gender Bias**

This study is gender biased due to the fact that the participants are all women. No males attended or are attending the training for domestics at the particular time at the particular institution.

1.9.2 **Small Number**

The sample used in this study is based on a few participants who volunteered to partake in this study. The findings of the study can therefore not be generalised to all domestic workers.

1.10 **OUTLINE OF THE STUDY**

The study will comprise of five chapters and the layout and brief introduction to each is as follows:

Chapter One: Orientation to the Study

Chapter one consists of the preliminary introductions and background to the study, aims and objectives, followed by the research methodology and paradigm, research sample, data collection and data analysis. The chapter also includes the ethical considerations, limitations to the study, study terminology clearance and summary.

Chapter Two: Literature Review

Chapter two represents the review of literature related to the study.

Chapter Three: Research Methodology

In chapter three research methods will be discussed. The data collection and analysis will be dealt with in detail as well as aspects such as trustworthiness.

Chapter Four: Data Collection and Data Analysis

This chapter will comprise of the data collected, such as the interview outcomes, field notes and the analysis of the data collected.

Chapter Five: Conclusions and Recommendations

This chapter will present conclusions and possible recommendations from the study. Sources of references will be presented as well as attachments of the documentary evidences used for the study and other relevant documents considered by the researcher in the appendix.

1.11 SUMMARY

Terminology was clarified and the problem context referring to the situation of domestic workers and FET initiatives and opportunities for career development have been discussed. The research paradigm and methodology that will be followed in this inquiry have been explained as well as how the researcher will adhere to the ethical guidelines. The outline of the entire study was presented in order to ensure that a systematic process is followed. The next chapter will focus on literature relevant to the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This is a qualitative study, which endeavours to build a logical theoretical framework within which to locate the inquiry and to discuss the underlying assumptions behind the research question as proposed by Marshall and Rossman (1999).

In this chapter the researcher will present literature related to the study within their titles. The literature was reviewed in order explicitly to expose the arguments and perceptions of other researchers concerning the research question, which is about the perception of domestic workers, as a sample of adult learners who embarked on further education, training and career development. Sub-headings will be used to enhance order and wider coverage of ideas. A large portion of the information to be discussed was retrieved from the Internet. The researcher will discuss the relevant literature in detail and as appropriately as possible. Henning, et al, (2004) state that a good literature review lays the foundation for research and may be used to argue one's case by showing the relevance of any findings in relation to existing knowledge.

The literature study firstly focuses on adult learning to explain the context of adults as learners, their characteristics and the principles of adult learning, followed by aspects of lifelong learning, domestic's history, FET and career development.

2.2 ADULT LEARNING

Adult learning can be defined as activities intentionally for the purpose of bringing about learning among those whose age, social roles, or self-perception define them as "adults" (Merriam & Brockett, 1997:8).

2.2.1 Characteristics of Adult Learners

Gravett (2001:7) explains that adult learners have common characteristics, but at the same time those characteristics may be a generalization. She further states that many "lists" of characteristics exist, depending on the research background and/or theoretical orientation of the authors, for example:

- Adults possess a variety of background experiences and prior learning
- Adults need to participate voluntarily in the learning experiences
- Adults learn best if they have control over their learning environment
- Adults desire practical applications
- Adults require a respectful environment, in which all individuals and ideas are valid and valued
- Adults enjoy collaboration
- Adults need to integrate new concepts with prior knowledge
- Adults believe in lifelong learning
- Adults act as change agents.

In adult learning, the learner brings his or her own unique characteristics to the teaching-learning environment. Adult learners are experienced by Gravett (2005:8) as:

- learners that are adult by definition
- bringing accumulated experience with them into educational events
- those whose readiness to learn is linked to their life roles and life tasks.

2.2.2 **Developing Adult Learners**

Development can be broadly defined as a process of qualitative change in attitudes, values, and understandings that adults experience as a result of ongoing transactions with the social environment, occurring over time but not strictly as a result of time (Taylor, Marienau & Fiddler, 2005). The four aspects of development that cut across various models and theories provide a foundation for understanding adult learners:

- People develop through interactions with their environment
- Development follows a cycle of differentiation and integration
- Development within individuals, is a variable, not uniform, process
- The ability to reframe experience serves as a marker of development.

Based on our practice as adult educators, our familiarity with theories of adult development and adult learning, and our understanding of phenomenographic theory and research, we suggest that reconstructive learning takes place. Learning in which adults' construct or reconstruct meaning, is at the core of development according to Taylor, Marienau and Fiddler (2005).

2.2.3 Adult Learning Principles

Since the 1970's, adult learning theory has offered a framework for educators and trainers whose job it is to train adults. Knowles was among the first proponents of this approach. In his book, *The Adult Learner: A Neglected species*, he resurrected the word "andragogy" a term popular in German education circles in the early 1800's, and used it to label his attempts to create a unified theory of adult learning. Knowles' contentions were based on the following four assumptions (Edmunds, Lowe, Murray & Seymour, 1999):

- As they mature, adults tend to prefer self-direction. The role of the instructor is to engage in a process of inquiry, analysis, and decision-making with adult learners, rather than to transmit knowledge.
- Adults' experiences are a rich resource for learning. Active participation in planned experiences, such as discussions or problem-solving exercises, an analysis of those experiences, and their application to work or life situations, should be the core methodology for training adults. Adults learn and retain information more easily if they can relate it to their reservoir of past experiences.
- Adults are aware of specific learning needs generated by real-life events. Adult learners' needs and interests are the starting points and serve as guideposts for training activities.
- Adults are competency-based learners, meaning that they want to learn a skill or acquire knowledge that they can apply pragmatically to their immediate circumstances. Life or work-related situations present a more appropriate framework for adult learning than academic or theoretical approaches.

2.2.4 Adult Learning Processes

Adult educators frequently speak of adult learning as if it was a discretely separate domain, having little connection to learning in childhood or adolescence. Despite the plethora of journals, books and research conferences devoted to adult learning across the world, we are very far from a universal understanding of adult learning. Even though warnings are frequently issued that at best only a multitude of context and domain specific theories are likely to result, the energy expended on developing a general theory of adult learning shows no sign of abating (Brookfield, 1995).

The following four major research areas each of which have been proposed as representing unique and exclusive adult learning processes, are briefly described, because they have specific relevance to this study and the domestics as a group of adult learners.

- **Self-directed learning**

It focuses on the process by which adults take control of their own learning, in particular how they set their own learning goals, locate appropriate resources, decide on which learning methods to use and evaluate their progress.

- **Experiential learning**

The emphasis on experience as a defining feature of adult learning was expressed in Lindeman's frequently quoted aphorism that "experience is the adult learner's living textbook" (Lindeman, 1926:7) and that adult education was, therefore "a continuing process of evaluating experiences" (p.85). Brookfield (1995) says that our experience is culturally framed and shaped. How we experience events and the readings we make of these are problematic; that is, they change according to the language and categories of analysis we use, and according to the cultural, moral and ideological vantage points from which they are viewed. In a very important sense we construct our experiences: how we sense and interpret what happens to us and to the world around us is a function of structures of understanding and perceptual filters that are so culturally embedded that we are scarcely aware of their existence or operation.

- **Critical reflection**

Brookfield (1991) states that by developing critical reflection it is probably the idea of the decade for any adult educator who has long been searching for a form and process of learning that could be claimed to be distinctively adult. Evidence that adults are capable of this kind of learning can be found in developmental psychology, where a host of constructs such as embedded logic dialectical thinking, working intelligence, reflective judgment, post-formal reasoning and epistemic cognition describe how adults come to think contextually and critically. The most important work in this area is that of Mezirow (1991) conducted with women returning to higher education, focussed on the idea of perspective transformation which he understood as the learning process by which adults come to recognise and re-frame their culturally induced dependency role and relationships.

- **Learning to learn**

The ability of adults to learn how to learn, to become skilled at learning in a range of different situations and through a range of different styles, has often been proposed as an overarching purpose for those educators who work with adults. Kitchener and King (1990) proposed the concepts of epistemic cognition and reflective judgment. They emphasise that learning how to learn involves an epistemological awareness deeper than simply knowing how one scores on a cognitive style inventory, or what is one's typical or preferred pattern of learning. It means that adults possess a self-conscious awareness of how it is they come to know what they know; an awareness of the reasoning, assumptions, evidence and justifications that underlie our beliefs that something is true. Learning to learn should be conceived as a lifelong learning project. Learning to learn is a skill that exists far beyond academic boundaries. Learning to learn is a critical cross-field outcome that should form part of all training programmes (SAQA 1998:8).

2.2.5 **Helping Adult Learners in Career Transition**

New ways of looking at life or career cycles and the transition process suggest approaches for assisting adults contemplating career change. The multifaceted approach proposed by Hughes and Graham (1990) requires recognising the developmental stages of adults' multiple life roles and their interaction. Domestic workers, as a group of adults, are in the life-stages that range from the early 20's up to the late 50's. These domestic workers play multiple life roles, such as domestic worker, breadwinner, mother, and community member, amongst others. Their careers also follow stages, which might be recycled (Watson & Stead, 2006).

This pattern, which might be stable or unstable, is applicable to domestic workers who engage in FET. If they study further in order to develop their careers they enter a recycling process of career change where they need career counselling during the transition. It is the duty of all training institutions to provide intake and exit career counselling.

2.3 **LIFELONG LEARNING**

The term 'life-long education and learning', means an overall scheme aimed both at restructuring the existing education system and at developing the entire educational potential outside the education system; in such schemes men and women are the agents of their own education. One of the things we know for sure from the research about lifelong learning, is that the more education people have, the more they want and the more they take advantage of the available opportunities. As a matter of fact, the lack of participation of the poorly educated in adult learning activities is becoming a serious problem (Cross, 2005).

Adult learners have unique training needs. They are facilitated through an innate ability to acquire additional knowledge or skills and through environmental influences. Learning is effective when it is purposeful and when the experiences involve both cognitive and effective skills of the learner. Adults learn best when they are ready to learn. If adult learners accept the purpose of the learning activity, the learning objective is clear, and the knowledge or skill being learned is relevant, then they approach learning with eagerness. People will not learn if they see no reason for learning. The lifelong learning movement, however, is more than the recognition that continuous learning is a coping skill necessary for individual and societal survival (Cross, 2005).

Lifelong learning enables adult learners to learn at different times, in different ways, for different purposes at various stages of their lives and careers. Lifelong learning is concerned with providing learning opportunities throughout life, while developing lifelong learners.

2.4 **DOMESTIC WORKERS EMPLOYMENT HISTORY AND CONDITIONS**

Grossman (2004) describes domestic workers as representative of a particularly vulnerable category of workers and domestic work as an undervalued activity performed by people from disadvantaged social groups. It is work with perceived low economic value and limited social recognition.

Several terms have been used to describe the state of the domestic workers: Grossman (2004) says they are the 'Silenced', Cock (1989) described them as 'Maids and Madams', Stichter and Parpart (1988) say they are 'trapped', De Villiers (1989) calls them 'Child of slaves', Flint (1988) believes they are 'disadvantaged', and Ginsburg (2001) says they are 'those to be kept in their place'. All these derogatory

descriptions denote the perceptions and treatments of domestic workers in the society they work in.

