A CASE STUDY OF THE GARROBO PROJECT

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By
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A CASE STUDY OF THE GARROBO PROJECT

Presented by Stephanie Ann Link,
a candidate for the degree of Master of Science,

and hereby certify that, in their opinion, it is worthy of acceptance.

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Dr. David O’ Brien
To my family & friends, for always believing in me.
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ACADEMIC ABSTRACT

This study explores the changes in the social of the GARROBO project trainees after they join the career-training program. Bebbingtons’ (1999) theory of capitals explained how possessing different types of capital or assets serve as a vehicle to achieve a sustainable livelihood. He emphasized social capital, or the ability to network with others to gain access to new opportunities may be the most important type of capital (Bebbington, 1999, pp. 2021-2023). Chambers explains that the poor people in developing counties need an outsider to kick start change, “The poorer rural people, it is said, must help themselves; but this, trapped as they are, they often cannot do. The initiative, in enabling them better to help themselves, lies with outsiders who have more power and resources and most of whom are neither rural nor poor” (Chambers, 1983, pp. 2-3).

The purpose was to determine if the GARROBO Project model aided trainees’ to gaining access to the necessary resources and knowledge needed to achieve a sustainable livelihood. The model of the GARROBO project is unique. There is a reciprocal relationship between TexOps, an apparel factory, and the GARROBO Project, a career and life skills training program. In exchange for an elevated social image TexOps offered the resources, connections, and the conditions needed for the GARROBO Project to operate.
Purposeful sampling was used to select participants for the qualitative case study. Data was collected through interviews, photo elicitation interviews and, participant observation.

Implications of this study are for coordinators of career training programs and other facilitators, factory owners or other companies interested in development of similar programs, and academia. Limitations of the study were study length, language barriers and reliability of participants.

*Keywords*: social capital, career-training program, and sustainable livelihood
CHAPTER I: INTRODUCTION

Chapter I contains the following sections: (a) background of study, (b) purpose of study, and (c) significance of study.

BACKGROUND OF STUDY

The GARROBO Project is a social enterprise that is an extension of TexOps, a garment factory in San Salvador, El Salvador. The mission of the GARROBO Project is to offer young single mothers career and life skills that would provide sustainable livelihood for their families. During the two year program, the women learn to operate several different industrial sewing machines allowing them to master many different garment assembly techniques. This translates to practical job skills for future employment. Additionally, the women have weekly English classes and other classes addressing day-to-day life skills. Finance, general health, childcare, and Salvadorian history are foundational classes with additional topics offered based on needs and requests of the women who participant in the project. Millie is the coordinator and founder of the program. She has worked in the apparel industry for nearly 30 years as a project manager or consultant for factories around the world.

The GARROBO workroom is located on the TexOps factory grounds. The relationship with and proximity to the factory offers many unique opportunities and resources. Excess materials such as fabric and thread that may have otherwise gone to waste are available for the projects. During down time at the factory, experts in many different divisions consult and instruct the GARROBO participants. Due to poverty and
high levels of gang violence in the area, the protection offered by guards and factory walls are essential for the program’s survival. Additionally, the factory’s connections, and Millie’s access to an extended network worldwide will become resources, and connections for the trainees. Millie had the idea for the project for many years before she was given the opportunity to put her plans into motion in July of 2010. After two years of planning, the GARROBO workroom opened in June of 2012 with 3 participants.

During the 1980s and into the early 1990s, El Salvador experienced a devastating civil war. In 1992 the two sides signed a peace agreement. Since the end of the war, the Salvadorian economy has experienced steady growth through the end of the twentieth century continuing until 2008. In 2008, the sudden and rapid decline in economic conditions around the world led to an almost 5% increase in poverty from 35.5% to 42.3% of the total population (The World Bank Group, 2012). According to the U.S. Agency for International Development (USAID) rural poverty is a serious problem and one of the biggest challenges the Salvadorian people face. In addition, gangs in the rural parts of El Salvador are detrimental to many efforts to improve living conditions (United States Agency for International Development, 2012).

**PURPOSE OF STUDY**

The purpose was to determine if the GARROBO Project aided trainees’ in gaining access to the necessary resources and knowledge needed to achieve a sustainable livelihood. A thorough literature review on career and vocational training, social enterprises, and the impact of social capital in developing countries was conducted. The
project proposed a case study of the GARROBO project. Informants in the case included individual participants involved in the GARROBO Project, a career-training program in El Salvador. This included the trainees, trainers, project coordinator, factory workers and the factory owners. The model of the GARROBO Project is different from other career training programs in that a factory that is profit driven provides support. There are many other examples of career training programs funded by governments or NGOs around the world and these are further explored in the literature review. For the GARROBO Project model to be successful and sustainable all parties involved needed to realize benefits. The young women in the training program needed to show success by gaining new employment opportunities as well as practical life skills after completion of the program. In addition, the TexOps factory needed to see a return in their initial investment of financial and personnel support. Since the GARROBO Project was a new model for a career and life skills training program, a case study offered the opportunity to explore, and allowed for themes to emerge. Case studies are effective in empirical studies because they answer the question of how something happened and why it happened. This type of study is flexible and allowed for change as themes emerge and the study progressed (Yin, 2012, p. 5).

This study was concerned with trainees’ existing social capital and the possibility of evolution after joining the GARROBO Project. Most of the trainees in the GARROBO project have grown up in, and rarely left, the poor communities surrounding the factory. Within these communities strong bonding ties form within families and close knit circles of friends. There were limited, if any at all, connections bridging the members of these
communities to other groups. Isolation prevented the transfer of new knowledge and ideas, limiting the access to recourses for securing an independent livelihood. In contrast the factory owners and Millie have worked, lived, and been educated around the world. According to Granovetter (1973), Millie and the factory owners should have a diverse network of weak ties allowing them access to recourses and opportunities while the trainees’ have a small network of strong ties, narrowing their available resources.

**SIGNIFICANCE OF STUDY**

The model of the GARROBO project is unique. There is a reciprocal relationship between TexOps, an apparel factory, and the GARROBO Project, a career and life skills training program. In exchange for an elevated social image TexOps offered the resources, connections, and the conditions needed for the GARROBO Project to operate. The factory owners of TexOps, and Millie the program coordinator, acted as an facilitator for change in the poor communities surrounding the factory. “The poorer rural people, it is said, must help themselves; but this, trapped as they are, they often cannot do. The initiative, in enabling them better to help themselves, lies with outsiders who have more power and resources and most of whom are neither rural nor poor” (Chambers, 1983, pp. 2-3). The purpose of this study was to determine if the GARROBO Project model aided trainees’ in gaining access to the necessary resources and knowledge needed to achieve a sustainable livelihood.
CHAPTER II: LITERATURE REVIEW

Chapter II contains the following sections: (a) definitions, (b) theoretical perspective, (c) challenges of developing countries, (d) research gap.

DEFINITIONS

For this paper it is important to understand the definition of social capital.

James Colman gave an early definition of social capital:

It is not a single entity but a variety of different entities, with two elements in common: they all consist of some aspect of social structures, and they facilitate certain actions of actors—whether persons or corporate actors—within the structure... Social capital inheres in the structure of relations between actors and among actors. It is not lodged either in the actors themselves or in physical implements of production. Because purposive organizations can be actors ("corporate actors") just as persons can, relations among corporate actors can constitute social capital for them as well (Coleman, 1988, p. S98).

Baumol’s definition was more (2007) straightforward and easily relates to the GARROBO Project. His definition stated, “social capital is the sums of the resources, actual or virtual, that accrue to an individual or a group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition” (Baumol, Litan, & Schramm, 2007, p. 135). Social capital can be made of both strong and weak ties joining people and groups together. Strong ties are made of close-knit bonds that develop over time, family and close friends. Weak or bridging ties bring together diverse people or groups expanding networks for greater exposure to opportunities,
knowledge, and resources (O'Brien, 2012; Portes, 1998; Coleman, 1988; Granovetter, 1973). “Weak ties are more likely to link members of different small groups than are strong ones, which tend to be concentrated within particular groups” (Granovetter, 1973, p. 363).

Sustainable livelihood is defined as the ability to acquire and maintain the means to live. This includes food, shelter, and work (Chambers & Conway, 1992, Coleman, 1988, Bebbington, 1999). The World Commission on Environment and Development (WCED) provides a widely accepted definition of sustainable livelihood in their 1987 report (WCED, 1987). The following definition is cited in works by Chambers (1988), Bebbington (1999), and Coleman and Conway (1992):

Livelihood is defined as adequate stocks and flows of food and cash to meet basic needs. Security refers to secure ownership of, or access to, resources and income-earning activities, including reserves and assets to offset risk, ease shocks and meet contingencies. Sustainable refers to the maintenance or enhancement of resource productivity on a long-term basis. A household may be enabled to gain sustainable livelihood security in many ways — through ownership of land, livestock or trees; rights to grazing, fishing, hunting or gathering; through stable employment with adequate remuneration; or through varied repertoires of activities. (WCED, 1987)

THEORETICAL PERSPECTIVE

Littrell and Dickson (2006), studied women from slums around Mumbai, India working in handicraft production. They looked at how different capabilities affected women working in cooperatives and the ways in which the access to these capabilities
improve their quality of life (Littrell & Dickson, 2006). They used Chambers’ (1997) premise of enhanced well-being and improved livelihood as primary development goals (Chambers, 1997) as the framework for the evaluation of the women in their study. The five points were responsible well-being, livelihood security, capabilities, equity and sustainability (Chambers, 1997, p. 10). Bebbington (1999) expanded Chambers framework emphasizing the importance of the five types of capital: (1) social capital, (2) human capital, (3) produced capital, (4) cultural capital, and (5) natural capital (p. 2022). Bebbington (1999) explained how possessing different types of capital or assets serves as a vehicle to achieve a sustainable livelihood. He emphasized social capital, or the ability to network with others to gain access to new opportunities may be the most important type of capital. Relationships with others in different networks can open the door to the other capitals leading to a sustainable livelihood (Bebbington, 1999, pp. 2021-2023). In my study of the GARROBO Project, I explored the affects of social capital on the participants’ ability to obtain a sustainable livelihood. As the literature suggests, participants in the GARROBO project need to overcome negative close ties in order to grow and except new possibilities (Granovetter, 1973, Bebbington, 1999, Woolcock & Narayan, 2000). Woodcock’s theory of strong ties being examples of negative social capital is further discussed in challenges of developing countries (Woolcock & Narayan, 2000).

As a framework for this study I used Bebbington’s (1999) framework to examine if an increase in diversity of networks, or bridging social capital, had a positive impact on trainees’ ability to achieve a sustainable livelihood (Bebbington, 1999). Additionally, I
considered Granovetter’s idea of both strong and weak social ties and Woolcock’s explanation of negative social capital (Woolcock & Narayan, 2000; Granovetter, 1973). Littrell and Dickson’s (2006) study in Mumbai, India guided my research method (Littrell & Dickson, 2006).

**CHALLENGES OF DEVELOPING COUNTRIES**

Baumol talked about aid in developing countries and the need for the countries to find a “way to grow on their own” (Baumol, Litan, & Schramm, 2007). This was important as a long-term objective for programs like the GARROBO Project. In the beginning programs like the GARROBO Project need a facilitator from the outside to show the extreme poor and undereducated that change is possible.

Chambers clarifies that the extreme poor in rural areas of developing countries do not have the skills or know how to help themselves and so need to rely on the assistance of outsiders to facilitate the process for change. “The poorer rural people, it is said, must help themselves; but this, trapped as they are, they often cannot do. The initiative, in enabling them better to help themselves, lies with outsiders who have more power and resources and most of whom are neither rural nor poor” (Chambers, 1983, pp. 2-3). Chambers defines outsiders as “people who are neither rural nor poor” (Chambers, 1983, p. 2). It was suggested that the rural poor in El Salvador do not know there is a possible future out of poverty or have any idea of how to achieve this goal. This study looked at the reality of the non-poor and non-rural populations helping the poor. The GARROBO Project was driven with the support of a successful factory and
coordinated by Millie who is well educated and has many connections around the world. Millie with the support of TexOps was reaching out to the Salvadorian rural people giving them a chance to make a better future leading to sustainable livelihoods.

As illustrated by Woolcock (2000), social capital can have negative implications along with the positive. To illustrate his point he gives an example of parents’ concern with their teen children belonging to bad groups. The negative peer pressure could persuade their children to misbehave in order to fit in with the desired social norms (Woolcock & Narayan, 2000, p. 226). This same idea relates to the poor in developing countries. They have strong ties to their families and communities that can lead to common negatives. First, they can fall to the pressures of local gangs choosing a life of crime and violence (Gomez-Aubert, 2011, p. 301). Second, and very common in El Salvador, they rely on family members who have managed to move to the United States and gain employment. The family member, through the strength of their family ties, feels obligated to support those left behind often sending $250 a month (Gomez-Aubert, 2011, p. 301). This sounds positive, but it is actually creating a culture of apathy. In El Salvador, $200 a month is considered to be sufficient to maintain the low standard for quality of life in the slums (Gomez-Aubert, 2011, pp. 301-303). With minimum wage being close to $200 per month, there is little motivation to have a job and work hard when family will offer support. Woolcock (2000) explains how close ties or strong family bonds keep people trapped in a mindset of “getting by” in contrast to how bridging ties open the possibilities for “getting ahead” (Woolcock & Narayan, 2000, p. 227). This then leads to a lack of responsibility and exorbitant amount of free time,
leading to boredom, and back to the first type of negative social capital listed above, gangs (Gomez-Aubert, 2011, Woolcock & Narayan, 2000).

**El Salvador Overview of History and Current Statistics**

A brief overview of El Salvador and history and demographic statistics of the country will give context for my study. El Salvador is Located in Central America on the Pacific Ocean bordered to the Northwest by Guatemala and the Northeast by Honduras (see Figure). Since declaring independence from Spain on September 15\textsuperscript{th} 1821 El Salvador has experienced a lot of conflict within its own country and with other Central American countries. Most recently El Salvador experienced a twelve-year Civil war from 1980-1992. Gang violence, natural disasters and political corruption have continued to cause problems and challenge the stability of post war El Salvador. According to 2010 estimate the population of El Salvador is 6,052,064 of this 36.5\% of the population lives below the poverty line, and the number increases to 65\% in some rural areas (Central Intelligence Agency, 2013; Infoplease, 2013). Teen pregnancy is prevalent in El Salvador. It is estimated that 40-50\% of mother have their first child before the age of 15 (United Nations, 2013; UNFPA, 2012). Ninety four percent of children attend primary school (grades 1-9) and 60\% start secondary school (grades 10-12). Only 16\% of the population has a high school diploma or higher (United Nations, 2013; National Overview El Salvador, 2006). Gang violence, high teen pregnancy rates, low high school completion, political conflicts and natural disasters all contribute to the current state of poverty in El Salvador.
RESEARCH GAP

The study of *MarketPlace Handwork of India* by Littrell and Dickson (2006) studied women involved in a handicraft cooperative. The women at MarketPlace India travel daily or weekly to one of seven locations in the slums around Mumbai to collect new and return completed MarketPlace projects. They were allowed flexibility to work from home while completing their handwork and maintaining all their household duties. The central question for the Littrell and Dickson study was, “How has artisan work with MarketPlace: Handwork of India affected the capabilities and well-being of women.
textile artisans in India?” (Littrell & Dickson, 2006, p. 192). The Littrell and Dickson study, as well as much of the available literature on women’s career training programs focus on handicrafts production while at home. MarketPlace was formed with the purpose of aiding women in improving their livelihoods through skilled handwork. The GARROBO Project is different because it is an extension of an established high volume apparel factory. This study will offer a new model to the current literature.

Datta and Gailey’s (2012) case study of Lijjat, explored how empowerment of women has led to 50 years of success for an Indian snack cracker cooperative. Started by rural poor women, Lijjat’s model of for-profit social entrepreneurial venture (SEV) aids women in self-employment (Datta & Gailey, 2012, pp. 572, 574). This cooperative was an example of how extensive bridging networks connect rural poor women giving them the recourses and knowledge to improve their livelihood. “The economic and social clout women can wield when given the opportunity to work together as leaders and owners of their own production is significant and should be leveraged by nonprofits for positive social and political change” (Datta & Gailey, 2012, p. 582).

Gomez (2011) expressed the dire need for help with the El Salvador’s poverty issues. She suggested that the answer could be in textile production in either factories or small cooperatives. She stressed the importance of a sustainable business model that produces quality and unique goods. Additionally, the factories need to show a sense of social awareness to combat a history of distrust from the employees (Gomez-Aubert, 2011, p. 304). TexOps claimed to hold a high level of importance in regards to social issues and the well being of the Salvadorian people. My study explored one of the
factory’s social endeavors, the GARROBO Project, and the impact it has on the community.

The case studies of Littrell and Dickson, and Datta and Gailey offered examples to compare and contrast the finding of this case study. The model of the GARROBO project was unique in that it has a reciprocal relationship between TexOps, an apparel factory, and the GARROBO Project, a career and life skills training program. This new unique model added to the current literature of social capital leading to sustainable livelihoods in developing countries.
CHAPTER III: METHOD

Chapter III contains the following sections: (a) research question, (b) sampling method (c) in-depth interview, (d) photo elicitation collection, (e) photo elicitation interview, (f) participant observation, (g) research as instrument, and (h) data analysis.

RESEARCH QUESTIONS

The purpose of this study was to determine the impact of social capital on the success and sustainability of the GARROBO project. More specifically this study looked at how social networks affect trainees either in a negative or positive way. In addition, how do social networks change for trainees after becoming involved with the GARROBO Project and TexOps? I explored the attitudes, expectations and social networks of the participants. Due to current rate of very high unemployment and low education in El Salvador, this study was designed to gain a better understanding of how social networks impacted the success or failure of individual trainees in a career training program and the program as a whole. Participants included in the study were the young single mother trainees, TexOps factory owners, the GARROBO Project coordinator, and other factory workers. The audiences that most benefited from this research were coordinators of career training programs and factory owners or other companies interested in development of similar programs. In addition, it is hoped that the trainees will have tangible benefit from the outcome of the study. The overarching questions of this study was as follows:
Will access to new resources and knowledge help the trainees to achieve the tools needed for a sustainable livelihood? This question is further broken into the following three proposed research questions:

**Research Question 1:** What are the ambitions of trainees in a Salvadorian career-training program?

**Research Question 2:** How has the trainees’ involvement in the GARROBO Project had an impact on their social connectiveness?

**Research Question 3:** Has there been a change in the trainees’ journey to achieve a sustainable livelihood?

Some additional questions that this study aimed to investigate were: What leads trainees’ to their involvement in the GARROBO Project? What do trainees’ in the GARROBO Project see as their role? What outcome/outcomes do trainees’ in the GARROBO Project seek? How will other participants in the GARROBO Project affect trainees’ involvement?

**RESEARCH DESIGN**

Creswell (2007) suggests multiple sources of information be used in order to gain a holistic view of the topic being studied. Therefore this study included a variety of data collection methods: (1) interview, (2) photo elicitation interviews and (3) participant observation.
Case Study

A case study was the preferred qualitative approach for this study. This method was fitting based on the definition given by Yin: “An empirical inquiry about a contemporary phenomenon (e.g., a "case"), set within its real-world context—especially when the boundaries between phenomenon and context are not clearly evident” (Yin, 2009a, p. 18). Since this study explored a specific issue within a bounded system (the participants in the GARROBO Project located inside the TexOps factory walls) this is an appropriate decision. Specifically, a collective case study or also called a multiple case will be conducted (Creswell J. W., 2007, p. 224). This allows each participant in the study to be treated as an individual case, comparisons can be made, and themes can emerge across all cases. Case studies are a widely accepted approach to research in disciplines of psychology, medicine, law, and political science (Creswell, 2007). Case studies are also used in the field of Textile and Apparel Management. Littrell and Dickson used this design in their research of capabilities in a group of women working in craft production in India (Littrell & Dickson, 2006). LaBat and DeLong (2004) researched the production process of knitwear using a case study (LaBat & DeLong, 2004) and Miller (2011) used this method in her study of building social capital among small store owners in the U.S. In the study of the GARROBO Project the study looked at a new model for a career and life skills training program as a case study and will offer the opportunity to explore and allow themes to emerge. Case studies are effective in empirical studies because they can answer questions of how something happened and
why it happened. They are flexible and allow for the direction to change as the study progresses (Yin, 2012).

**Sampling Method**

Purposeful sampling was used to select participants for this case study. Cresswell (2009) explained that the quality of a sample can greatly impact the research (Creswell J. W., 2009). During the summer of 2012, I spent six weeks in El Salvador consulting for the TexOps factory. Through this experience I created a relationship with the program coordinator and TexOp factory owners. This relationship allowed me as a researcher, to gain access to those involved in the GARROBO Project. Before the study was conducted I secured IRB approval. Once on site I obtained consent forms from all participants.

**In-depth Interview**

My research and data collection took place during the first two weeks of February 2013, in San Juan Opico, El Salvador at the TexOps apparel factory. All but two of the interviews were conducted on the TexOps factory grounds, either in the factory, or in the GARROBO workshop. This was a familiar environment where all participants interact on a daily basis creating a sense of comfort and security. The interview of Abigail took place at the shelter and the interview of Luke and Jessica was on location in the community where they serve. The interviews were recorded with a voice recording application on my phone. Some interviews required a translator when language was a communication barrier. I used an available factory worker who was fluent in both English and Spanish to assist with translation. All participants were asked about their
involvement in the GARROBO project. The interview guide with specific questions can be found under Appendix A, however, as with all long interviews, important subsequent questions may emerge during the interview process. All interview protocols had similar questions, but to maintain relevance across groups some tailoring of the questions was needed.

**Photo Elicitation Collection**

Photo elicitation is a data collection method in which pictures are used to aid the research in seeking important information and to prompt the participant of additional insight (Harper, 2002). This method was used in Littrell and Dickson (2006) of MarketPlace women. This method has been widely used by several researchers when studying social issues in groups that may have low literacy (Littrell & Dickson, 2006; Gold, 2006; Harper, 2002).