Domestic service according to Gaitskell, Kimble, Maconachie and Unterhalter (1983) has long been a major sector of the South African labour market, for black women particularly, but the government has only lately begun to consider stipulating minimum employment conditions in this sphere. A wave of new legislation entitles full-time domestic workers to a forty-five-hour workweek, overtime pay, sick leave and two weeks of paid vacation every year. They now have the right to enter into a written contract with their employers and the right to file complaints against employers. The only thing that really changed was the law on paper says Myrtle Witbooi, a former domestic worker who is the union's main organiser in Cape Town. She says few employers follow the new laws because the government can do little to enforce them (Gilson, 2005).

One of the initiatives to promote adult education and training for domestics is the establishment of a learnership programme. The learnership provides three kinds of training possibilities in terms of section 18 of the Skills Development Act, (1998) to the adult learners. The training and assessment provided for existing domestic employees will be subsidised by the Domestic Services Chambers (DSC). The DSC will not only pay for training and assessment for the adult learners in training, but will provide a subsidy towards the salary of the employee (section 18.2 Learnership). In this scenario, the employed adult learner will act as a Workplace mentor. Part of this is a small skills pocket instead of the full Learnership qualification. Currently, there are 3040 domestic workers who in addition to general household skills specialise in cooking, early childhood development, frail care, ancillary health care and advanced cleaning skills (Chauke, 2005).

On the one hand, within this new political arrangement, organised labour acts as 'the most formidable organised popular force in South Africa,' and workers have won some important legislative victories. On the other hand, the majority of domestic workers remains politically disorganised and isolated, a situation, which led to the ineffective integration of their rights into a number of new labour laws. These contradictory realities in South Africa domestic service partly provide the focus of inquiry in this study. Domestics receive little protection in relation to social benefits. Even when the laws are there, little is done to enforce them (Lazar, 2000:3).

White (2005) states that for generations, domestic workers in the United States have lived the legacy of slavery – women of colour whose work is isolated, invisible, lacking set hours or clear job responsibilities yet consistently long hours for low wages, while commonly facing discrimination, harassment and unjust lay-offs. Lazar (2000) believes that in South Africa, domestics continue to hold the dubious distinction of being amongst the most poorly compensated and the least educated and most vulnerable group of workers in the country. The normative understanding of domestic service also fails to identify, or at least challenge, the pervasive relations of exploitation underlying this sector, i.e. one based on a shifting intersection of race, class, and gender factors. Lazar (2000) also believes that the subordinated ideological status of domestic workers conflicts with a post-apartheid dominant social discourse focused overwhelmingly on conciliation, concession, and inclusion for South Africa's disenfranchised black population.

Based on research findings done by Congress of South African Trade Unions (COSATU, 1999), mention is made that of the estimated 700,000 domestic workers in South Africa, 88% are estimated to be African and 96% women. It has also been estimated that 35% of all African women and 23% of all coloured women are employed as domestic workers in South Africa. The statistics given by COSATU (1999), state that education attainment is particularly low amongst domestic workers. Almost 10% of domestic workers have no education at all. Just over 12% have Grade Seven (previously Standard Five). Slightly less than 70% have Grade Eight (previously Standard Six) or less. "It is believed that the problem is compounded by the difficulty in getting access to education and training opportunities as many domestic workers live on the employers' premises and have limited time off". COSATU (2000:10) believes that domestic workers are in 'isolated, individualised employment relationships, subjected to highly unequal power relations'.

Lazar (2000) believes that the image of acquiescent and defeated servants ignores the process by which consciousness is shaped within and against the structures of the dominant ideology. In this context, the seemingly accommodating behaviour of domestics is confused with subtler and complex strategies and performances of resistance deployed by subaltern groups. Indeed the widening gap between domestics' expectations and optimism about the future, and the realities of their day-to-day lives, has not been considered fully by South Africa (Lazar, 2000).

Some of the domestic workers already liberated from that 'job' did not see themselves continuing to be domestic workers; their goals were to become something else in life other than the normal 'clean and wash'. As an example reference is being made to the confession of Johanna Baloyi, who works in Centurion, Pretoria; she was among hundreds of students who received their degrees from the University of South Africa. As recorded by Jacobs (2004):

"When I became a domestic worker 14 years ago, I never thought I would do anything better than just clean houses and wash dishes" Despite the way she perceived herself and everything around her, Mary and Dick Murray (her employers) saw things differently.

Johanna narrated, "During our first interview, Mary asked me if I really wanted to be a domestic worker for the rest of my life. I had no other aspirations but she kept encouraging me to consider studying further."

Johanna and her employer's attitude is unfortunately the exception while the majority of domestics have not been considered yet as stated by Lazar (2000).

Further blame for the state and status of domestic workers is placed on illiteracy. Though originating in the apartheid era, when the black (predominantly) and coloured populations were denied chances for education in South Africa. Although according to Kropman (2004), who runs a training centre called Support Staff Excellence, many South Africans assume that the person given the important task of cleaning and washing up at the employers' home, has the skills to do it satisfactorily without being provided with any training. These employers see no need for further training and educating of the domestic workers. This social injustice has caused an increasing desire by the South African government to initiate further training and education for the domestic workers in the country.

2.5 FURTHER EDUCATION AND TRAINING (FET)

Despite what is stated in Kropman's (2004:1) report some individuals believe that "Everyone is given some training and orientation when they are appointed to a new position, except for the housekeeper". There is an assumption that these skills are either inherently there, or that they are somehow passed down from generation to generation, neither of which is necessarily true. The message from the then Minister of Education, Minister Bengu, unravelled the South African government intentions

towards developing every citizen of SA. It says; "Education and training are central activities of our society. Education and training therefore are vital interests to every family and to the health and prosperity of our national economy" (Department of Education, 1995:12).

Although the then Minister of Education, Minister Bengu, Department of Education said that South Africa has never had a real national system of education and training, it does not have one yet. Recently, Khan (2000:1) stated that the South African government is pioneering a "skills revolution" to address the fallout of apartheid education on an under skilled, badly paid workforce that threatens to keep the country underdeveloped. The innovation is multi-pronged and involves the payment of a one percent levy annually from government and business payrolls to fund training by 27 Sectorial Education and Training Authorities (SETAS). These SETAS match the most important sectors in the economy and will identify the skills needed to improve the competitiveness of each industry. Workers will be trained accordingly. Policy-makers hope that South Africa can avert the globalisation pattern where emerging economies are often synonymous with sweatshop working conditions. They believe that if workers have adequate skills and are productive; their quality of life could be improved, as well as prospects of work and labour mobility (Khan, 2000).

The need for further education and training is emphasised by Motala, Perry, Aitchison, Castle and Ruth (2001) where the three critical areas of education outside of formal schooling were addressed: Adult Basic Education, the Recognition of Prior Learning, and Further Education. Khan (2000) suggested that unless these sectors of education are given attention and resolution, the pace of transformation and change would be tempered. This gave rise to SA decision makers initiating the Skills Development Policy, which will strengthen the education policy to achieve a better life for neglected or disadvantaged South Africans. If the innovation is successful, it should lead to a highly trained workforce and to a more modern economy. Khan (2000:3) quoted from the Minister of Labour's noted "this programme is remarkable in the impact it will have on our economy and in building a better life for all our people". While its target is the future, the Skills Development Policy is meant to address past inequalities.

The Freedom Charter, 2005 adopted at the Congress of the People, Kliptown, stated that the aim of education should be to teach the youth to love their people and their culture, to honour human brotherhood, liberty and peace. Education shall be free,

compulsory, universal and equal for all children; higher education and technical training shall be opened to all by means of state allowances and scholarships awarded on the basis of merit.

Akhurst and Ntshangase (2002:84) say that education should prepare us to be only 'long-term generalists'. In other words, education should provide us with core, base skills, skills on which we can expand as we develop in the changing career world in which we work. The skills are to educate us in ways that will allow for recycling of skills in an ongoing process. This is where 'lifelong learning' would take part. Learning throughout life can be a journey of self-discovery, which takes many forms and any direction. It can also involve understanding one's past and its influence on the present and future, discovering the wealth of other cultures, coming to terms with problems in everyday life, or simply exploring personal interests. At the collective level, learning throughout life leads to a stronger community and a more equitable society (Muthukrishna, 2002:85). There is no age limit to education and training as long as the individual is ready to improve his or her skills.

The importance of further education and training is stressed in the Parliamentary Bulletin (1998:1) which states that 'The Further Education and Training Bill is an integral part of the ANC led government's programme of transforming the education system. The Bill will not only redress past imbalances, but will also address the challenges that arise from new problems that plague the education system. The Minister of Education is responsible for leading the transformation process in education – with this Bill he displays his ability to tackle this task and adds to an already vast pool of legislation that make up the parts of this vision. In response to 350 years of colonial, racist and low standard education the ANC bases its education policies on the principles of democracy, equality and cooperation.'

The Bill will:

- Regulate further education and training
- Provide for funding, governing and funding public further education and training institutions
- Register private further education and training centres
- Provide for quality assurance and quality promotion in the field.

In line with the Constitution, the ANC believes that everyone has the right to further education and that it should be made available and accessible by the State (Parliamentary Bulletin, 1998:2). This Bill forms an integral part of the overall

programme of the ANC to supply accessible, equal and quality education to all our people. The ANC insists that the emphasis of further education and training must be shifted to equip people with skills to do a job and the ability to adapt to lifelong learning. The Bill (1998:2) categorically states, “We remain committed to creating a culture of lifelong learning. We must change people’s perception that having Matric or a University degree means that they must stop learning.”

At the Presidential Job Summit in 1998, (National Economic Development and Labour Council, (NEDLAC) constituencies (government, organized labour, organized business and community) agreed to hold sector summits. The parties agreed to develop a Human Resource Development Strategy and Sector Skills Development and Skills Development Levies Acts. These can be achieved through, amongst others:

- Learnerships
- Internships
- Recognition of prior learning for formal accreditation
- Adult Basic Education and Training (ABET)
- Increased levels of education and training

The Relevant Sector Education and Training Authorities (SETAS) must provide:

- i) ABET and life skills training, especially for vulnerable workers
- ii) In-service training for all workers to enable them to keep up with relevant technological trends
- iii) Bridging training in mathematics, computer skills and design skills to enable vulnerable workers and unemployed youth, women and the disabled to enter into ICT jobs (Char land (1996)).

Zunker quoted by Watson and Stead (2002) argues that, “it is through personal agency that ‘one’s career develops, with no future assurances from the organization or employer. Considering the poverty status of the South African domestic workers, the non-affordability of this ‘personal agency’ will relegate them to a state similar to what was faced during apartheid era.” It is the government’s intention that remote rural areas need to be reached, and adult learners need the opportunity to retrain for a second or third career. Industry and the community need to be provided with

productive people who see learning as a lifelong occupation, with an economy that is being restructured to meet the demands of globalization. In this context, the creation of a dynamic, responsive and higher and further education and training (FET) system to promote wider access and social inclusion encourages lifelong learning.

It is noted that in many countries, initiatives to develop and implement life skills education in schools and other social institutions have been undertaken by the World Health Organisation (WHO) (Muthukrishna, 2002:82). The emphasis in these initiatives and programmes has been on the development of the whole (physical, social and psychological) person. Life skills are aimed at facilitating the development of psychosocial skills that are required to deal with the demands and challenges of everyday life. Lobner quoted by Muthukrishna (2002:82) says that one of the aims of life skills should be to help develop human potential and, therefore, to enhance our abilities to reintegrate into society and contribute to its reconstruction. Thus, life skills training have to be contextualized in terms of community concerns and changes in the working environment, and environmental and global issues.

South Africa is rising to that challenge by enacting legislation and creating programmes to train its workforce while building a national framework for lifelong learning. A combination of legislative acts has set the process in motion. The Promotion of Equality and Prevention of Unfair Discrimination Act (RSA, 2000) was created to make the Constitution of the Republic of South Africa (RSA, 1996) more effective in eradicating social and economic inequalities. In addition, the Skills Development Act (RSA, 1998), the National Qualifications Framework (NQF) (RSA, 1995), and the Skills Development Levies Act (RSA, 1999) all operate as frameworks that promote lifelong learning.

The National Qualifications Framework (1995:78) is a “set of principles and guidelines, by which records of learning achievement are registered to enable national recognition of acquired skills and knowledge, ensuring an integrated system that encourages lifelong learning”. That means accumulated experiences, as well as academic qualification, are included in all skill profiles. To help workers who have experience but little formal education, the Adult Basic Education and Training programme was created. Once they have learned to read, workers can obtain a formally recognized qualification under NQF and move up the career ladder. As the importance of lifelong learning grows, so will opportunities for training professionals

who desire to help people gain the skills they need to remain employable throughout their working lives (Wagner, 2001).

In a draft from Akoojee and McGrath (2005) in 1997 the Department of Labour published the Green Paper on a Skills Development Strategy (DoL 1997). This has formed the basis for subsequent skills policies. The Green Paper called for a levy-grant system aimed at increasing the investment and involvement of employers in training of their workforce; new Sector Education and Training Authorities; and the introduction of learnerships (the model to succeed and extend the apprenticeship system). These recommendations led to the Skills Development Act (RSA, 1998) and the Skills Development Levies Act (RSA, 1999).

In the Women-Education Archive list, Shunmugam (1999) states that South Africa, since 1995, exhibits an enabling legislative environment. In terms of gender equality and women's educational development, government has accomplished the following:

- At national level, the Further Education and Training (FET) Act (RSA, 1998) was passed. Although the main premise for this Act was not to address gender inequality within education, the Act does address women's education opportunity, enabling the millions of unemployed, (mainly black youth and the majority are women) to enrol at a tertiary institute to acquire the relevant skills for financial sustainability. FET includes Grade 10-12 school education and any other form of equivalent education outside the schooling system. As such, it is the critical link between compulsory school education from Grade 1-9, higher education and the world of work.

Domestic workers in South Africa constitute one of the most disadvantaged sectors of the South Africa's work force in terms of levels of education attained, working conditions and remuneration. The majority of domestic workers have only basic literacy and numeracy skills and no clear career path or opportunities for further education and development. The South African Institute for Distance Education (SAIDE, 1999) states that while the introduction of the NQF has been heralded as opening opportunities for lifelong learning in South Africa, there have been few practical proposals about programmes that could benefit domestic workers (ibid), proposed that an intervention targeted at this group with the aim of educating them in relation to their working conditions, enhancement of their skills, and possibilities for progression in their career could be of great benefit. SAIDE (1999) feels that the

implementation of learnerships in the cultural industry's intervention will support the education, training and skills development of domestic workers.

It states, "The South African Broadcasting Corporation (SABC will, in conjunction with the Department of Labour, the Cleaning SETAS (Under which domestic workers fall), and identified educational providers, develop and implement a structured learning and skills programme aimed at enhancing the skill level of domestic workers" (SAIDE, 1999:3) believes that the programme will lead towards accreditation, aimed at enhancing the employability and income-earning potential of successful learners, as well as possibly opening new career paths for domestic workers. It warns that the curriculum should be designed to be of value to learners who are not able to enrol in the full educational courses or programmes offered as part of the intervention.

South African Qualifications Authority (SAQA, 2003) states in their 'general education and training certificate: Domestic services' that the primary purpose of this qualification is to develop competencies in a learner as required in the Domestic Service Industry. This statement gives the impression and confirmation that South Africa's government incorporated the domestic workers among the categories to receive further education and training. Among the institutions commissioned for training the domestic workers, are Domestic Bliss Skills Development Learnership Programme, in Parktown Gauteng Province and The West Coast Domestic Workers Association (WCDWA) and many more.

Holmes (2004) reported that around 600 domestic workers marched to the Feather Market Centre to receive graduation certificates from the domestic chamber of the service seta. The all-women student body was the first of 4700 domestics in the country to receive certificates for successfully completing a range of short courses in cooking, cleaning and laundry. Horne (2004:1) says:

'This is the first time in the world that domestic workers have received recognition against a national qualification in domestic services, and there will be graduation ceremonies all over the country,' said Suzanne Horne, administrator of the Domestic Contact Centre.

2.6 CAREER DEVELOPMENT

Career development needs to be at the heart of lifelong learning to individuals who need help to develop their career management skills. High-quality information is essential for effective career development, and needs to be supplemented by

personal support. This personal support needs to include access to individual advice and guidance from qualified practitioners. This can be provided face-to-face or at a distance (Watts, 2003).

The question can be asked as to why career development is becoming more important? The traditional concept of 'career' was progression up an ordered hierarchy within an organisation or profession. The notion was that people 'chose' a career, which then unfolded in an orderly way. It was an elitist concept; some had a career and many only had a job, some did not even have that (Watts, 2003). Watts goes further and say that pace of change, driven by technology and globalization, means that organizations are constantly exposed to change. They are therefore less willing to make long-term commitments to individuals; where they do, it is in exchange for flexibility about the roles and tasks the individuals will perform. Increasingly, therefore, security lies not in employment but in employability. Individuals who want to maintain their employability have to be willing to learn new skills regularly. Careers are increasingly being seen not as 'chosen' but as being constructed, through the series of choices about learning and work that people make throughout their lives. Career development in this sense need not be confined to the few; it can, and must, be made accessible to all.

Lankard (1991) states that great diversity among adult workers implies that the delivery of services should be targeted to subpopulations such as mid-career changes, dislocated workers, long-term unemployed persons, women entering or re-entering the labour force, older workers, limited English proficient adults, handicapped adults, incarcerated adults, pre-retirees, and retirees. Programmes should provide comprehensive and systematic services that will empower these individuals to make important life and career decisions.

Peruniak and Welch (2000) refers to the term "career development" as is used here to refer to the exploration and development of human potential through the balancing of multidimensional life roles of the whole person, in the whole of his or her environment, for the whole of his or her life.

2.7 SUMMARY

Literature with regard to adult learners, lifelong learning, career development and the history and context of domestics has been presented in order to familiarize the researcher with a relevant theoretical foundation. It is evident that adult learners have specific strengths, weaknesses and needs that direct adult education and lifelong learning. The world of work changes and lifelong learning as part of career development is a reality in every individual, and thus, every domestic's life. Chapter three will provide an in-depth discussion of the research methodology for this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research should follow a systematic process of inquiry to ensure validity and reliability of the process and the method of data collection, analysis and interpretation. The research paradigm applied to this study will be discussed in this chapter. The data analysis, validity, reliability and trustworthiness processes will also be clarified. Aspects such as the sample, the methods used for data collection and the methods to analyse the data will be explained in detail.

3.2 RESEARCH PARADIGM

A research paradigm is defined as a set of overarching and interconnected assumptions about the nature of reality (Maykut & Morehouse, 1994:45). In Merriam (1998:195) a paradigm can be defined as a basic belief system that guides the researcher, not only in choosing methods, but also in ontological and fundamental ways. A paradigm further explains the main tenets and places emphasis on people's lived experiences which are fundamentally well suited for locating the meanings people place "in the events, processes and structures of their perceptions, assumptions, prejudgements, presuppositions and for connecting these meanings to the world around them" according to Miles and Huberman (1994:4).

In this study the researcher will elicit the views, interpret and recount the meanings which the participants give to their construction of reality (Merriam, 1998:6). The researcher will make use of the qualitative research methods which are the preferred research methods within the interpretive paradigm. The purpose in applying these methods is to study the perceptions of a group of adult learners in South Africa, using the domestic workers who embarked on further education, training and career development with Domestic Bliss Skills Development Learnership Programme. An interpretive study allows the researcher to explore and to build a gradual picture of the reality as experienced by the participants (Holliday, 2002).

Qualitative research is an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomenon with as little disruption of the natural setting as possible. Douglas (1995) believes that qualitative research methods often provide rich descriptive and documentary information about a topic or a phenomenon. Sherman and Webb quoted by Merriam (1998:6), view

qualitative research as that which “implies a direct concern with experience as it is ‘lived’ or ‘felt’ or ‘undergone’”. The domestic workers to be interviewed are learners at Domestic Bliss Skills Development Learnership Programme and will share their personal experiences with the researcher.

A qualitative research approach according to Johnson (1994) is interested in the complexities of human decision-making and behaviour, and may, for example, seek to discover the perceptions of the domestic workers who embarked on further education, training and career development.

The researcher is aware of the fact that in qualitative research, experience has shown that although all data is coloured by the meaning, which the data provider attaches to them, this meaning may not be fully shared by the researcher. Such data is nevertheless, the rational outcome of the way the research participant sees the world (Johnson, 1994). Applied to the context of the study, the researcher seeks to understand the adult learners’ perceptions, using the domestic workers’ perceptions and rationale behind those perceptions towards further education, training and career development.

3.2.1 **Research Sample**

A sample may be viewed as a subset of measurements drawn from a population in which the researcher is interested (De Vos, 1998:191). Grinnel quoted in Mathibedi (1999:15) defines population as the total number of persons, events, organisational units, case records or sampling units with which the research problem is concerned.

The researcher endeavours to make use of a purposeful sample which is described by Merriam (1998:61) as being based on the assumption that the investigator wants to discover, understand, and gain insight, and therefore must select a sample from which the most can be learned. Patton as cited in Merriam (1998:61) argues “the logic and power of purposeful sampling lies in selecting information-rich cases for study in depth.”

A purposeful sample will be selected from domestic workers who have enrolled for further skills training at Domestic Bliss Skills Development Learnership Centre. A purposeful sample means that participants are those who meet particular criteria, they are selected non-randomly for a particular reason, in this case, domestic workers who have embarked on further education and training at Domestic Bliss Skills

Development Learners Centre, Gauteng where the study is strictly confined as described by Merriam, (1998). The participants will all be women and in the age group between eighteen and fifty years. Taylor quoted by De Vos (1998) maintains that a qualitative researcher usually works with small samples and that sample selection implies that the researcher has to consider where interviews are going to be conducted. In this study, the interviews will be conducted at the Domestic Bliss Skills Development Learnership Centre, in Gauteng.

Table 3.1: The Sample to be Used in this Study

Number	Gender	Age	Number of years as a domestic worker	Period of enrolment at training institution
1	Female	18	2 ½ years	1 year (not yet completed)
2	Female	23	7 years	1 year (not yet completed)
3	Female	29	9 years	1 year (not yet completed)
4	Female	36	4 years	1 year Completed
5	Female	49	23 years	1 year Completed

The five (5) domestic workers who will serve as the sample are students at Domestic Bliss Skills Development Learnership Centre. Three are incumbent whilst two are emeritus.