The concept of photo elicitation was introduced to the trainees, as a group, after initial interviews were complete. Each was issued a digital camera to complete the exercise. The trainees taking a few pictures to become familiar with the camera’s operations. The trainees were asked to take as many pictures as they wanted throughout their day at home, on the way to and from work, at work and any other activities they would like. One week was given for the completions of picture taking and the return of the cameras. Inexpensive digital cameras were used for the photo elicitation exercise. On the second day of the photo elicitation exercise the participants all reported technical problems with the digital cameras. These technical problems were unable to be resolved. The photo elicitation approach was modified for the
available resources and time allowed to complete the study. Collections of photos taken around the workroom during the study were made for each participant.

**Photo Elicitation Interview**

The follow up interview were conducted in the GARROBO workshop. The translator was not available to conduct individual interviews with each participant. Each participant was given a print out with four pictures of themselves working in the GARROBO workroom on a typical day. Each participant was given a similar group of pictures each including, the whole group including trainers and the mechanic, one with their patternmaking partner wearing clothing they made and designed for each other, another where they were instructing a new trainee, and finally one where they were working with a peer. With the assistance of the translator all of the participants were asked to describe their feeling about the individual pictures, how they recall feeling at the moment the pictures were taken and their reflection of the pictures now. The translator was available to answer question and clarify the intent of the exercise while the participant wrote their responses. The participant wrote their reactions for later translation.

**Participant Observation**

This was an exploratory study on a career training program located inside and sponsored by a factory. I used my time between interviews to observe participants as they complete their daily tasks and interact with one another. The observations
occurred in the GARROBO workroom or any other location where training is held. These observations brought up other important questions for future research.

**RESEARCHER AS INSTRUMENT**

As a researcher I had to be continually aware of my biases. I recognized that a background in clothing construction and teaching clothing construction could influence my research. Additionally, since my first trip to El Salvador I developed a friendship with Millie the project coordinator. While I conducted my research I worked closely with the participants, which could blur the line between research and participants and skew my perceptions. Creswell (2007) states these biases may be “past experience, biases, prejudices, and orientations have likely shaped the interpretation and the approach of the study” (Creswell, 2007, p.208). I was upfront about these biases in my study and with all participants clarifying research bias. Triangulation was achieved through: (1) interview, (2) photo elicitation interviews, and (3) participant observation. Additionally a member check was completed after the data were analyzed, when codes and themes have been realized, I presented the findings to participants to confirm these were aligned with their views or thoughts. Another reader for inter-rater reliability reviewed data.
DATA ANALYSIS

After data collection was completed all interviews were transcribed and observations were noted. At this point the transcriptions were read and preliminary codes were noted. Further revisions broke down the data into clearly defined codes and themes creating a rich description of the case (Creswell, 2007, p.168). Categorical aggregation was used to maintain a holistic understanding. This means, “the researcher seeks a collection of instances from the data, hoping that issue-relevant meaning will emerge” (Creswell, 2007, p.168). Lastly, naturalistic generalization of all the data showed a clear picture of the case. This information illustrated areas of contrast and alliance as this study compares to existing literature.
CHAPTER IV: RESULTS

Chapter IV consists of the following sections: (a) profile characteristics of respondents, (b) summary of research question, (c) themes, (d) involvement in GARROBO project leads to growth in trainees support, (e) trainees see the GARROBO project having a positive impact on their future, (f) sharing knowledge through teaching and support staff learning too, (g) society owes me, (h) researcher’s reflection.

PROFILE CHARACTERISTICS OF RESPONDENTS

Pseudo names were used for all of those who participated in this study to maintain privacy and protect the identities of all the participants.

Trainees

In May of 2012, the GARROBO project opened with the initial group of participants. Participants in the GARROBO project will be referred to hereafter as trainees. When I arrived in El Salvador in February of 2013 four of the original trainees remained. Table 1 identifies the trainee participants.
### Table 1: Demographic Characteristics of Trainees

<table>
<thead>
<tr>
<th>Participant*</th>
<th>Length of Involvement</th>
<th>Age</th>
<th>Live in/with</th>
<th>Childs Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ysabel</td>
<td>8 months</td>
<td>17</td>
<td>Shelter</td>
<td>Girl 4 years</td>
</tr>
<tr>
<td>Luella</td>
<td>7 months</td>
<td>17</td>
<td>Mom &amp; Dad</td>
<td>Girl 3 years</td>
</tr>
<tr>
<td>Julieta</td>
<td>6 months</td>
<td>15</td>
<td>Mom &amp; Dad</td>
<td>Boy 18 months</td>
</tr>
<tr>
<td>Anita</td>
<td>5 months</td>
<td>17</td>
<td>Sister</td>
<td>Boy 9 months</td>
</tr>
<tr>
<td>Gabriella</td>
<td>1 week</td>
<td>15</td>
<td>Mom</td>
<td>18 months 3 years</td>
</tr>
<tr>
<td>Bella</td>
<td>1 week</td>
<td>16</td>
<td>Mom</td>
<td>No Child</td>
</tr>
<tr>
<td>Marta</td>
<td>1 week</td>
<td>16</td>
<td>Mom</td>
<td>No Child</td>
</tr>
</tbody>
</table>

*Note. *All participant’s names are pseudo names*

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*Ysabel was considered to be the only remaining trainees from the pilot group starting just two weeks after the program launched. She is 18 years old and orphaned before she was one. The whereabouts of her father are unknown and her mother was killed when she was an infant. Until becoming pregnant at age 13, Ysabel and her sister who was one year older, were passed between family members. After becoming pregnant she found support at a shelter for young single moms and to this day she lives at the shelter with her four-year-old daughter.*
• Luella is 17 years old and has been in the program for just over seven months. She and her two-year-old daughter live at home with her mother, father and two sisters.

• Julieta is 15 years old, joined the program in September of 2012. She has an 18-month-old son and lives with her parents and two brothers.

• Anita is 17 years old; she has been with the project for 5 months and has a nine-month-old son. Currently the two of them live with Anita’s older sister and her children.

On February 4, during the second week of my study, eight new trainees joined the GARROBO project. Three were willing to participate in my study.

• Gabriella is 15 and has an 18-month-old baby. Currently, they live with her mother and younger sister. Her father passed away when she was a child.

• Bella is 16 years old, has a three-year-old child and lives with her mother and two younger brothers.

• Marta is 16 years old and lives at home with her mother and two younger brothers. She is one of three new trainees who do not have a child of her own.

Facilitators

The project coordinator and the factory owners were facilitators within the factory. They are not originally from El Salvador. These participants have lived around the world, have a high level of education, and a desire to make a positive impact with the work that they do. Millie is the project coordinator and founder of the GARROBO
project. Along with her husband, Finn, she has worked around the world in apparel factories for more than thirty years. Three years ago the couple transferred with their company in Delhi to a factory in El Salvador. After a few months working in El Salvador, Millie received an offer for a product development position from her church acquaintance Jack, the owner of TexOps. After a few months on the job she was assigned the task of finding a use for the factories fabric scraps. Both in Delhi and Cambodia she had experience working with NGOs and women’s career training programs. She presented Jack her idea to start a career-training program on the factory grounds that would use factory scraps to create garments and accessories. He gave his support and told her to develop a proposal for the project. After two years of planning, market research, and branding the project opened in June 2012.

Jack and Paul are the owners of TexOps. As children they both moved to the US from Korea and Venezuela respectively. Additionally, they were both involved in the textile industry in the US before owning factories in Central America. Jack and Paul see themselves as strong supporters for the GARROBO project. They are there to offer support, but feel Millie is free to run with the project.

There are facilitators within the surrounding community as well. Abigail is the only facilitator from El Salvador and has been the director of a shelter for young single mothers in San Salvador for the past 8 years. She practiced law before her involvement with the shelter. Twenty years ago the shelter began with a group of concerned parents who wanted to inform the youth in San Salvador about the realities of teen pregnancy, STDs, and drug and alcohol use through informational talks. A shelter was built to house
young mothers who asked for more assistance. The shelter provided food and shelter as well as counseling and medical treatment for the mothers and children. They aimed to provide them with necessities while teaching them responsibility and how to become self-sustainable.

Jessica and Luke are missionaries who live and work within a community about ten miles from TexOps. They have two children with a third on the way. Jessica was from Canada and Luke was from Uganda. They were currently overseeing the building of a school, community/recreation facilities, and housing. Many of the community members are squatted on the coffee plantation land that surrounds the community. Their goal was to aid the community members and to break the cycle of poverty. They also strive to educate and motivate the GARROBO trainee and all their other community members by showing the community members they can make changes for their future. Facilitator demographics can be found in Table 2.
## Table 2: Demographic Characteristics of Facilitator

<table>
<thead>
<tr>
<th>Participant*</th>
<th>Title</th>
<th>Length of Involvement with GP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Millie</td>
<td>Project coordinator</td>
<td>2 years</td>
</tr>
<tr>
<td>Jack</td>
<td>Factory Owner</td>
<td>2 years</td>
</tr>
<tr>
<td>Paul</td>
<td>Factory Owner</td>
<td>2 years</td>
</tr>
<tr>
<td>Abigail</td>
<td>Shelter</td>
<td>8 months</td>
</tr>
<tr>
<td>Jessica</td>
<td>Missionary</td>
<td>1 year</td>
</tr>
<tr>
<td>Luke</td>
<td>Missionary</td>
<td>1 year</td>
</tr>
</tbody>
</table>

*Note. All participant’s names are pseudo names

### Support Staff

The support staff was made up of many TexOp employees who spend time teaching and aiding the trainees in their day-to-day activities within the career-training program.

Daniela is the trainer for the GARROBO Project. She had been with TexOps for nine months. Before the study was conducted in the first week of January 2013 she was promoted from the sample room to trainer and sample maker for the GARROBO project. After high school she had six-months of technical training in apparel construction and patternmaking. Daniela is a single mother with six children with three still living at home. Felipe is a sewing machine mechanic at TexOps. He had been involved in planning for the GARROBO Project since it was just a concept. He provided instructional courses for the trainees on machine safety and operation. He was currently attending
college in the evenings to become an elementary school teacher. Emilie is Felipe’s wife and Daniela’s assistant. She was new to the project and started during my second week of data collection. For the past 8 years, she had been a stay at home mom. Emily went back to work to help with the expenses of Felipe’s college education. Camile is a lead graphic designer for TexOps. Along with Millie, she developed the GARROBO concept strategy and brand for the two years leading up the project’s opening. She had a degree in interior design from a University in San Salvador. Sofia is also a graphic designer for TexOps with a graphic design degree from a University in San Salvador. She helped Millie with design projects in her free time and is often in charge of photo documentation of factory activities including the GARROBO project. In her spare time at TexOps she helped Millie with design projects. Support staff demographics are found in table 3.
Table 3: Demographic Characteristics of Support Staff

<table>
<thead>
<tr>
<th>Participant</th>
<th>Title</th>
<th>Length of Involvement with GP</th>
<th>Length of employment at TexOps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniela</td>
<td>Trainer</td>
<td>1 Month</td>
<td>9 months</td>
</tr>
<tr>
<td>Felipe</td>
<td>TexOp Mechanic</td>
<td>2 years</td>
<td>6 years</td>
</tr>
<tr>
<td>Emilie</td>
<td>Trainers Assistant</td>
<td>1 week</td>
<td>1 week</td>
</tr>
<tr>
<td>Camile</td>
<td>Graphic Designer</td>
<td>2 years</td>
<td>3 years</td>
</tr>
<tr>
<td>Sofia</td>
<td>Graphic Designer</td>
<td>1 year</td>
<td>2 years</td>
</tr>
</tbody>
</table>

Note. * All participant’s names are pseudo names

SUMMARY OF RESEARCH QUESTIONS

At the onset of my data collection I had three research questions. These initial questions only dealt with the trainees involved in the GARROBO project. While on sight collecting data in El Salvador I was given the opportunity for several additional interviews. The additional interview broadened the scope to include the perspectives of people who I consider to be both facilitators and support staff of the project. To accommodate for the additional data three research questions were added, these questions are indicated with an “*”. The following research questions were investigated:
Research Question 1: What are the ambitions of trainees’ in a Salvadorian career-training program?