The five participants involved in this study, come from different ethnic groups, each with a different language, their ages are different as well as their educational background. They, however, share one common experience, they are all five employed as domestic workers who have embarked on further education, training and career development. The participants are all black women, four of them have children, and only one (the youngest) does not have any children. All five live far from their family and have to travel once a month to visit their relatives. They are the breadwinners of their respective families.

3.3 DATA COLLECTION

Data is ordinary bits and pieces of information found in the environment. It can be concrete and measurable, as in class attendance, or invisible and difficult to measure, as in feelings. Whether or not a bit of information becomes data in a research study depends solely on the interest and perspective of the investigator, says Merriam (1998). Wolcott cited by Merriam (1998) says that in 'common, everyday terms' data collection is about asking, watching, and reviewing.

The following methods will be used to collect data:

3.3.1 Interviews

Interviewing as it is described in Merriam (1998:70) is a common means of collecting quality data. Interviews are viewed as being a more personal form of research, because during personal interviews, the researcher works directly with the participant. Interviews are generally easier for the participants, especially if what are sought are opinions or impressions (Williams, 2001). Silverman (1997:100) points out that those who aim to understand and document people's understanding choose qualitative interviewing, because it provides the researcher with a means for exploring the points of view of the research participants.

The interviews used to collect data in this study will be semi-structured. It will aim to obtain information from a number of interviewees, until the point of saturation. Semi-structured interviews place less emphasis on a standardised approach (Johnson, 1994). McMillan and Schumacher (1993:251) state that in semi-structured interviews the researcher has certain questions to ask all participants, but should allow them to raise issues and questions as the interview progresses. The researcher will not make assumptions during the interview process, but will gather sufficient information in order to give a clear description of the domestic workers perceptions. The researcher will continue with the interview until the data is saturated and the domestic workers give no new information.

Denzin and Lincoln (2000) say that the interviewer should ask all the participants the same series of pre-established questions. The researcher will endeavour to make use of techniques such as probing, focusing and clarifying to ensure that reliable and sufficient data is obtained during the interview process.

▪ **Probing**

Probes can be described as being in the form of questions or comments that follow up something already asked, Merriam (1998:80). Glesne and Peshkin quoted by Merriam (1998:80) point out that "probes may take numerous forms; they range from silence, to sounds, to a single word, to complete sentences". In this study, probing will be done where necessary especially when the researcher observed some non-verbal communication.

- **Focusing**

Focusing in this study refers to maximum clarity or distinctness of an idea; a clear approach to a task which concentrates on the important issues and does not wander off into irrelevancies. Holliday (2002) writes that the interview must be free and open and only constrained by the focus of the research question, which will allow the researcher into new discoveries within the experiences of the participants in their further education and training endeavours. In this study, therefore, data collection will be done through semi-structured interviews to allow for free and open responses. The researcher will pursue a question until the meaning thereof is clear as proposed by Keltner, Schwecke and Bostrom (1999).

- **Clarification**

The term 'clarification' simply means to make clear or easier to understand; elucidate: clarify the researchers' intentions and sometimes questions during the interview. Okun (1992) states it very clearly that the researcher must focus on or understand the basic nature of the participants' statements.

A tape recorder is seen by Patton (1990:348) as "indispensable equipment when doing qualitative interviews, because accuracy increases since the interviewer is more attentive to the interviewee". The interviews with each domestic worker will be audio taped and transcribed verbatim as soon as possible after the interviews. Audio taping the interviews will enable the researcher not to misinterpret the interviewee as suggested by Cohen and Manion (1980). Mason (2001) clarifies that, transcription after recording is partly partial. This is, because it is a reproduction of inadequate record of non-verbal aspects of the interaction.

3.3.2 **Observation**

Observation means the act of noting and recording something, such as a phenomenon, with instruments. Kidder as quoted by Merriam (1998:95) sees "observation as a research tool when it:

- i) serves as a formulated research purpose,
- ii) is planned deliberately,
- iii) is recorded systematically, and
- iv) is subjected to checks and controls on validity and reliability".

Observations will be made from the position of the researcher as an observer in order to supplement the data from the interviews. The researcher is of the understanding

that non-verbal communication is important and can reveal a lot of information not spoken about during the interviews. Environmental constraints also need to be noted. In this study the researcher will take notes of any new phenomenon identified such as facial expressions, gestures, body parts movements or environmental distracters.

3.3.3 Field Notes

Field notes are a written record of observations, interactions, conversations, situational details, and thoughts during a research study period. Behaviours will be noted as they occur. The reason to record the behaviours is because it is more accurate than the retrospective or anticipatory reports of their own behaviour that respondents might give after an interview. Also, since it is very necessary to compare what is done with what is said, the researcher will consider using the combination of both observation and interviewing. It will also help the researcher to pick up what Johnson (1994) called 'taken-for-granted' features of situations that would not be mentioned in the interview and note it in field notes.

3.4 DATA ANALYSIS

Data Analysis means the study of collected data constituent parts and their interrelationships in making up a whole. All qualitative data analysis is content analysis in that it is the content of interviews, field notes and observations that is analysed and interpreted (Merriam, 1998). It is also regarded as the process that involves consolidation, reduction and interpretation of "what people have said and what the researcher has seen and heard" (Merriam, 1998:156). Data analysis furthermore involves examining the meaning of "people's words and actions" according to Maykut and Morehouse (1994:121). The researcher will analyse the interview transcripts obtained from the interviews, observation and field notes by using constant comparative methods of analysis as prescribed by Maykut and Morehouse (1994:126) and Merriam (1998:179-180).

The researcher decided to go the conventional, straightforward "qualitative coding and categorising" route (Merriam, 1998). The transcribed interviews, which will be in the verbatim format will be divided into small units of meaning, which will be systematically grouped into key words, categories and themes in order to apply the methodology of content analysis, which is a research tool that is used to determine the presence of certain work or concepts within texts or sets of texts. Texts can be defined broadly as books, essays, interviews, discussions or any occurrence of

communicative language. In order for the researcher to conduct content analysis on any text, the text will have to be coded, or broken down, into manageable categories on a variety of levels, words, sentences or themes.

The researcher will follow the steps as set out by Thomas (2003:2) when conducting conceptual analysis to ascertain the perceptions of the participants who enrolled for FET and their own career development.

- The researcher will code for sets of words or phrases.
- The researcher will decide how many different concepts will be coded.
- The researcher will make allowance to add relevant categories not included in the text, this step will allow the researcher to coding flexibility and new material maybe recorded into the coding process that could have significant bearings on the results.
- The researcher will not generalise in coding concepts exactly as they appear, but they will be recorded as the same even when they appear in different forms.
- The researcher will create translation rules that will make allowance to streamline and organise the coding process in order for the coding to be exactly what it has to be coded for.
- The researcher will code the text by hand, for example reading through the text and manually writing down concept occurrences and it will also enable the researcher to recognise errors easily.
- The researcher will view all information as relevant and important, using it to re-examine, re-assess and maybe, altering the current coding scheme before drawing conclusions after the coding is completed.

3.5 TRIANGULATION

Triangulation is the use of multiple methods in the collection of data says de Vos (1998:359). It can also be referred to as a method of establishing the accuracy of information by comparing three or more types of independent points of view on data sources (for example, interview, observation, and field notes) bearing on the same

findings. It basically serves as a method to establish trustworthiness as multiple methods of data collection and analysis are being applied (Merriam, 1998:207).

Research is strengthened by the employment of triangulation, which means homing in on research evidence from several points of view. This is because if the researcher relies on a single source of evidence, there is a possibility that some inaccuracies or prejudices may be incorporated during the process. If on the other hand, different sources of evidence lead to a broadly similar picture, the researcher can have more confidence in the conclusions (Johnson, 1994). Hammersley and Atkinson (1989) warn that triangulation does not only involve the combination of different kinds of data, but rather an attempt to relate different sorts of data in such a way as to counteract various possible threats to the validity of the analysis.

In this study triangulation is used to compare data collected through multi-methods, such as Interview, tape-recording, observation and field notes. This will enable the researcher and the readers to validate the research findings concerning the perceptions of the South African adult learners using the domestics learning in Domestic Bliss.

3.6 **VALIDITY, RELIABILITY AND TRUSTWORTHINESS OF THE RESEARCH**

- **Validity**

Merriam (1998:199) distinguishes between internal and external validity. Internal validity describes the how people deal and construct reality. Merriam (1998:204) further describes six basic strategies to enhance internal validity, which stand on the same level as reliability, that is, the results are consistent and dependable in relation to data, which is ensured by clear audit train. In this study the data collection methods will be validated using the information collected. The semi-structured interview questions should be formulated in such a way that they elicit responses that will answer the research question. In this case the data collected through the answers should reflect the perceptions of domestics with regard to their career development.

- **Reliability**

Reliability in a research design is based on the assumption that there is a single reality and that studying it repeatedly will yield the same results as explained by Merriam, (1998:205). Reliability means capable of being relied on or to be

dependable. Reliability means that the findings remain consistent, in other words, when another independent researcher goes through the raw data, he or she will come to the same conclusions or findings. Reliability is increased in this study by using coding, which can be checked by a second researcher.

- **Trustworthiness**

Trustworthiness is the feature of this inquiry that ensures that the research project is valid and reliable, and therefore yields results that accurately reflect the situation of the research population as explained by Ely, Vinz, Anzyl and Downing (1997:156). Trustworthiness means worthy of confidence; *specifically*: being or deriving from a source worthy of belief or consideration for evidentiary purposes. The trustworthiness is based on the credibility, transferability, reliability and confirmability of the research methods to be used (Strauss & Myburgh, 2000). In this study triangulations of the data collected through multi-methods as well as the establishment of validity and reliability will affirm trustworthiness.

- **Limitation**

A small group of domestics will be participating in the study.

3.7 **SUMMARY**

This chapter covered the research methodology processes to be used in the study, in detail. The researcher's intent in this chapter was to provide clear steps on the research process, how it will be conducted and the methods to be used for this study. The research paradigm was explored and explanations were given on the application thereof. Data collection methods were explained in detail. The research sample was identified and discussed. The methods under discussion were the interviews, observation, triangulation and field notes. The data analysis process, validity, reliability and trustworthiness of the study were clarified. Implementation of the research with the presentation of the data that has been collected and the analysis of it will be discussed in Chapter four.

CHAPTER 4

DATA COLLECTION AND DATA ANALYSIS

4.1 INTRODUCTION

This chapter explains the data collection and the analysis processes of the individual interviews held with the five participants. The aim of this enquiry is to investigate the perceptions of domestic workers, as a sample of adult learners, about the further education and training they have embarked on and their future career development. Their responses will be analysed into key words, categories and themes. Some of the responses will be paraphrased while other responses will be reported in a verbatim format, based on its relevance and appropriateness. The analysis of the data collected will be interpretatively done, using the literature reviewed and the documents collected to back up the data collected.

4.2 DATA COLLECTION

The following raw data that has been collected through interviews with the participants are presented in Table 4.1. An example of an interview is in addendum A. The interview was transcribed, where after the information was underlined and coded.