Research Question 2: How has the trainees’ involvement in the GARROBO Project had an impact on their social connectiveness?

*Research Question 2 part two: How have instigators social connectiveness affected the GARROBO Project?

Research Question 3: Has there been a change in the trainees’ journey to achieve a sustainable livelihood?

*Research Question 3 part two: What obstacles prevent trainees from achieving a sustainable livelihood?

*Research Question 4: What struggles do the facilitators face with the program and working with the trainees?

Each of my research questions is supported by data collected during my study. The following is the compilation of the data that supports each research question.

Research Question 1: What are the ambitions of trainees’ in a Salvadorian career-training program?

The ambitions among trainees varied at the onset of their involvement in the GARROBO Project. Most were very positive about the opportunities ahead of them. Ysabel was very excited when she explained, “When the director talked with me and the other girls about the project they were very happy with a lot of emotions. We never new a sewing machine and I want to learn because one day I want to start my own business.” Julieta said, “I expect to learn, I imagined learning, and I am learning a lot
now.” Similarly Luella commented, “I hoped and wanted to learn a lot, and right now I am learning a lot.” In their first week of involvement the same sentiment existed among Gabriella, Bella and Marta. Anita’s comment was different, “It was only for a pastime I did not think I would really learn anything.” After her involvement in the project Anita realized her initial perception were wrong. She followed her first comment by saying, “My idea has changed. Right now I am learning a lot of things that will make my future better. I’m taking English classes and we will start computer classes too. Also I am learning to sew many things.”

**Research Question 2:** How has the trainees’ involvement in the GARROBO Project had an impact on their social connectiveness?

There are many examples of how trainees’ involvement in the GARROBO Project has impacted social connectiveness. They now have access to many resources they did not know existed. During my second week of data collection Anita showed up to work late. She was very upset. The other trainees were concerned and were trying to comfort her. Millie also went to comfort her and asked her what was going on. As it turned out the father of Anita’s child came to her house and beat her up the night before. After the commotion that was caused Anita’s sister, with whom she lived, was very angry with her. Now Anita’s sister refused to watch her baby during the day while she attended the GARROBO project. In this situation Millie along with the human resources director at the factory came together to help Anita find the counseling she needed and alternative childcare. In Anita’s interview she commented, “I feel more support right now, I have Millie and the trainers, and the other girls because we are all
going through the same things.” Juliette, Luella and Ysabel all mentioned that Millie’s support and encouragement is very important to them. Luella commented, “I am very thankful for everything Millie does for me and the other girls too. TexOp factory is very supportive. And the four of us girls support and teach each other.” As evident in the above situation when the trainees were all trying to comfort Anita the trainees talked about the bond that was formed among them. They explained the support they get from each other is different then the support they would have gotten from their peers before they were involved in the GARROBO project. Julieta further explains, “Sometimes it is tough because we work together everyday and we can get on each others’ nerves, but we are all single moms going through the same things and we really rely on each other for support.” Anita agreed:

My relationships with the other girls...In the first place the relationship is very important because we are all single moms going through the same things, we have the same struggles. And also right now we all want to learn to have a better future for our babies and ourselves.

*Research Question 2 part two: How have instigators social connectiveness affected the GARROBO Project?

The connections of the instigators were a surprise to me. Through my interviews with Abigail, the shelter coordinator and Jessica and Luke, the missionaries, I was made aware of a very intricate social web that existed and supported the trainees and the operations of the GARROBO project. When I asked Abigail how she first became aware
of the GARROBO project she said, “Well do you know Uncle Bill? He is a friend of Millie’s…” She went on to explain Uncle Bill ran an orphanage for young children. He visited the shelter for young mothers seeking her advice for a young girl who had become pregnant. It was at this time that Uncle Bill suggested that Abigail meet Millie who was starting a career-training program for young single mothers. Jessica and Luke attend the same church as Millie and they belong to the same bible study. Jessica commented, “When Millie told us of her plan more then two years ago to start the career training program we wanted to be involved. We know it would be a great opportunity for our young community members.” The most important connection that made this whole project possible is the connection between Millie and Jack one of the factory owners. Millie and Jack met and became friends shortly after Millie moved to El Salvador. Jack knew Millie was not happy at her job and offered her a position at his factory. After coming to work with Jack her position evolved into what it is today, the coordinator of the GARROBO project.

**Research Question 3:** Has there been a change in the trainees’ journey to achieve a sustainable livelihood?

My study was conducted during the first year of the GARROBO project. With this, the trainees are still in the beginning stages of their journey achieving a sustainable livelihood. Even though they are still in the beginning stages of the GARROBO project, there is evidence they are on their way to a more sustainable livelihood. All of the trainees referenced that the opportunities they have been given since joining the GARROBO project will impact their future in a positive way. Julieta remarked, “The
things that I’m learning right now like computers, English and sewing will help me get a
good job in the future.” Similarly Anita said, “I am learning a lot of things that will make
my future better. I’m taking English classes and we will start computer classes too.”
Ysabel agreed, “I think the English class is very helpful for me because it helps me to
practice and learn more to better answer the questions on exams for distance learning.
And I want to learn computer because it is very helpful for my future...I think the time
that I spend here is very valuable because I have learned a lot of things and I can’t waste
the time. Learning English was mentioned as a perk by the trainees of the GARROBO
project, and having the ability to speak English will set them apart expanding their
potential for future employment. While I was on site I observed the trainees
participating in classes to help them with the day to needs for taking care of their
children. All of these examples are preparing the trainees to become self-sustainable
adults.

*RResearch Question 3 part two: What obstacles prevent trainees from achieving a
sustainable livelihood?

Obstacles preventing the trainees for achieving a sustainable livelihood were
evident in both interview responses and in my observations. Anita and her baby live
with her sister. She relies on her sister to watch her baby while she attends the
GARROBO project and school and also for a place to live. She struggles to maintain the
support from her sister due to problems caused by the father of her child. After an
incident with her baby’s father Anita’s sister was no longer willing to watch her baby
during the day and was unsure if she would still allow Anita to still live with her.
Uncertain stability in childcare and shelter are obstacles Anita faces. Millie commented on Anita’s situation, “Anita has a very difficult life at home. She often shows up late and sometimes not at all. Some days she is very distracted and I think this is why.” Ysabel and her daughter live in a shelter for young mothers in San Salvador. She lives the furthest from the factory Ysabel and her daughter face obstacles every morning on their commute. Ysabel explains, “It is very hard because sometimes my little girl does not want to wake up, we have to get up very early in the morning, sometimes 3AM. When the bus drivers see that I have a little baby they won’t stop the bus. Sometimes it takes 2 or 3 hours to get here by bus.” Despite her transportation obstacles Ysabel has a very good attendance record. Luella and Julieta also expressed their demanding schedules consist of obstacles such as childcare, home life, school and training. They both believe even though they face obstacles their efforts will pay off. Luella commented, “I have very little free time, I learn here during the week, we have English classes at night, and I do distance learning on Sunday. Sometimes it gets very overwhelming and I have a baby too. It is tough but I think it is important to learn everything. Similarly Luella and Julieta commented, “It was difficult to adjust to this busy schedule, I sometimes miss seeing friends but I know what I learn here is very important for my future.

*Research Question 4: What struggles do the facilitators face with the program and working with the trainees?

Many of the facilitators expressed frustration with their ability to reach or help some of the trainees. Both Abigail and Millie shared that some of the trainees have serious problems that they are not trained to deal with. Abigail commented, “Often
these young ladies have many thing going on, their families may be abusive, they are malnourished, they are culturally retarded. It is frustrating because sometimes I just don't know how to help them. Similarly Millie said, “It is just in their minds, they are sick and I am not trained to deal with these mental problems.” Millie, Abigail, Luke and Jessica all commented that they struggle with deciphering stories from the truth with the trainees. Jessica explains, “...the thing that is very common in this culture, particularly deep in the villages, the people will tell you what they think you want to hear.” Jessica’s husband Luke talked of many situation where he felt that the people he worked with just wanted a hand out. He explained they had no interest in working or learning how to make their situation better, “They throw a big pity party for you and they really manipulate your compassion... their objective is that you give them whatever they want for that day.” Millie would often voice frustrations of difficulties she faced with the logistics of running a career-training program. She said she feels very fortunate to have all the resources and assistance that comes along with being associated with TexOps. Often though she explained there are many hoops that she must go through for every task she tries to complete, “…some of the managers over in the factory just don't understand what we are about at GARROBO. They are always putting hurdles up for me. I just run at full speed so if I can’t jump over them I can find another way and run right through them.”

The findings from these research questions led me to four themes: (1) Involvement in GARROBO project leads to growth in trainees support, (2) Trainees see
the GARROBO project having a positive impact on their future, (3) Sharing knowledge through teaching; the support staff is learning too, and (4) Society owes me.

**THEME INTERPRETATION**

*Involvement in GARROBO project leads to growth in trainees support*

Trainees’ involvement in the GARROBO project led to changes in their social structure. Most of the trainees have lived their entire life in small communities around the factory surrounded by family and friends. Living in these small communities creates strong bonds giving the trainees emotional and economic support. When asked from whom do they receive support, mothers, grandmother and sisters were the most common people named by the trainees. Trainees mentioned support to be both financial and emotional as well as assistance with childcare. Luella said, “My mother is very supportive of me.” Anita explained, “My sister helps me, she watches my baby and we live with her.” Bella said, “My mom is very supportive, she wants me to learn everything I can so I can have a better future. My grandma also helps me, she watches my baby while my mom and I work.” Julieta and Luella are the only trainees who live with both their mother and father; further Julieta is the only trainee to mention her father as a support figure. Julieta commented, “Both of my parents are very happy for me, they know the project is good and supportive for me.” She further explains how since joining the GARROBO project her support has increased, “I have more support now than before I was in the project. It's the first organization that was willing to help me, and TexOps also gave me a new bed to sleep in.”
Millie, Daniela and the other trainees in the program, have become additional support for the trainees. Millie, the project coordinator was mentioned by all four of the original trainees as giving support and advice. Julieta said, “Millie gives me a lot of support and advice.” Similarly Ysabel commented, “Millie is the person who helps me a lot with advice and support.” Anita explained, “I feel more support right now because I have Millie and the trainers and the other girls because we are going through the same things.” Luella said, “I am very thankful for everything Millie does for me and the other girls too. TexOp factory is very supportive. And the four of us girls support and teach each other.” All of these young ladies were from different small communities around the area and would have little chance of meeting outside of the GARROBO project. They formed bonds with each other relying on the group for support. Julieta further explains, “Sometimes it is tough because we work together everyday and we can get on each others’ nerves, but we are all single moms going through the same thing and we really rely on each other for support.” When asked what the most valuable part of the GARROBO project was Anita answered:

My relationships with the other girls...In the first place the relationship is very important because we are all single moms going through the same things, we have the same struggles. And also right now we all want to learn to have a better future for our babies and ourselves?

Being involved in this career-training program the young ladies were in a unique situation. They had significant demands on their time to learn sewing skills in the workshop and taking additional classes for English and computers in the evenings and
on Saturday. Also, several of the single moms took distance-learning classes on Sundays to complete their high school education. This new demanding schedule led to changes in some of the trainees’ social structures and support systems. Anita explained how her involvement in the project has changed her interactions with her old friends allowing her to make positive changes for her future:

> Before I spent my time on the street with my friends. Now that I am here I see them [my friends] a lot less, I don't have time...I don't miss seeing my friends. We were not involved in good things. I really can’t say more...I am very happy; it is better to stay here then be with my friends.

**Trainees see the GARROBO project having a positive impact on their future**

The trainees’ were asked to think back to when they first joined the GARROBO project and to reflect on what their aspirations were. Their answers varied greatly from a hope of learning new skills to dreams of owning their own business and in contrast no aspirations at all. Julieta and Luella remarked, “I expected to learn a lot.” Also, they both added, “I have learned a lot.” Ysabel, who lives in a shelter for young single moms, commented, “When the director talked with me and the other girls at the shelter about the project we were all very happy with a lot of emotions. We never knew a sewing machine and I want to learn because one day I want to start my own business.” Anita had no hope for the future. She was just looking for something to do during the day, “It was only for pastime I did not think I would really learn anything.” Over the next several months Anita said her feeling toward the project started to change and she started to think about a future:
My idea has changed; right now I am learning a lot of things that will make my future better. I’m taking English classes and we have started computer classes too. Also, I have learned to sew many different things. When I started I was afraid of the machines and that I could not learn anything. Now I am very happy because I have learned a lot. I can really see my progress, and how I have grown.

All of the trainees have great pride in the progress they have made since joining the project both in the sewing skills and life skills they learned. Julieta commented, “The things that I am learning right now, like computers, English and sewing will help me get a job in the future. I am very happy because [seeing the new trainees] I know the level that I have learned to this point and that makes me very happy.”

As part of the photo elicitation exercise I gave Ysabel, Anita, Julieta and Luella four pictures of themselves in the workroom taken during my data collection. They each had a picture with their partner, grouped Ysabel and Anita together and Julieta and Luella. During patternmaking exercises they were asked to pattern and construct outfits for their partner. In the partner picture they were wearing garments they constructed for each other. When commenting on how this picture made them feel the answers were as follows:

Ysabel: I am proud that I made the dress my friend is wearing myself. I made it with love and care. I never thought I could do something like this.

Anita: Here I am very happy because the dress that my friend is wearing was made by me for her and she is very happy too.
Julieta: I am feeling very happy because my friend Luella is modeling the dress I made using a pattern I made myself.

Luella: Well, I am very happy because I have learned a lot and the dress that my friend is wearing I made it and I thank God because I have learned.

Figure 2: Photo Elicitation

These comments show the trainees have pride in their work. Additionally, they acknowledge they had successfully learned skills of garment patterning and construction. The development of these skills was the aim of the project for these young women to work toward a future where they can work to support themselves.

Bella, Gabriella and Marta were able to reflect on their aspirations for the GARROBO project after just four days of training. Bella commented, “...on the first day I
thought maybe I can’t learn anything. Now after completing the first week I think I can learn and there are a lot of opportunities here for me to take advantage of. I have two different dream jobs now, one would be to teach English and the other would be to work with the community in a social or humanity project.” Gabriella talked about her fears and reservations at the onset of the project too, “At the beginning everyone was very rude and strict.” By the end of the week her perception changed, “I feel much better about everything and the staff here. I want to learn everything to make garments and I want to learn English and computers too.” For Marta the most difficult part of joining the GARROBO project was getting used to working everyday, “the first week was a little difficult to get used to the schedule...also sewing in very straight lines is very difficult.” By the end of the week she also reported she was hopeful for her future and the things she could learn, “I want to learn sewing and computers and English. Then maybe one day I will be able to work in productions at TexOps. Now I’m very excited about the project.”

In addition to reports from trainees of how their outlooks change after joining the GARROBO project, members of the support staff and facilitator groups reported changes they observed in the young women. Jessica saw change in a young woman from her community after she started attending the GARROBO project. She explains that the changes were visible in both her appearance and attitude:

[After joining the GARROBO project] We initially saw changes in her right away. In her attitude and the way she dresses and presented herself. She was very tomboyish she looked like a gang member, the baggy clothes never did her
hair, you could tell just in the way she presented herself she did not think very highly of herself. She did not have any self-confidence, self-worth, feeling she had a purpose or anything to do for her future. And we just saw this change through her, not that is has to be a physical outward appearance change but that is what we saw initially in her, she got her hair cut she started looking like a young woman, dressing with nice skirts and tops just presenting herself more like an adult, and woman than some teen gang member.

Sofia saw similar changes in the young women. She said, “I can see the change in the girl’s faces. They smile now. Before they looked scared and were timid, now they seem much happier. Millie lifts them up to be more.”

Use of time after joining the GARROBO project was also mentioned to have positive impact on trainees’ futures. Ysabel commented she feels she cannot waste time anymore and she is gaining value for her future in her new daily activities, “I think the time that I spent here is very valuable because I have learned a lot of things and I can’t waste the time anymore.” As mentioned earlier when discussing positive changes in social structure Anita mentions it is the new demands on her time from the GARROBO project that do not allow her to socialize with old friends who were negative influence. She says, “Before I spent my time on the street with my friends. Now that I am here I see them [my friends] a lot less, I don't have time...” When asked about the GARROBO projects’ impact on the trainee’s futures Felipe also talked about not wasting time, “It’s beneficial that they are using their time in this project instead of wasting it on nothing or getting into trouble.” Additionally Felipe remarked, “I like the project because it
develops people from my country, instead of destroying their lives they are learning to be productive. It will also help with poverty in the communities were the girls live around the factory.”

**Sharing knowledge through teaching: the support staff is learning too**

Across interviews with all of the participant groups, trainees, support staff and facilitators the theme of their desire to share knowledge appeared. The desire to share knowledge was also accompanied with a great sense of pride for the participants in instances when they were able to teach someone else. Similarly another common theme among support staff was the fact that they have learned skills to better their future and improve their skills.

With the addition of eight new trainees, the four old trainees were each assigned two to mentor and teach. Ysabel, Anita, Julieta and Luella reflected on their experience with teaching the new members. Ysabel commented that teaching was easy and she was proud to share her knowledge, “It was not difficult for me to teach. I learned that I like to share the knowledge that I have.” They felt teaching was a positive part of their learning experience. Julieta commented, “I am very happy to teach the new girls. I learn more when I teach them and they learn from me too.” They were formally asked to teach the new trainee but over the past several months they had been teaching each other too. Luella explained, “I feel very good because everything that I have learned so far I can teach to them [the new trainees] and the four of us girls teach each other too.”
While the new trainees were practicing basic operations like machine threading I was teaching Ysabel, Anita, Julieta and Luella how to make garment patterns. The new trainees were very interested in what we were doing and many commented they wanted to learn too. When I asked Anita what she thought about her experience with patternmaking she explained she hoped to teach the others after I was gone: “I like teaching the new girls. I have a lot of patience because I remember learning and it was not easy...I like learning about making patterns I want to learn more so I can teach it to others.”

While the aim of the project was to teach the young single mothers, many of the support staff reported learning and further development of their skills too. Camile was trained as a graphic designer with no specific training in textiles. She had been working with Millie since the very beginning of the GARROBO project and has been instrumental in creating the GARROBO brand. Branding was something Camile had not yet done as part of her job at TexOps. She was able to develop a new skill set through the process of branding the GARROBO project with Millie. She now uses her branding skills working on projects for TexOps:

...this was a very unique experience for me because I was learning. I was learning because before I worked nine years in web design. So for textile I was at zero, a very basic level. So this was a very nice experience for me because it was very small project and I was helping in everything. So I can see the whole process of branding and building a brand. So you see I made the design, the colors, style, descriptions, and I made all the drawings.
Additionally, Camile attributes her interaction with Millie for her English speaking skills by stating that:

I think I’m very close to Millie because she helped me a lot to learn English. She was the first person that I was in contact with that made me speak in English everyday. So I’m learning too, Yeah. I’m learning how to help people, how to speak English, I’m learning textiles terms, I’m learning about designing fashion. I’m not a fashion designer I’m an interior designer. So I am learning all of this.

Felipe was also part of Millie’s startup team for the two years before the trainees started the GARROBO project. Now he interacts with the trainees in a teaching role. He commented, “Millie asked me to participate so I could teach others my knowledge of sewing and the machines with the girls. I think it is important to teach knowledge about the machines so they know how they work and to use them correctly.” While he was also happy to share his knowledge with the trainees he feels he has also learned through the process. “...I have developed as a person who can teach others. People need help. I was motivated to go back to college to become a teacher. I am studying to be an elementary teacher and I will finish at the end of the year....” Daniela was much newer to the GARROBO project yet still she shared the same desires to teach. Additionally she also felt her involvement in the program has developed her skills as a teacher:

This is the first time for me. I have never formally taught before. I like to work in a team and I like teaching. I like to
be able to share my knowledge and teach other people. I never believed to be involved in a project like this but I expect that I can teach them and we can move forward with this project.

Millie explains, “They were my target from the beginning [single moms]. Hopefully we are instrumental and can empower them through job skills.” She explained when she started at TexOps she had no intention of taking on such a large project. Now that the GARROBO project has launched, she is pleased to continue sharing her knowledge and experiences. She does hope to train someone to take over and continue the program. Millie commented, “I am here to share my knowledge, I’m trying to work myself out of this job and train someone to take over for me. I can’t take it to the grave, I need to share what I know so it does not go to waste.”

*Society owes me*

The trainees of the GARROBO project, along with many Salvadoreans, face many challenges living in a developing country. While visiting a community near the factory I spoke with Luke and Jessica, Canadian missionaries who have lived and worked with the Salvadorian poor for almost five years. Luke explained how hopelessness and the inability to see a better future is a huge roadblock for so many Salvadorian people today. He categorized the poor into two groups: (1) economically active and (2) others who use poverty as an asset. He explained a few were economically active; they have hope for their future and readily work to improve their livelihood:
We have some poor people who are able to be economically active. They are aware of what is going on in the market. They are the ones that you see in the market selling tortillas on the roadside. They have found a way to make a living. They are hopeful, they hope their business will grow and it could be bigger tomorrow... They are not seated and they are doing something and they are hopeful and could completely get out of poverty because they are trying.