Table 4.1: Example of Coding of Raw Data

Raw data	Codes
<p>Participant one</p> <p>"I thought <u>maybe I knew something.</u>"</p> <p>"I <u>never knew anything.</u>"</p> <p>"I knew that I'm <u>going to learn something.</u>"</p> <p>"I <u>must budget money to study.</u>"</p> <p>"I <u>want a secretarial job.</u>"</p> <p>"I <u>love my job.</u>"</p> <p>"I <u>encouraged my friends</u> who do not know about the learnership."</p> <p>"<u>We learn and gain something.</u>"</p> <p>"It's <u>my first step.</u>"</p> <p>"I was <u>doing everything in the darkness.</u>"</p>	<p>Maybe I knew something</p> <p>Never knew anything</p> <p>Going to learn</p> <p>Budget to study</p> <p>Want secretarial job</p> <p>Love job</p> <p>Encourage friends</p> <p>We learn and gain something</p> <p>My first step</p> <p>Doing things in darkness</p>
<p>Participant two</p> <p>"No I think because they are like to get knowledge on the time you know in the apartheid time nobody was like black people lot of them <u>were not learned</u> or they were <u>not know nothing.</u>"</p> <p>"We can learn other languages to greet people at the course."</p> <p>"I <u>want to be a Chef.</u>"</p> <p>"I am <u>not ashamed</u> of being a domestic worker."</p> <p>"I am <u>not focus</u> here for the <u>rest of my life.</u>"</p> <p>"I <u>told my friends about the learnership</u> to improve their lives."</p> <p>"A certificate like this <u>we never saw.</u>"</p>	<p>Were not learned</p> <p>They know nothing</p> <p>Learn other language</p> <p>Want to be a Chef</p> <p>Not ashamed</p> <p>Not focus here for rest of life</p> <p>Told friends about learnership</p> <p>Certificate - we never saw</p>
<p>Participant three</p> <p>"I <u>want to study something else</u>, part time courses, yes."</p> <p>"I <u>always have the dream.</u>"</p> <p>"I <u>want to have my own business.</u>"</p> <p>"I think the <u>training make me to change.</u>"</p> <p>"I <u>can speak some English.</u>"</p> <p>"I <u>want to care</u> for the sick."</p> <p>"It <u>was difficult.</u>"</p> <p>"The course helps me <u>to communicate</u> with other people."</p> <p>"I <u>want to take sewing lessons and be a fashion designer.</u>"</p> <p>"I <u>was wasting time.</u>"</p>	<p>Want to study something else</p> <p>Have the dream</p> <p>Want own business</p> <p>Training make me to change</p> <p>Can speak some English</p> <p>To care for sick</p> <p>Course was difficult</p> <p>Helps me communicate</p> <p>Take sewing lessons be fashion designer</p> <p>Wasting time</p>
<p>Participant four</p> <p>"I <u>will achieve my goals.</u>"</p> <p>"I <u>became strong.</u>"</p> <p>"I <u>teach my employer</u> about hygiene."</p> <p>"It made a lot of <u>difference in my life.</u>"</p> <p>"I <u>want to learn</u> different things."</p> <p>"I <u>can train and teach people.</u>"</p> <p>"I <u>can be Hotel Management</u> one day."</p> <p>"I <u>get the motivation from my mother.</u>"</p> <p>"I <u>want a driver's license.</u>"</p> <p>"I <u>happy to be a domestic worker.</u>"</p> <p>"I <u>did not know</u> how to save time."</p> <p>"I was <u>interested to do the course.</u>"</p>	<p>Achieve my goals</p> <p>Became strong</p> <p>Teach employer about hygiene</p> <p>Lot of difference</p> <p>Learn different things</p> <p>Train and teach people</p> <p>Hotel management</p> <p>Motivation from mother</p> <p>A driver's license</p> <p>Happy to a domestic worker</p> <p>I did not save time</p> <p>Interested to the course</p>

Table 4.1: Continued

Raw data	Codes
<p>Participant five</p> <p>“But since I go to the learnership they <u>taught me</u>. I have <u>never been in such a place</u> full of people and I was <u>even scared to talk</u> to them and they were speaking different languages. I <u>discovered that</u> eish to be a domestic worker I thought maybe a domestic worker you feel like someone who is <u>not dignified</u> but that day when I was <u>graduated I feel very happy</u>.”</p> <p>“It <u>makes your job</u> as domestic worker <u>simple</u>.”</p> <p>“<u>My plan</u> is to be a Nurse.”</p> <p>“I <u>want to achieve</u> my knowledge.”</p> <p>“My sister-in-law she must <u>go to the learnership</u>.”</p> <p>“I <u>wasn't aware</u>.”</p> <p>“<u>Don't have work experience</u>.”</p>	<p>Taught me</p> <p>Never been in such a place</p> <p>Scared to talk</p> <p>Discovered that</p> <p>Not dignified</p> <p>Graduated I feel very happy</p> <p>Makes job simple</p> <p>My plan</p> <p>Want to achieve</p> <p>Must go to learnership</p> <p>Not aware</p> <p>No work experience</p>

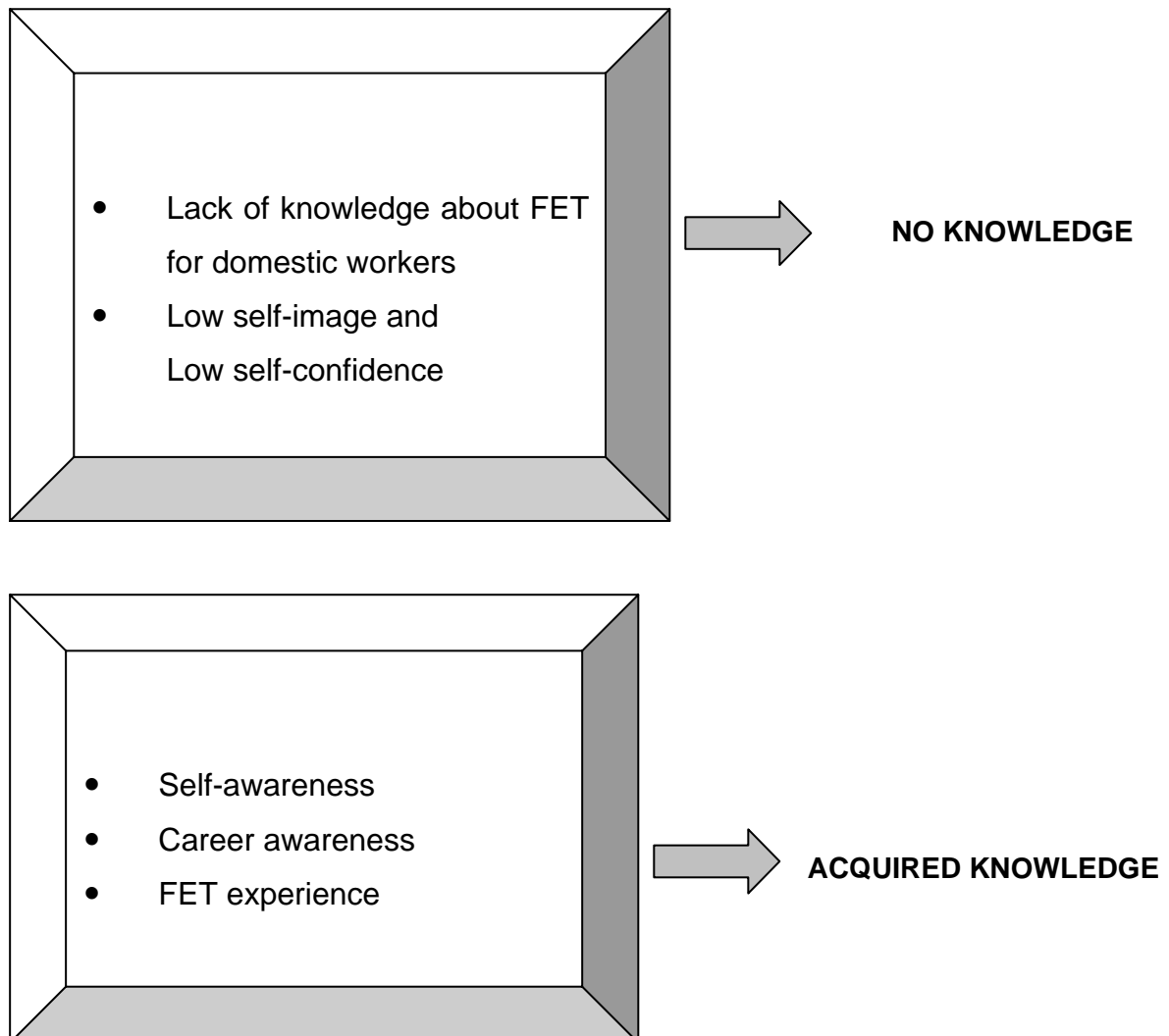
The above is a sample of the raw data from the interview transcripts of the five participants. The data was analysed and words and phrases with meaning have been coded by underlining them.

Table 4.2: Constructing Categories from the Codes

Codes	Categories
<ul style="list-style-type: none"> -Were doing things in darkness -Not know about learnership -Never knew anything -A lot not learned -They know nothing -Not aware -No work experience 	Lack of knowledge about FET for domestic workers
<ul style="list-style-type: none"> -Scared to talk -Not dignified -Scared to go for training 	Low self-image and Low self-confidence
<ul style="list-style-type: none"> -love job -Not ashamed -Training make me to change -Achieve my goals -Lot of difference -Want a driver's license -Maybe I knew something -I became strong -Motivation from mother -Happy to be a domestic worker 	Self awareness
<ul style="list-style-type: none"> -Budget to study -Want a secretarial job -Study something else -Want to be a Chef -Have a dream -Want own business -Can care for the sick -Take sewing lessons -Be a fashion designer -Will achieve my goals -To learn different things -To train and teach people -My plan is to be a nurse -Sister-in-law must go to learnership 	Career awareness
<ul style="list-style-type: none"> -Going to learn -Gain something -Learn other language -Improve their lives -Can speak some English -It was difficult -Helps me communicate -Can now teach employer about hygiene -Learn different things -Graduated -Makes job simple -Achieve my knowledge 	FET experience

The words and phrases that have been coded in table 4.1 have been analysed for patterns, which can form categories. Five categories were identified to represent the perceptions and experiences of the five participants.

Table 4.3: Constructing Themes from Categories



The categories were analysed for a pattern and two themes were identified. These two themes are descriptive of the feelings and experiences of the participants with regard to their FET training as domestics and with regard to how they perceive their future career development.

The themes and categories identified in the diagram will now be discussed in detail by presenting the data from the interviews, observation and field notes as analysed.