In contrast he explained that many of the people in developing countries, including El Salvador, use poverty as an asset. They don't believe their actions or efforts can impact change for a better future. They feel they were born into this situation and so it is the responsibility of others to help and support them. They were interested in meeting their daily needs, but there were no thought of what they can do today to make tomorrow better:

Now there are people who use poverty as an asset. “Well I don't have, you have, so you owe me.” They throw a big pity party for you and they really manipulate your compassion. What they are doing, even by showing how they are living and all of that, its not such that you help them get out of the objective. The objective is that you give them whatever they want for that day. They are not thinking of, “How can I get out of this situation?” NO, they are asking you, “How can you help me be in this situation?” So they will come and ask you can you give me $5 or $1 or $0.25. And people like that how does this help you? The thing is they take poverty, and they literally, use it as an asset. “It is who I am, it is my identity, and it is what I have so I’ll tell you my story. This is my story and all of that.” But the reason they are doing all of that is so you can give them whatever they need for that day for a particular situation. But it is not a change of lifestyle a change of circumstances they are not interested in that. They just cannot see another future.
Similarly Abigail says she sees this sense of apathy in the young women who live in the shelter. She suggests often abuse and abandonment lead to strong anger among the young women. In addition, low education, immaturity and possibly even poor nutrition lead to what she calls, “cultural handicaps.” Abigail further explains her meaning of cultural handicaps:

The thing is they must suffer a little bit of how do you say it cultural retardation? You can be mentally retarded, but these girls are culturally retarded and may have mental retardation too because of how they were brought up or that they maybe did not have the proper diet. It’s everything I think, it’s not for other people to treat them special I think I it is for others to understand they’re so immature and they are not ready to take responsibilities because there is a cultural handicap…

The young mothers who live in the shelter have all their necessities provided for them. They, along with their children, are free to stay in the shelter as long as they need to become self-sufficient. Some of the current residents have lived at the shelter for more then four years while others are able to achieve self-sustainability in months. Abigail states getting over their own problems and what is in their mind is one of the biggest challenges for the young moms to become self-sufficient:

…I teach one class and I always teach my students the worst poverty is the one that lies here [pointing to her head] Like these girls with us they have everything, they have a pretty house, food, clothing and all their necessities, all their needs are covered, but sill they are poor in their minds and still they just don’t make the effort to start flying alone.
Abigail shared many examples of shelter residents, those who became independent and others who were unable to “fly on their own.” In her experience, those who have support from family are much more likely to take charge of their own life and better the future for their child. In contrast those who were abused or abandoned often were unable to overcome the obstacles to become self-sufficient. “Yes, they [parents] make a big difference. Pay attention to the girls you will see a difference in their IQ if they have a family. There are lots of studies that show this. Having the background and stability make them more secure and they are just able to do more things.”

Millie explains the cycle of dependency on others that leads to many social problems, “Well minimum wage here is $180 per month they might make $200 with bonuses, but then you take out taxes and its less then $180. And if they have families in the US they give them $200 per month and they don't have to work and that's easy. So that the problem. And so what happens they have a lot of free time and this leads to gangs.” Specifically with the trainees she sees motivation to be a challenge:

Some just are not motivated. I don’t know how to help them and I can just kick them out simply because I am hoping that one day they will realize that it is a place they can learn that it is a place that they can get a chance to better their lives.... you know to better their future. You know I am clueless. I’m not a psychologist. I don’t have that training or the resource. I truly don’t know. All I can do is open the door and let them come in and I worry that they [the ones without motivation] are demoralizing the others. I had to kick out two of the girls, human recourses had to terminate them; they were involved in a gang and threatened one of the other girls. I said I cannot handle this; we are a training center not a rehabilitation center. It
is really a shame, really a shame they are only 15 years old.

Similar to Abigail, Millie attributes many of the young lady’s problems to their dysfunctional families explaining they are in a cycle of poverty and they do not know different:

But they don’t really know anything better. The family situations are dysfunctional families so they don’t know anything better. They don’t know about taking responsibilities. We are training them also for life skills and to take responsibility for themselves.

**RESEARCHERS REFLECTION**

As I reflect on my experience collecting data I learned about myself as a researcher and realized my experience will forever change who I am as a teacher, researcher and person. I often needed to remind myself to step back as a researcher and look at the data while keeping myself removed from my interactions with the participants.

I spent two weeks in the GARROBO workroom. When I was not conducting research I spent the majority of my time teaching the four established trainees basic patternmaking. This time became very important to my overall research. As I worked with the trainees they became more and more comfortable with me. They started to trust me and open up to me. This trust is very important in qualitative research. It is in casual situations like this where the participants can become comfortable with the
researcher and reveal truthful information. For example, at first they were guarded with me, they hid their cell phone use from me as they did from their trainers. Over time they started to show me the files on their phones that they shared with each other. I have a very limited Spanish vocabulary and the trainees speak even less English. It was during this time I was able to create a bond with these participants and they were then able to show me their personalities and details of their lives before and after joining the GARROBO project. At first we were able to communicate with hand signals and very few words. As our time together went on we stated a list of words we commonly used in our lessons. We would point at an object I would write the word in English and one of the trainees would write it in Spanish. We also used technology to aid in communication. We could type back and fourth on a computer using an English/Spanish translation program if our gestures and word list were not enough for more complex conversations. In times without the assistance of a translator I was able to really see the trainees much more relaxed and acting like the teenagers they are.

Through all of my interviews the one recurring comment that stuck out most to me was the desire to share knowledge or pride in teaching others. As I worked with Luella, Julieta, Anita, and Ysabel I would teach one of them an operation and they would share it with each other. I would often see two or more of them huddled around a machine instructing each other. As the new trainees looked on to our patterning lesson Anita assured me she would teach them when they had more skills after I left. Toward the end of my stay the mechanic, Felipe, gave all the trainees new and old a lecture on machine safety and operations. By this time I understood a lot more Spanish. Also his
lecture is very similar to ones I give in the beginning sewing class I teach. With that said I was able to understand the content and also see his joy in teaching these young ladies. The same was true for Danielle the trainer. I observed her being very tough and particularly with the trainees’ work. When they just could not get it she would sit at the machine and work with them until the work was acceptable. She was always encouraging and praised the girls when they got it right. Often this was something the participants said took them by surprise. Millie, Felipe, Daniela, and Camile all credited the GARROBO project to give them an outlet to practice teaching and share their knowledge. I did not expect anyone other then the trainees to benefit from the program, but it was revealed in interviews with support staff that they too received benefits that furthered their career opportunities.

I now feel a very personal connection to my research. In my short two week interactions with all the participants in the study I know this is a beneficial program for the young women and all others involved in the project. I have been in contact with Millie almost weekly since February. I receive updates on the trainees and their progress as well as new obstacles and successes Millie faces as she navigates this program in the first year. Millie keeps a daily log of activities and events on the projects’ Facebook page. With all of this additional information I have many more question that I would like to address in a second study. For now I am very proud of the accomplishments of the GARROBO project. Just yesterday Millie posted,

Today a year ago, our first GARROBitas started! To this day, we have had 25 GARROBitas, 5 have been employed.
Today we have six left, two have been with us for 10 months and four have been with us since February. These are the ones who are showing the grit to move ahead in their lives. We thank our friends and supporters for the encouragement to keep on despite the difficult road to transformation.
CHAPTER V: CONCLUSION

Chapter V contains the following sections (a) summary of study, (b) contributions, (c) implications, and (d) limitations and future research.

SUMMARY OF THE STUDY

The goal of this study was to explore and gain further understanding of the GARROBO Project, a new model for a career and life skills training program. Bebbington’s framework (1999) was used to examine if an increase in diversity of networks, or bridging social capital, had a positive impact on trainees’ ability to achieve a sustainable livelihood (Bebbington, 1999). Through the study the following themes emerged: (1) involvement in GARROBO project leads to growth in trainees support, (2) trainees see GARROBO project to have positive impact on their future, (3) Sharing knowledge through teaching; the support staff are learning too and, (4) trainees believe society owes them.

Involvement in the GARROBO project led to growth in trainees support in many ways. First, trainees expressed feelings of encouragement and new ideas for their future from the support staff and facilitators at TexOps. Also, the trainees found support among each other. They found themselves in a unique situation as young mothers working and learning in a career-training program.

Second, in the nine months since the GARROBO project started to train young single mothers there were reports of positive impact on trainees’ futures. They shared that the demanding schedule is a positive way to use their time and keeps them out of
trouble. They now have the opportunity to learn English and take computer classes. Additionally, they are acquiring the skills to perform many operations for apparel construction that will prepare them for future employment.

Third, pride in teaching and sharing was a theme that was among all participant groups interviewed. The Current trainees have started the GARROBO project staggered over nine month since the opening of the program. This has made it necessary for older trainees to teach and assist new ones. All the trainees expressed pride in teaching each other. Surprisingly, members of the support staff also reported learning due to their involvement in the GARROBO project that improved their job skills and inspired further education.

Finally, facilitators face many obstacles as they work with and try to motivate the poor in developing countries. There is a strong sense of hopelessness and apathy among the poor. The trainees, like the poor in developing counties, feel as if they are stuck in a system where being poor becomes their asset and they cannot see a way to create a sustainable livelihood for themselves. The facilitators see hope in the lives they are able to change and hope to create a snowball effect to reach more people in the communities in which they work.

**Contributions**

This new unique setup of the GARROBO project adds to the current literature of social capital leading to sustainable livelihoods in developing countries. The case study of the GARROBO Project is different as it is a career-training program that is an
extension of an established high volume apparel factory. It expands on the Littrell and Dickson study (2006), MarketPlace Hand Work of India, as well as much of the available literature on women’s career training programs that focus on handicrafts production at home (Littrell & Dickson, 2006).

This study illustrated Woolcock’s (2000) idea of negative social capital in the trainees’ experiences (Woolcock & Narayan, 2000, p. 226). Anita reported being involved with friends who were up to no good, “…We were not involved in good things…” She credits her involvement in the GARROBO project as a positive diversion from the negative influences, “…I am very happy; it is better to stay here than be with my friends.” Other trainees talked of wasting time before they were involved in the GARROBO project. Lack of responsibility and excessive amount of free time, led to boredom, which ultimately leads to negative social capital (Gomez-Aubert, 2011, Woolcock & Narayan, 2000). Given the opportunity to fill their time learning a career skill, English, and other daily life skills, the trainees now feel a new hope for the future.

All of the trainees reported an increase in their support both financial and emotional after joining the GARROBO project. This support was credited to the facilitators, Millie, David, Paul and TexOps human resources staff. Building on the work of Chambers (1983) it is important for facilitators to support change among groups like the GARROBO trainees. “The poorer rural people, it is said, must help themselves; but this, trapped as they are, they often cannot do. The initiative, in enabling them better to help themselves, lies with outsiders who have more power and resources and most of
whom are neither rural nor poor” (Chambers, 1983, pp. 2-3). The trainees’ interactions with the facilitators are broadening the trainees’ networks, and exposing them to new ideas and educational opportunities.