4.3 **THEME ONE: NO KNOWLEDGE**

The following responses and quotes confirm the negative perceptions and the blame some of the participants pointed out during the interview process:

4.3.1 **Category One: Lack of Knowledge about FET for Domestic Workers**

- A number of the domestics said that their friends and relations informed them about the programme. One of the respondents puts it this way: *“How can you know anything about government and the programme when you are locked up in the bosses’ house the whole day and years working? Except if your relatives or friends tell you, otherwise you will not know anything.”*
- *“My boss told me about it, most likely because she is not going to pay and secondly according to her, so that I can do my work better.”*

4.3.2 **Category Two: Low self-image and low self-confidence**

Almost all of the participants saw themselves as being disadvantaged. They claimed that apartheid robbed them of education and gave them domestic employment as a means to an end. The participants blamed their circumstances upon poverty. One of the participants phrased it as follows:

- *“During the apartheid, the whites cheated us of education but decorated us with this apron (she displayed her apron). Our lives have been tied round it as I am wearing it. I have worked as a domestic worker for twenty-three years now and I pray that the same fate will not befall any of my children. That is why I am working and even studying. I want to be an educated slave whose children will become free tomorrow”*

There was one participant in particular who did not view domestic worker as a career and she resented the occupation in describing it as follows:

- *“How can this be a career for any woman of substance? I call myself a slave. I am still en-slaved by apartheid. I have no career for now. All my life, I wanted to be an accountant. This is where I end up. This is not a career. It is slavery. You work all day and you barely can feed your children. They have to go to the worse schools because you cannot afford the good schools. If this is a career, why can’t I take care of my responsibilities as a mother? I am very hurt. My life is full of hurt*

because I am not a career woman. No one respects us anywhere. No! This is not a career”

Another participant said that it was her employer who informed her about the further education and training, but guessed that her employer wanted her to perform better in her current employment.

- *“I am not really in her picture as a person but that I will do better for her benefit.”*

4.4 **THEME TWO: ACQUIRED KNOWLEDGE**

The following responses and quotes confirm the acquired knowledge of participants regarding the categories empowerment and further education and training.

4.4.1 **Category One: Self-awareness**

One participant said:

- *“All my life, I wanted to study. I was unable to do that because those days, we were not allowed to go to school. Most of us were sent to work in the white man’s houses and there I am still today. Now that I have a chance to study, I am most grateful to the school and government. For me, it is my dream comes true. Even if I now die a domestic worker, at least I have some education. ”*

Most of the participants said that they enrolled to be able to improve their employment services and to please their employers. Other participants said they enrolled for further training, because they wanted to improve their knowledge. Some wanted to improve their knowledge by taking care of their employers’ children. One participant said that she enrolled because she wanted to teach and be able to correct her employer when he or she made a mistake, she phrased it as follows:

- *“My boss would use the dish-cloth used in wiping dishes to wipe the dog pee. She cannot take instruction that it is bad from me because I am not educated. After this course, I am sure that she will respect my small teaching such as that very annoying case.”*

4.4.2 Category Two: Career awareness

A few participants were uncertain and they felt that domestic work did not give them any opportunity for further development. Some felt that their salary was not sufficient to support their studies. One of them said:

- *“I am not sure if this is a career because I cannot be promoted; neither can I be sent for further training by the virtue of my being a domestic worker. Even the money am paid cannot afford a house or school fees for my children in a good school. So you see why I said I am not sure, even though it feeds me.”*

In view of certain comments made by one of the participants, the reason they advance may be summarised as follows:

- *“I eat, clothe and educate my children being a domestic worker. What else can career do for a woman like me? Even though I work harder than most women and earned less, I still think for now that it is my career.”*

A few of the participants said that they enrolled for further training, because they did not want to let COSATU down. One participant said:

- *“You see, COSATU has been trying to help we the poor people and if we do not attend the course, it will be a let down to them. They may stop helping us and even our children. That is why I am here.”*

The majority of the participants believed that they were attending education and training, simply to please their employers. An example of such reference made:

- *“My boss wanted me to enrol in the course. Actually, she enrolled me here for the course. I think she wanted a better service from me. I cannot help think that I am not doing well or that I am not living up to her expectations. Though I am suffering here, I still would not want to lose my job.”*

Based on their responses, the researcher observed that the participants often played truant in their class attendance. Most of the participants said they attend classes when they finish their work in their employers' home or during their lunch breaks. Others mentioned that they attend classes during their off-duty days, and another participant had a different view and she stated it as follows:

- *“Even though my boss registered me for the course, I think she is regretting sending me here. This is because she allows me to go only when I do not have anything more to do at home. This condition is usually a gold mine. So I attend classes at least once a week; but when I am off, I get the opportunity of attending twice in that week”*

Almost all of the participants said that they were unemployed for long periods. They also said the reason they believed to be unemployed, was because they had no employment experience, others added that it was also because they had no qualifications or further education and training. Two of the participants said that they chose domestic work as a career because they were interested in housekeeping. Another participant ended up having to choose domestic work as a career because the Police, whilst working as an independent Street-Hawker constantly harassed her. One of the participants, who chose the career willingly, summarised her career choice in the following statement:

- *“Twenty-three (23) years, I wanted to be a domestic worker to have more knowledge in taking care of children, look after the animals, how to cook and do some washing.”*

The majority of the participants stated that domestic work is a career, but some were uncertain about the career status of a domestic worker. Two categorically said that domestic work was not a career. The few who said ‘No’ believe that the employment is an opportunity for them to earn a living with their current education. The group that were uncertain, were of the opinion that this type of employment was not giving them any opportunity for development and that most of them cannot do anything reasonable with the salary earned. However, almost all the participants viewed domestic work as a career path supported by the following statement made by one of them:

- *“They may stop helping us and even our children. That is why I am here.”*

4.4.3 **Category Three: FET Experience**

Half of the participants believed that the further education and training has made a remarkable difference in their lives and employment. One said:

- *“Yes, I learnt a lot of new things and how to differentiate when doing the laundry and mixing the chemicals.”*

Two participants stated that:

- *“The training at Domestic Bliss showed me that domestic work is just like any other job. I learned about time-management as well. I can read recipes for cooking.”*
- *“It is very important” “I enjoyed the training with other older people. Domestic Bliss helped a lot of people. At the training, all the domestic workers share their knowledge on how to work in the house. It also teaches us how to speak about mistakes with the employers.” “I’m wiser now since I started studying at Domestic Bliss”*

Some of the participants acknowledged that the further education and training made a difference in their current situations as well as in their lives. Others were not able to describe the difference, but they did experience a change. The following are a few examples of what the participants said and experienced:

- *“I am not yet sure of what difference because I am still where I am and with the same salary but I think inside me that there is a difference. Though I cannot tell what the difference is but you see I am attending school for the first time after over 35 years.”*

Another participant felt that their cleaning, cooking, laundry and care-giving skills improved and added:

- *“Though I still feel like a slave, my boss says that I now know how to take care of her aged mother better than before. So the training is at least helping me to maintain my work if nothing else”*

One participant believes that the training was very beneficial for her:

- *“You see, I think I am now a bigger domestic worker. I can plan my time now so I seem to have more time to copy notes of the lessons that I missed, read and do some things for my children. I think I can even change my job one day to something better if I live longer. “Even if I do not get any raise in the salary, I can tell my family members especially those who are still young the benefit of getting trained you see, I am old but still learning, I believe my testimony is going to encourage them towards studying no matter what and at what age”*

The one participant, who worked as a domestic worker for twenty-three years, was sent for further education and training by her employer, and she chose to attend a Numeracy and Literacy Skills Course. She believes that:

- *“It may not be in the next two or three years though. But if I am still alive, I will be sitting my Matric examinations or even be in the University. I still want to be an accountant or anything relating to that. I am taking my studies seriously because of that.”*

Some of the participants prefer to remain in the domestic work environment, but they would also want to attend a computer course on a part-time basis, some had dreams of becoming a nurse, fashion designer and a hotel manager.

4.5 **OBSERVATION REGARDING TRAINING PROGRAMME AT DOMESTIC BLISS**

The domestics wear aprons to the classes even if they have the afternoon off. This might be a sign of their feeling of “being stuck” in the domestic work job. It might also be a sign of feelings of a low self-image.

The programme seems to cover only basic skills of cleaning, hygiene, cooking and child-minding and does not focus on broader life skills or preparation for life long learning.



4.6 **SUMMARY**

This chapter presented the analysis of all the data collected for this study. Key words, categorising and sub-themes were identified and concluded with two main themes, no knowledge versus acquired knowledge. Responses and quotes from the participants' interview sessions were integrated in the analysis process. The interview transcriptions, observation and field notes were also used to analyse the data completely. In the following chapter conclusions will be drawn from the data of this chapter where after recommendations will be made.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the conclusions and recommendations of the study. Conclusions will be derived from the different categories for the two themes. The limitations to the study will also be discussed, followed by the final summary.

5.2 CONCLUSIONS FROM FINDINGS

The following conclusions can be made from the different categories for the two themes.

5.2.1 Theme: 'No Knowledge'

5.2.1.1 Category One: **Lack of Knowledge about FET for domestic workers**

- The participants did not have knowledge about FET opportunities because they had limited access to information.
- Some of the participants prefer to remain ignorant and refuse to see the opportunities created by COSATU and the Department of Labour for them to explore further education and training options.
- Some domestics are content and do not want to make a change, despite their difficult working conditions and unskilled employment.
- Most of the participants realised that they had no knowledge, but wanted to know more and wanted to acquire skills through the skills learnership programme.

5.2.1.2 Category Two: **Low self-image and low self-confidence**

- It appears from the results of the interview analysis that some of the participants still suffer from the victimization mentality syndrome, because most of the participants still blame apartheid and other people for their lack of skills and knowledge.
- They blame the government for their lack of education and training and employment opportunities.

- Some clearly had made no peace with the past; they still remember the hardship and are not prepared to start a new life and career.
- It is clear from the responses that some of the participants still regard themselves as being deprived of important opportunities in order to enhance their current skills and knowledge.
- There were participants that did not seem to want to take responsibility for their own lives. They had projected this deep dependency on the past and their employment as domestic workers became a way of life for them. They portray learned helplessness.

5.2.2 Theme: 'Acquired Knowledge'

5.2.2.1 Category One: Self-awareness

- Most of the participants saw the learnership programme as an opportunity to change their lives and start a new career in a positive way.
- Some of the participants realised that they had to take full responsibility for their own lives and that the skills training was merely a tool to make them accountable.

5.2.2.2 Category Two: Career awareness

- Some of the participants regard their further education and training as an opportunity to change negative situations into positive ones.
- Some of the participants see their careers as domestic workers as a point of departure, but they made it clear that it will not be a retiring career.
- Most of the participants felt that time was of the essence and that 'now' was the time to increase their knowledge. They intend to make good use of the opportunities made available to them by the government, for their further development.
- Some of the participants felt the need of empowerment and they noted the importance to break away from the old victimization syndrome.

- Most of the participants agreed that in order to empower themselves, they would use their current employment and education knowledge as a stepping-stone to gain more knowledge by attending the skills learnership programme.
- It is also clear that some women attend the skills learnership programme, not to be empowered or to obtain knowledge; they attend just for the sake of being present at the course.

5.2.2.3 **Category Three: FET Experience**

- Some of the participants acknowledged that further training and education has to be a starting point for them to develop a new career path and to enhance their current educational skills.
- Most of the participants started building on their dreams as soon as they enrolled for the learnership programme. They made it known that they wanted to move beyond just being a domestic worker, but are also aware that they have to start at a particular point.
- Most of the participants were grateful to the Department of Labour and COSATU for establishing the learnership programme.