**IMPLICATIONS**

Implications of this study are for coordinators of career training programs and other facilitators, factory owners or other companies interested in development of similar programs, and academia. First, this study’s findings show facilitators are able to make changes in the lives of the people in communities around TexOps apparel factory. Second, factory owners will find the reciprocal effect of supporting a career training program with elevate their social so. Supporting a career-training program on their grounds is unique. This may help to distinguish social conscious factors from others factories when potential customer are deciding where to produce their goods. This also can be an outlet to further train current employees, and create a potential supply of new well-trained employees. Last, the findings of this study could influence the education students in textile and apparel departments receive as they go forward in careers in the textile industry. Their awareness of the impacts of social efforts by factories and the impact on the surrounding communities may influence their business decisions.
LIMITATIONS AND FUTURE RESEARCH OPPORTUNITIES

The exploratory nature of this study provided both anticipated and unanticipated limitations. First, this study comprised two weeks of data collection giving only a snap shot into the participants’ experience. At this writing, nine months in to the career-training program, none of the participants have completed the two-year program. Second, as a researcher I had to rely on translators to communicate with many of the participants. The translators were qualified because they fluently spoke both English and Spanish. It must be noted they were not professional translators and may have unintentionally influenced the translation of either my questions or of the participants answers. Third, it was reported from Jessica that they often receive conflicting information from trainees, “They often tell us what they think we want to hear.” Millie, Luke and Abigail reported similar issues deciphering truths in stories reported by the trainees.

Further research could look at how the program evolves and whether the initial group of participants makes it through the two-year program. What sort of career outcomes do the trainees have? Did they acquire the necessary skills to support themselves and their families? The impact of the GARROBO project on support staff showed to have more importance than realized at the onset of the study and could be further explored. Have the support staffs’ careers paths changed? Additionally, the intertwined networks of the facilitators and how the connections in these networks impact the GARROBO project could be further explored.
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# APPENDIX A: INSTRUMENTS

## INTERVIEW: PROGRAM COORDINATOR

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<td>Interviewer: Stephanie Link</td>
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<td>Interviewee: Millie</td>
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1) Can you tell me some background information? Could you tell me a brief overview of your experiences in the apparel industry? How did you get to TexOps?

2) How did the idea for the GARROBO project first start?

3) When the project first started what were your expectations?

4) How is this setup different then other project you have been involved in? (Positive or not)

5) What has been the biggest struggle with starting a new program? What sorts of roadblocks have gotten in your way?

6) What is going well? What would be your greatest success so far?

7) How does the support of TexOps workers impact the project? Do they help with orders when the garment construction is difficult?

8) What sort of feedback have you gotten about the project? (From other factory workers, customers of TexOps, the participants, or anyone else)

9) Now that you have been working with the girls for going on 7 months what do you see as likely out comes for the participants?

**Tell me additional information or stories you have to share?**
**INTERVIEW: SHELTER COORDINATOR**

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<td>Interviewer: Stephanie Link</td>
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<td>Interviewee: Abigail</td>
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1) Can you tell me some background information? What is you background before you started working at the Shelter?

2) Tell me the how this shelter works? What is the mission? Who staffs it? How is the shelter funded?

3) How did you first become involved with the GARROBO project?

4) Are you involved in any other programs like the GARROBO project?

5) Do you see changes in your residence after they become involved in the GARROBO project?

6) How do you see the trainees’ involvement affecting their future?

7) What type of struggles or roadblocks have you seen for the trainees?

8) What is going well? What would be your greatest success so far?

9) The trainees are paid $20 per week, what do you think about this?

10) What sort of feedback have you gotten about the project?

11) What do you see as likely out comes for the participants?

**Tell me additional information or stories you have to share?**
INTERVIEW: COMMUNITY MISSIONARIES

Interview Protocol: A Case Study the GARROBO Project
Time of interview:
Date:
Place:
Interviewer: Stephanie Link
Interviewee: Jessica and Luke

1) Can you tell me some background information? What is you background before you started working in this community?

2) Tell me about the community that you work with?

3) How did you first become involved with the GARROBO project?

4) Are you involved in any other programs like the GARROBO project?

5) Do you see changes in your residence after they become involved in the GARROBO project?

6) How do you see the trainees’ involvement affecting their future?

7) What type of struggles or roadblocks have you seen for the trainees?

8) What is going well? What would be your greatest success so far?

9) The trainees are paid $20 per week, what do you think about this?

10) What sort of feedback have you gotten about the project?

11) What do you see as likely out comes for the participants?

Tell me additional information or stories you have to share?
INTERVIEW: FACTORY OWNERS

Interview Protocol: A Case Study the GARROBO Project
Time of interview:
Date:
Place:
Interviewer: Stephanie Link
Interviewee: Paul and Jack

1) Can you tell me some background information? Could you tell me a brief overview of your experiences in the apparel industry? How did you get to TexOps?

2) What did you think when Millie came to you with the idea for the GARROBO Project?

3) What do you see your role in the GARROBO Project to be?

4) When the project first started what were your expectations?

5) What has been the biggest struggle with starting a new program? What sorts of roadblocks have gotten in your way?

6) What is going well? What would be your greatest success so far?

7) What sort of feedback have you gotten about the project? (From other factory workers, customers of TexOps, the participants, or anyone else?)

8) Now that the program has been running for going on 7 months what do you see as likely out comes for the participants?

Tell me additional information or stories you have to share?
**Interview: Trainees’**

**Interview Protocol: A Case Study the GARROBO Project**

**Time of interview:**

**Date:**

**Place:**

**Interviewer:** Stephanie Link

**Interviewee:** Ysabel, Luella, Julieta, Anita, Gabriella, Bella and Marta

1) How did you become involved in the GARROBO PROJECT, how long have you been with the program?

2) Tell me about yourself, where did you grow up, what type of schooling have you had, do you live with your family, what were you doing before you involvement in the GARROBO Project?

3) When you first started with the GARROBO Project what were your expectations?

4) Have these expectations changed?

5) What has been your biggest struggle with GARROBO Project? What sorts of roadblocks have gotten in your way?

6) What is going well? What would be your greatest success so far?

7) What does your family think about your involvement in the GARROBO Project?

8) Do you have a support system for yourself and your child? Has your support system changed with your involvement in the GARROBO Project?

9) What do you think about the additional classes that are offered?

10) How do you think your training with the GARROBO Project impact your future?

**Tell me additional information or stories you have to share?**
INTERVIEW: TRAINER

Interview Protocol: A Case Study the GARROBO Project
Time of interview: 
Date:  
Place:  
Interviewer: Stephanie Link  
Interviewee: Daniela

1) How did you become involved in the GARROBO PROJECT, how long have you been with the program?

2) What is your role in the GARROBO project?

3) Did you have any teaching experience before your involvement with the GARROBO Project?

4) Tell me about yourself, where did you grow up, what type of schooling have you had, do you live with your family, what were you doing before you involvement in the GARROBO Project?

5) When you first started with the GARROBO Project what were your expectations? Have these expectations changed?

6) What has been your biggest struggle teaching for the GARROBO Project? What sorts of roadblocks have gotten in your way?

7) What is going well? What would be your greatest success so far?

8) What does your family or other think about your involvement in the GARROBO Project?

9) How do you think your involve in the GARROBO Project impact your future?

Tell me additional information or stories you have to share?
**INTERVIEW: TRAINERS ASSISTANT**

Interview Protocol: A Case Study the GARROBO Project

Time of interview:
Date: 
Place: 
Interviewer: Stephanie Link
Interviewee: Emilie

1) How did you become involved in the GARROBO PROJECT, how long have you been with the program?

2) What is your role in the GARROBO project?

3) Did you have any teaching experience before your involvement with the GARROBO Project?

4) Tell me about yourself, where did you grow up, what type of schooling have you had, do you live with your family, what were you doing before you involvement in the GARROBO Project?

5) When you first started with the GARROBO Project what were your expectations? Have these expectations changed?

6) What has been your biggest struggle teaching for the GARROBO Project? What sorts of roadblocks have gotten in your way?

7) What is going well? What would be your greatest success so far?

8) What does your family or other think about your involvement in the GARROBO Project?

9) How do you think your involve in the GARROBO Project impact your future?

Tell me additional information or stories you have to share?
INTERVIEW: MECHANIC

Interview Protocol: A Case Study the GARROBO Project

Time of interview: 
Date: 
Place: 
Interviewer: Stephanie Link
Interviewee: Felipe

1) How did you become involved in the GARROBO PROJECT, how long have you been with the program?

2) What is your role in the GARROBO project?

3) Did you have any teaching experience before your involvement with the GARROBO Project?

4) Tell me about yourself, where did you grow up, what type of schooling have you had, do you live with your family, what were you doing before you involvement in the GARROBO Project?

5) When you first started with the GARROBO Project what were your expectations? Have these expectations changed?

6) What has been your biggest struggle teaching and working with the trainees of the GARROBO Project? What sorts of roadblocks have gotten in your way?

7) What is going well? What would you see the greatest success of the GARROBO project to be so far?

8) What does your family or other think about your involvement in the GARROBO Project?

9) How do you think your involve in the GARROBO Project impact your future?

Tell me additional information or stories you have to share?
INTERVIEW: GRAPHIC DESIGNER

Interview Protocol: A Case Study the GARROBO Project
Time of interview:
Date:
Place:
Interviewer: Stephanie Link
Interviewee: Camile

1) How did you become involved in the GARROBO PROJECT, how long have you been with the program?

2) Tell me about yourself, where did you grow up, what type of schooling have you had, do you live with your family, what were you doing before you involvement in the GARROBO Project?

3) What is your role in the GARROBO project?

4) What type of changes have you seen in the trainees?

5) Do you know of any other programs like the GARROBO project?

6) What is going well? What do you see to be success for the trainees?

7) What does your family or other think about your involvement in the GARROBO Project?

8) How do you think your involve in the GARROBO Project impact your future?

Tell me additional information or stories you have to share?
**INTERVIEW: TRANSLATOR**

<table>
<thead>
<tr>
<th>Interview Protocol: A Case Study the GARROBO Project</th>
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<tbody>
<tr>
<td>Time of interview:</td>
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<tr>
<td>Date:</td>
</tr>
<tr>
<td>Place:</td>
</tr>
<tr>
<td>Interviewer: Stephanie Link</td>
</tr>
<tr>
<td>Interviewee: Sofia</td>
</tr>
</tbody>
</table>

9) How did you become involved in the GARROBO PROJECT, how long have you been with the program?

10) Tell me about yourself, where did you grow up, what type of schooling have you had, do you live with your family, what were you doing before you involvement in the GARROBO Project?

11) What type of changes have you seen in the trainees?

12) Do you know of any other programs like the GARROBO project?

13) What is going well? What do you see to be success for the trainees?

14) What does your family or other think about your involvement in the GARROBO Project?

15) How do you think your involve in the GARROBO Project impact your future?