5.3 **SUMMARY OF CONCLUSIONS**

A few domestics see themselves in a similar way to that in which society sees them, especially those that require upgrading through further education and training. Some of the adult learners perceive the FET programme as a true channel of career development and life orientation. Some domestics perceive the training they receive as a way forward to their career development. They see FET as their only hope to career development.

Another group believe that they live and study for their employers or to protect their employment or as a way to receive a raise in their salaries. Some adult learners believe that they are morale boosters to their families and relatives striving towards a better life in future. The majority of domestics seemed to be resigned to whatever situations or status they found themselves in, despite the government's efforts to bring them up to a reasonable standard, using further education and training as a developmental tool.

The study discovered that most participants appreciated the FET learnership programme partly as a tool to their career development. The participants did not perceive FET as a whole-life-orientation-skill, but as a morale booster. The majority of the participants saw FET as a tool to sustain their employment and not really as a career development tool.

5.4 **RECOMMENDATIONS**

The following focal points could warrant further investigation or research:

- i) The domestics as adult learners need to be sensitised by the government agencies involved using the media or their local leaders before sending them for further Education and training. It will enable more domestics to enrol for the learnership programme and then realisation of the governments' vision to elevate their status.
- ii) More institutions like the Domestic Bliss should be established nation wide to boost confidence and morale of the learnership programme amongst domestics and to make FET accessible for domestics.
- iii) An advanced level of Further Education and Training may be instituted to enable domestic workers to appreciate the 'pathway' to career development, which the learnership programme could create for them.
- iv) All training institutions should provide entrance and exit level career counselling to promote career development as the foundation for life long learning as outlined in Chapter 2 point 2.6.
- v) It is suggested that training institutions for domestics use a more strategic approach to design training programmes that do not just focus on domestic skills, but on broader life skills, self-management and life long learning. Such an approach could bridge the domestic learnership programme to life long learning and further career development or career change.

5.5 **LIMITATIONS**

The research methodology was discussed in chapter three. The sample used in this investigation was very small, and the researcher acknowledges the limiting effect it has had on the study, but despite the limitation, important information regarding the perceptions of domestic workers as adult learners who embarked on further training,

education and career development was obtained. The researcher also emphasised that because of the small sample used in this study, no generalisations were made. The sample used was gender-biased, because no males attended the training courses.

5.6 SUMMARY

The government of South Africa and her policy makers identified the programme of Further Education and Training as a way forward to alleviate the poverty and poor education plight of affected people. The government perceived the programme as a tool for better socio-economic status of all the disadvantaged South African adult learners. Formal institutions were established under a Legal Bill to take care of the learnership programme and its functions. Organisations such as COSATU, and SAQA consider training and educating domestic workers as a group of adult learners, as a very important strategy as part of the process in achieving democracy in South Africa.

In this study several perceptions of a group of domestics regarding FET and career development were explored. Some perceived further education and training as a means of pleasing their employers. Others were under the impression that the further education and training could be a source of training for their younger family members. Some saw it as a way of interrelating with other adult workers and sharing their experiences and receiving advice. A few adult learners see the further education and training as very satisfying to their long awaited desire to be educated. Recommendations are that more information is made available about FET opportunities for domestics and that career guidance is provided on entrance and exit of FET. The need for career counselling to inform domestics about training opportunities, career paths and specifically during entrance and exit level training will promote lifelong learning and progression to further skills development and to related career fields. It will assist domestics to rise above being a domestic worker with few skills to actualise their potential as human beings with dignity.

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APPENDIX 1

AN EXAMPLE OF AN INTERVIEW TRANSCRIPTION

AN EXAMPLE OF AN INTERVIEW TRANSCRIPTION

First personal face-to-face interview

Participant number one	XXXXXXXXXXXXXXXXXX
Interview venue	Domestic Bliss Learnership Institution
Date of Interview	14 March 2006
Time	12h00 to 12h45
Participant	Interviewee
Researcher	Interviewer

- Participant: Can I start?
- Participant: My name is from New Castle but I'm staying in 70 Kale road because of work.
- Researcher: Thank you for your time my name is Bonita and I'm the researcher from University of Johannesburg, previously known as the Rand Afrikaans University (RAU). I'm interested to learn more about your career path as a domestic worker and further career development as an adult learner. What courses are you enrolled for at Domestic Bliss?
- Participant: Course I want to improve my Knowledge.
- Researcher: Who introduced the learnership to you?
- Participant: No it's because last time I go there my employer would give them money to go there to study another one that one was for free but I did another one with the money. My employer sent me to two.
- Researcher: Okay. So the one you did for free who gave you that Idea?
- Participant: From Domestic Bliss because I was still attending they give us the copy.
- Researcher: Ja. And you decided that you would want to do that. Why did you want to do it?
- Participant: Because I want to achieve my knowledge.
- Researcher: What knowledge would you like to achieve?
- Participant: My knowledge in cooking because I want to be a chef.
- Researcher: Okay. That's nice and so when Domestic Bliss gave you the information how did you feel about this idea?
- Participant: I'm feel so happy.
- Researcher: And what was the first thing you did?

- Participant: I told my friends about that learnership.
- Researcher: What did you tell them?
- Participant: That we must go together to improve in our lives.
- Researcher: For how long was the course?
- Participant: For a year. Yes.
- Researcher: And you did the whole year? And what did you learn there?
- Participant: Everything. (Laughs)
- Researcher: Everything like?
- Participant: Everything like cooking, removing the stain, how to the ironing and how to manage the time.
- Researcher: What was nice about the course, what before the course what didn't you know – did you learn at the course?
- Participant: It's provide myself with the time. To manage the time.
- Researcher: Time Management oh that's great.
- Participant: Time management and also to be (laughs) to manage the time and to manage the food plan for the whole week or for the month.
- Researcher: Okay. And before that you didn't know that?
- Participant: Spending a lot of my (indistinct) on other things.
- Researcher: And the course that you paid but your employer helped you, what course was that?
- Participant: Healthy cooking, Household Manager, Low Fat Cooking, Elementary Cooking and also Low Fat Cooking.
- Researcher: Why were you interested in doing that one also?
- Participant: Because I want to know, you know you can't use always doing one thing every time so you have to change another style better learn cooking.
- Researcher: And how did you find after the course, are you still busy with that course?
- Participant: Yes, and also Child Care. My Employer sent me for Child Care and for First Aid.
- Researcher: Oh... I see, and how do you manage because you still have to be at work, you have to study, so how do you get your time off?

- Participant: I use it after lunch. I didn't take my lunch, I just go first and finish all work and after that after lunch I go to that place maybe at two, so I finish at two, my work I finish at two and I go to school.
- Researcher: For how long?
- Participant: For two hours.
- Researcher: Oh then you come back?
- Participant: Yes.
- Researcher: Okay do they give you homework?
- Participant: Yes.
- Researcher: So you still have to come study at night?
- Participant: Yes, and do my research like you want to, to make a calendar or whatever to make a different thing.
- Researcher: Okay, so how do how do you see your job as a domestic worker?
- Participant: I'm happy to be a domestic worker.
- Researcher: But before they introduced the learnership and before you went on all these courses how did see being a domestic worker as a career?
- Participant: It was hard for me I told myself that I don't want to be a domestic worker.
- Researcher: Why, what was not nice about it?
- Participant: Because I think that people of being a domestic worker they are working so hard.
- Researcher: And what else was upsetting for you?
- Participant: Nothing only that.
- Researcher: So if you didn't go on the training at Domestic Bliss would you still have thought that domestic work was not a nice job or a career to have?
- Participant: No, I'm so happy to be there.
- Researcher: So what when you went on the course, what was the first thing that made you change your attitude towards the career as a domestic worker?
- Participant: Because I know that if you being a domestic worker it's a work like the another one work.
- Researcher: Where do you see yourself in the next say two (2) years from now? What would you want to do with your career?
- Participant: Fashion Design.

- Researcher: You want to do Fashion Design?
- Participant: Yes.
- Researcher: Okay and hmm so how before you went on any courses, did you study?
- Participant: Yes.
- Researcher: What did you do?
- Participant: Secretarial to be a Secretary.
- Researcher: And did you complete it?
- Participant: Yes.
- Researcher: So why did you, what made you become a domestic worker before that, after your training?
- Participant: Because they need an experience so I don't have an experience because on that time I was coming from school so I don't have an experience that's why I come here.
- Researcher: Okay for how long are you working now?
- Participant: Two (2) years.
- Researcher: Two years (2) and for the two (2) years you had training in domestic work?
- Participant: One (1) year in Domestic Bliss.
- Researcher: If when you go home and you sit with your friends or people in your community do you introduce this learnership to them?
- Participant: Yes.
- Researcher: What do you tell them?
- Participant: If somebody ask me what Swandi what I must do to remove these stains I tell them the instructions to get that thing removed.
- Researcher: Do you encourage other people to also go on this course?
- Participant: Yes, like my sister-in-law she must go there its so nice but on the first day it was boring so when you gain the knowledge you see we are not wasting our time.
- Researcher: And before the training when you work with your employer how was your behaviour, how did you deal with them, how did you speak to them, how did you speak to them and after the training was there a difference?
- Participant: Yes it was a difference after the training.

- Researcher: Can you explain to me the difference that you had to go through?
- Participant: Like I get out of work at half past seven so I finish at finish at five 'o'clock so before I not going to a training it was not five o'clock maybe at six o'clock I could go off so the time because I didn't manage last I didn't manage the time to get all my work done.
- Researcher: Okay so the time management was your was the most serious problem you had? You could talk to them before the training and after the training or did the training also make a difference in communicating with your employer?
- Participant: Yes it make a difference.
- Researcher: Is it? How?
- Participant: Because now I'm know how to cook. So ask me anything ____ you can cook it for me and I go for it. If I'm not understanding I go with my book and there I'm not understanding here and she show me how.
- Researcher: That was now after your course?
- Participant: Yes.
- Researcher: Before your course how did you deal with that when you didn't know how to do something? When you didn't know how to cook what did you do?
- Participant: I didn't cook anything.
- Researcher: You didn't cook?
- Participant: Yes I tell them that I tell her that I want to cook for you but I don't know how and she send me to the course, cooking course.
- Researcher: Okay so do you think the fact that the department of labour introduced this learnership did it make a difference in a lot of peoples lives and do you know of such people?
- Participant: Yes.
- Researcher: When did you find out about the learnership only when you came here or before that did you know about it?
- Participant: When I came here.
- Researcher: Only when you came here. When you started working in this area?
- Participant: Yes.
- Researcher: And if your have to give advice to your friends like you did with your sister-in-law or to people that you don't know maybe if you go to Soweto for a week-end and so how could you introduce this to the people what would you say to them, what will, what difference will it make in their lives?

- Participant: I encourage them to go there because now almost there are many people that are not working they think we are not going to work or to find a job because we are not experienced and the people got their minds working hands also if you go there you are not become a domestic worker only. You can do a chef at your home selling cakes and whatever and sew whatever you want to.
- Researcher: Okay remember in the beginning you said you want to become chef (interrupted)
- Participant: Yes.
- Researcher: and also you want to do fashion designs so which one that's part of your dreams and your goals so, which one would you, which one weighs, more than the other.
- Participant: Fashion Design.
- Researcher: Fashion Design, but obviously you have a second goal so if you need to do fashion design how will you do that, how will you, you need to have money and you need time to study, how will you go about planning to do that?
- Participant: For now I try at the sewing classes only this side it's Killarney so that next year maybe I will achieve my goals then I have got the money to go there or I can apply the bursary, so my problem is that I'm still working when I'm go to school I don't have money to able go to school that's why I'm here.
- Researcher: Okay so do you save or do you just hmmm... (Interrupted)
- Participant: I'm saving.
- Researcher: Are you paying for your sewing or is your employer helping you?
- Participant: My employer help me.
- Researcher: Helping you to do that. What made you want to do the sewing?
- Researcher: What I want to know is when you started the sewing classes what made you realize that there is more to sewing than just sewing things?
- Participant: Because I want know how to make the clothes by myself. I'm tired of buying clothes at Truworhs because it's too expensive for me and to buy the material (indistinct).
- Researcher: So what was the main idea for you to go for sewing of your employer why did she encourage you to go?
- Participant: It start when I'm going to the fashion design I can start how to spent a lot of time for making drafts and whatever so now I know how to make the drafts to draft the.... (Interrupted)
- Researcher: Okay, whose idea was it to start sewing?
- Participant: It's mine.

- Researcher: Yours, and how did you, that was a plan, how did you take that plan to your employer and discuss it with her because it's your long-term goal it's a goal you have?
- Participant: I ask her because on Thursday it's my day off I'm not working on Thursday so I'm not doing anything on Thursday so that's why I ask her to go there.
- Researcher: Okay, and so that's the starting point for you, so your ultimate dream is to have to design your clothing at the end of the day you will still use your career as a domestic worker to supplement that?
- Participant: Yes.
- Researcher: So if you do work for somebody for arguments sake if your employer must move overseas and you must find another job, you're still trying to get money together and those people don't pay wouldn't want to pay for your studies what will you do?
- Participant: I will apply for bursaries or make a loan.
- Researcher: Okay so you won't just abandon the plan and say I'm not going to continue?
- Participant: I won't, I won't.
- Researcher: Okay, what is it mostly that you love about your job?
- Participant: The most?
- Researcher: Hmmmm what do you love about it?
- Participant: Because I'm not sitting at home, when I'm sitting at home after somebody that she must come or he must come and give me money some food it's not happy.
- Researcher: So what do how do you, do you just plan your life or do you just feel intrinsic motivated you know when you get up you just know I would like to do this and that... are there specific things that you like doing or do you enjoy everything you do?
- Participant: For now I enjoy everything that I'm doing because I'm not sitting. I enjoy.
- Researcher: So when you came from home you were fresh, did you have any work experience?
- Participant: No because I came in 2001 when I finish my matric so I stay for like... no I'm not staying in 2002 I go and study secretarial at Dam Business College.
- Researcher: Did you complete it?
- Participant: Yes.

- Researcher: And you have your certificate?
- Participant: Diploma.
- Researcher: Congratulations.
- Participant: (laughs) Thanks and also on 2003 I go for waitress study waitress and then in 2004-I came here I start working here. Late 2003 I start working here it was November.
- Researcher: Okay so since that time how would you say your career has changed and developed, you know what I mean by saying developed I mean how did it grow, what positive things can you say about being a domestic worker so that this message can go out there for other people so that they can see you just don't stay there?
- Participant: For now I'm gaining a lot of things because that time I was, on my mind I have this idea to say thanks to my mom because she helped me a lot and last year I buy her some a dining room suite.
- Researcher: Okay. So that fact that you are a domestic worker and you received training also helped you to help your family at home.
- Participant: Yes.
- Researcher: And at the same time you get training so hmmm what other training would you want Domestic Bliss to offer to make a difference in peoples lives?
- Participant: Like hmmm the handwork to be creative don't just to make cooking or whatever like how to paint to show people how to paint, how to plant, all of that.
- Researcher: Did you make friends during your training?
- Participant: Yes.
- Researcher: And what type of people, did everybody go to school and.... (Interrupted)
- Participant: Yes.
- Researcher: all the people that attend the learnership classes are they all literate?
- Participant: Yes.
- Researcher: So how would you say we would help people that never really went to school in order to help them as domestic workers who've been there for years, how can we help?

- Participant: Domestic Bliss helps lot of people because there are some didn't go to school. At first we are starting with literacy, numeracy, there are some people who don't know how to write their name but when the learnership is finish they know and they know how to speak English because there are some don't know how to speak English they only know to speak Afrikaans only.
- Researcher: Now everybody is not young that start with Domestic Bliss and they do their training. How did you find having to further your training with older people that's been doing domestic work for twenty (20) years and how did you feel, did you have people like that?
- Participant: Yes. I was so happy to learn with an older people because they teach me something that I don't know.
- Researcher: Can you give me an example?
- Participant: Yes (pause) like how to live without your mother without your parents because now I'm living without my parents, I'm living alone.
- Researcher: All right, okay and how did they find the training do you think because the fact that they've been working as a domestic worker for a long time that there's no need for them to study further?
- Participant: No I think because they are like to get knowledge on the time you know in the apartheid time nobody was like black people lot of them were not learned or they were not know nothing they just focus on what they know on that time only. So now they are afraid.
- Researcher: So you think they enjoy the training?
- Participant: Yes they enjoy.
- Researcher: So do you regard domestic work as your career?
- Participant: Yes.
- Researcher: Why is it a career to you?
- Participant: Because it's my life in my life it's another step that I'm reaching it's my first step I think next time it will be a second one or I will move forward.
- Researcher: And the fact that you have your Secretarial Diploma and working as a domestic didn't make you any less a person? You didn't feel that I'm too educated to do domestic work did you feel like that?
- Participant: No.
- Researcher: Because hmmm.... (Interrupted)
- Participant: Because I know one day I'll move forward I'm not staying; I'm not focus here for rest of my life.

- Researcher: Okay, and if for arguments sake you had no other opportunities and based on experience how will you remain in this career if you have no choice and you have to stay here for a number of years say for another two (2) or three (3) years, how will you manage your career? You see this is a career as a domestic worker in order now you once went on a course how else what things will you use to make surer that you don't get lazy or you don't loose your skills in cooking top maintain that career, how what do you have any ideas?
- Participant: On my spare time I'll make some cakes and sell it for my friends or another somebody else or in the company, making some breakfast sandwich also to sell.
- Researcher: Okay so your ultimate dream is to be?
- Participant: Fashion Designer.
- Researcher: And the fact that you a domestic worker has improved in giving you a boost to visualize your dream.
- Participant: Yes.
- Researcher: So I know you studied before after Matric and there are people at Domestic Bliss who didn't even do Matric, have you ever encouraged them and did you have discussions and how do the feel about other except training and cooking and that what other passion they have, do they feel they would want to study other things besides cooking and ironing and.?
- Participant: There is some now continuing to make their matrics like you know ABET matric.
- Researcher: What matric?
- Participant: ABET.
- Researcher: Okay I see, so basically Domestic Bliss and the learnership have set a foundation.
- Participant: Yes it's a foundation.
- Researcher: Ja and most of the people that you know have taken it in a way that they would want to continue their studies (Interrupted)
- Participant: Yes.
- Researcher: Whether they're old or whether they're young, whether they're not literate because of the numeracy classes that you have.
- Participant: Yes.
- Researcher: Ja and are they ones that struggle, did you find any part of the training problematic?
- Participant: No.
- Researcher: Nothing?

- Participant: No for me it was so easy.
- Researcher: Is it?
- Participant: But I enjoy it so much.
- Researcher: Oh you did, okay and what if you find somebody that's lost all hope in life and they're just doing this as a job, you see you doing it as a career not really just a job you just don't come do the dishes do the cooking, you change it. How do you encourage a person it that sense?
- Participant: I will sit down with them and will encouraging them with another idea that will change them, yes.
- Researcher: So what else can you tell me about the training and anything that you feel would be good for us to pass on to other communities to make sure because in our community people don't even no that Domestic Bliss exists like my nanny don't even come here I need to know how to bring you know, what message do you have?
- Participant: I think Domestic Bliss is got lot of training and their training helping lot of people in these days because know you you know what maybe sometimes you I do the ironing and I burn my employers shirt and hide it or go and buy with another money, so Domestic they are helping you on that situation. They say don't hide just go and be honest and be honest with your employer and tell him what happen. Even when you damage the electric appliances just sit down and or report whatever you make a mistake on it.
- Researcher: Ja that's good because in any job we need to be honest because if we do something wrong and we speak with the person it makes it so much easy to deal with the problem ne?
- Participant: Yes.
- Researcher: So you learn skills, you learn honesty, and you learn personal skills so personally you have developed. So you've learned to be honest, you've learned to cook, you've learned to bake, you've learned to discover your own goals, what else did you discover about yourself during this domestic career development of yourself?
- Participant: Lot of things.
- Researcher: That you didn't know?
- Participant: Yes.
- Researcher: Besides being a Designer what else did you realize that you could do because of being exposed to this kind of a career?
- Participant: To be a nurse because I learn also a first aid and how to help people even the ambulance didn't come at the time.

Researcher: So it really gives you a lot of areas to go in so does this is basically telling you that you are not going to sit now and forget about the future you're going to work on it all the time and to improve on even this I mean nobody else would have thought that being a domestic worker can give you all these ideas in order just to enhance yourself.

Participant: Yes.

Researcher: Ja good man and congratulations I wish you luck with your other things and to be honest with you I also learned from you because what we want to do is to, we have lots of lay girls that's in matric that's at home and they don't even feel they feel this is a degrading job and yet look at your vision you have a vision, you know exactly where you want to go they don't have they live from the grants and things and that's not how God wants us to work anyway see.

Participant: Yes.

Researcher: Thank you.

APPENDIX 2

CONSENT FORM

CONSENT FORM FOR RESEARCH STUDY

Name of participant XXXXXXXXXXXXXXXXXXXX

Date 14 March 2006

Name of researcher XXXXXXXXXXXXXXXXXXXX

INFORMED CONSENT

1. FIELD OF STUDY The perceptions for a group of adult learners of further education, training and career development.

2. PURPOSE OF STUDY The aim of the inquiry is to study the perceptions of domestics workers, as a sample of adult learners, about the further education and training they have embarked on and their future career development in order to make recommendations for further education and training and better career prospects within the domestic domain and related career paths.

3. PROCEDURES The researcher will conduct semi-structured interviews with the domestics on a face-to-face basis. The interview questions will be based on their personal life experiences and the training they are undergoing or underwent. The interviews will be tape-recorded and transcribed verbatim.

4. RISKS AND DISCOMFORTS There is no known risks or discomforts associated with this study.

5. PARTICIPANTS' RIGHTS I am free to withdraw from the study at anytime.

6. FINANCIAL COMPENSATION There will be no remuneration for participating in this study, I participate

voluntarily.

7. CONFIDENTIALITY

I understand that the results of the study may be published in professional journals, but my identity will not be revealed unless required by law.

8. If I have any questions or concerns during the study, I can contact the researcher XXXXXXXX on XXXXXXXXXXXX or at home after hours XXXXXXXX.

I understand my rights as a research participant/sample, and I voluntarily consent to participation in this study. I understand what the study is about and how and why it is being done. I will receive a signed copy of this consent form

Participant's signature

14 March 2006

Researcher's signature

14 March 2006