**Tell me additional information or stories you have to share?**
APPENDIX B: EMAIL RECRUITMENT

Jack and Paul

I am writing to in regards to my thesis study. I am working towards my Masters at the University of Missouri in the Textile and Apparel Management. I am hoping you would allow me to do a case study of the GARROBO Project. During my stay in El Salvador last summer, working with your team at TexOps, I had one of the most unique and memorable life experiences. I learned of Jiji’s plans for starting the GARROBO Project while at the factory and was so excited to see it open before we left. This program really stood out to me, and inspired my topic for my thesis study. Over the last several months I have kept in touch with Jiji getting updates on the project. With your permission, I would like to return to El Salvador and conduct a case study of the GARROBO Project. I would like to stay for two weeks to conduct an interview with the both of you. Additionally I would like to interview other involved in the GARROBO Project, Jiji, and the trainers for the program and participants. I would like to observe the participants as they work in the GARROBO workroom, have them participate in a photo elicitation exercise, and conduct a follow up interview. Please let me know if you have any questions or need clarification. I have attached a consent form for you to sign and return to me if you agree to the study.

Thanks you for you consideration,

Stephanie Link

Stephanie Link
APPENDIX C: ASSENT FORM

CONSENT FORM TO PARTICIPATE IN A RESEARCH STUDY

Researcher’s Name(s): Stephanie Link
Project Number: 1206816
Project Title: A Case Study of the GARROBO Project

INTRODUCTION AND OVERVIEW OF THIS STUDY

If anything is confusing to you please ask for an explanation
You are being asked to take part in a research study. This study is to learn more about the GARROBO Project. You are not required to participate. If you decide to participate you can stop at anytime, your participation is voluntary.

About 10 people will take part in this study. Participants include GARROBO trainees, trainers, project coordinator, and the TexOps Factory owners. You will be asked participate in interview about you involvement with the GARROBO Project. This study will take place over two weeks. Individual interviews will be between 30 and 90 minutes and participant observation will be ongoing for the two-week study. You will have the opportunity to participate in a photo elicitation exercise as part of the interview. In this exercise you will be prompted by photos of yourself in your daily activities to further explore questions about your day. You will have the opportunity (it is not required) to take the cameras home over one night to take pictures of home life too.

Risks and Benefits of the research
The purpose of this research is to study the GARROBO Project a career and life skills training program located at and sponsored by the TexOps apparel factory. This study aims to gain further understanding of the social implications of this program for all participants involved. There are no foreseen risks involved.

WHO DO I CONTACT IF I HAVE QUESTIONS, CONCERNS, OR COMPLAINTS?
Please contact Stephanie Link if you have questions about the research. Additionally, you may ask questions, voice concerns or complaints to the research team.

WHOM DO I CALL IF I HAVE QUESTIONS OR PROBLEMS?
If you have any questions regarding your rights as a participant in this research and/or concerning about the study, or if you feel under any pressure to enroll or to continue to participate in this study, you may contact the University of Missouri Campus Institutional Review Board (which is a group of people who review the research studies to protect participants’ rights) at (573) 882-9585 or umcresearchcirb@missouri.edu.

You may ask more questions about the study at any time. For questions about the study or a research-related injury, contact Stephanie Link at (573) 691-9377 or Sacnb@mail.missouri.edu.
A copy of this Informed Consent form will be given to you before you participate in the research.

Thanks for your time and help!

FORMULARIO PARA PARTICIPAR EN ESTUDIO DE INVESTIGACIÓN
Nombre del investigador: Stephanie Link
APPENDIX D: ASSENT FORM (SPANISH)

Código del Proyecto: 1206816
Título del proyecto: Estudio del proyecto GARROBO

INTRODUCCIÓN Y RESUMEN DEL ESTUDIO
Si algo es confuso para usted, por favor pida una explicación

Se le ha pedido participar en un estudio de investigación. Este estudio es conocer más acerca de el garrobo Proyecto. Usted no está obligado a participar. Si decide participar se puede parar en cualquier momento, su participación es voluntaria.

Alrededor de 10 personas participarán en este estudio. Dichos participantes incluyen personal de entrenamiento GARROBO, sus alumnos, coordinadores del proyecto, y los dueños de la fábrica TexOps. Se le pedirá participar en una entrevista donde se le harán preguntas orientadas a su participación en el Proyecto GARROBO. Usted tendrá la oportunidad de participar en un ejercicio de obtención de fotos como parte de la entrevista. En este ejercicio se le pedirá por fotos de usted en sus actividades diarias para explorar más preguntas acerca de su día. Usted tendrá la oportunidad (no es obligatorio) para dejar la casa durante una noche cámaras para tomar imágenes de la vida familiar también.

Riesgos y beneficios de la investigación
El propósito de esta investigación es estudiar el Proyecto GARROBO ubicado y con el patrocinio de la fábrica de prendas de vestir TexOps. Este estudio tiene como objetivo analizar y comprender la implicación social de los participantes del Proyecto GARROBO.

¿A QUIÉN PUEDO CONTACTAR SI TENGO PREGUNTAS, INQUIETUDES, O RECLAMOS?

Si tiene cualquier duda por favor póngase en contacto con Stephanie Link. Por otro lado, usted podrá hacer preguntas, expresar sus preocupaciones, o reclamaciones en cualquier momento tanto al investigador como al equipo de investigación.

¿A QUIÉN LLAMO SI TENGO PREGUNTAS O PROBLEMAS?

Si usted tiene cualquier pregunta acerca de sus derechos como participante en esta investigación o tiene cualquier tipo de preocupación durante esta investigación, o si se siente presionado para participar o seguir participando en el estudio, no dude en contactar al University of Missouri Campus Institutional Review Board (un grupo de personas que revisan los estudios de investigación para proteger los derechos de los participantes) al (573) 882-9585 o umcresearchcirb@missouri.edu.

Usted podrá hacer más preguntas acerca de este estudio en cualquier momento. Si tiene
preguntas sobre el estudio o una lesión relacionada con la investigación, por favor ponerse en contacto con Stephanie al (573) 691-9377 o Sacnb@mail.missouri.edu. Se le dará una copia de este formulario de consentimiento antes de su participación en la investigación.

Gracias por su tiempo y ayuda!
APPENDIX E: CONSENT FORM TO PARTICIPATE IN A RESEARCH STUDY

CONSENT FORM TO PARTICIPATE IN A RESEARCH STUDY

Researcher's Name(s): Stephanie Link
Project Number: 1206816
Project Title: A Case Study of the GARROBO Project

INTRODUCTION AND OVERVIEW OF THIS STUDY
This consent may contain words that you do not understand. Please ask the investigator or the study staff to explain any words or information that you do not clearly understand.

You are being asked to participate in a research study. This research is being conducted to further understand the social implication of the GARROBO Project a career and life skills training program. When you are invited to participate in research, you have the right to be informed about the study procedures so that you can decide whether you want to consent to participation. This form may contain words that you do not know. Please ask the researcher to explain any words or information that you do not understand.

You have the right to know what you will be asked to do so that you can decide whether or not to be in the study. Your participation is voluntary. You do not have to be in the study if you do not want to. You may refuse to be in the study and nothing will happen. If you do not want to continue to be in the study, you may stop at any time without penalty or loss of benefits to which you are otherwise entitled.

The purpose of this research is to study the GARROBO Project a career and life skills training program located at and sponsored by the TexOps apparel factory. This study is aimed to gain further understanding of the social implications of this program for all participants involved. About 10 people will take part in this study. Participants include GARROBO trainees, trainers, project coordinator, and the TexOps Factory owners. You will be asked participate in interview about you involvement with the GARROBO Project. This study will take place over. Individual interviews will be between 30 and 90 minuets and participant observation will be on going for the two-week study. You can stop participating at any time without penalty.

CONFIDENTIALITY
Like participants, responses will be grouped to not single out specific individuals responses. Individuals’ names will not be used in this study.

In addition, if photographs, audiotapes or videotapes were taken during the study that could identify you, then you must give special written permission for their use. In that case, you will be given the opportunity to view or listen, as applicable, to the photographs, audiotapes or videotapes before you give your permission for their use if you so request.
WHAT ARE MY RIGHTS AS A PARTICIPANT?
Participation in this study is voluntary. You do not have to participate in this study. You will also be informed of any new information discovered during the course of this study that might influence your health, welfare, or willingness to be in this study.

WHO DO I CONTACT IF I HAVE QUESTIONS, CONCERNS, OR COMPLAINTS?
Please contact Stephanie Link if you have questions about the research. Additionally, you may ask questions, voice concerns or complaints to the research team.

WHOM DO I CALL IF I HAVE QUESTIONS OR PROBLEMS?
If you have any questions regarding your rights as a participant in this research and/or concerns about the study, or if you feel under any pressure to enroll or to continue to participate in this study, you may contact the University of Missouri Campus Institutional Review Board (which is a group of people who review the research studies to protect participants’ rights) at (573) 882-9585 or umcresearchcirb@missouri.edu.
You may ask more questions about the study at any time. For questions about the study or a research-related injury, contact Stephanie Link at (573) 691-9377 or Sacnb@mail.missouri.edu.
A copy of this Informed Consent form will be given to you before you participate in the research.

Thanks for your time and help!

Print your
name__________________________________Date__________________________________
Your Signature__________________________________
Print
name__________________________________Date__________________________________
(Parent or Guardian)
Signature__________________________________
(Parent or Guardian)
APPENDIX F: CONSENT FORM TO PARTICIPATE IN A RESEARCH STUDY (SPANISH)

FORMULARIO PARA PARTICIPAR EN ESTUDIO DE INVESTIGACIÓN

Nombre del investigador: Stephanie Link
Código del Proyecto: 1206816

Título del proyecto: Estudio del proyecto GARROBO
INTRODUCCIÓN Y RESUMEN DEL ESTUDIO

Este formulario de consentimiento puede contener palabras que usted no entienda. Por favor, no dude en preguntar al investigador o al personal del estudio para que le expliquen cualquier palabra o información que usted no entienda.

Por medio de la presente se le está solicitando su participación en un estudio de investigación. Este estudio tiene como objetivo analizar y comprender la implicación social de un programa de entrenamiento llamado Proyecto GARROBO. Como participante de la investigación, tiene todo el derecho de estar informado acerca de los procedimientos a utilizarse durante dicho estudio para que pueda decidir si desea o no participar en el mismo. Este formulario puede contener palabras que usted desconozca. Por favor pregunte al investigador que le explique cualquier palabra o información que usted no entienda.

Usted tiene todo el derecho de saber de antemano que se le preguntará para así decidir si desea o no participar en el estudio. Su participación en el mismo es completamente voluntaria. Usted no debe sentirse presionado en ningún momento a participar en dicho estudio. Si usted decide no participar en el estudio, dicha acción no traerá ningún tipo de consecuencia. Si usted durante el estudio no desea continuar participando, usted puede parar en cualquier momento su participación sin ningún tipo de consecuencia.

El propósito de esta investigación es estudiar el Proyecto GARROBO ubicado y con el patrocinio de la fábrica de prendas de vestir TexOps. Este estudio tiene como objetivo analizar y comprender la implicación social de los participantes del Proyecto GARROBO.

Alrededor de 10 personas participarán en este estudio. Dichos participantes incluyen personal de entrenamiento GARROBO, sus alumnos, coordinadores del proyecto, y los dueños de la fábrica TexOps. Se le pedirá participar en una entrevista donde se le harán preguntas orientadas a su participación en el Proyecto GARROBO. Este estudio se llevará a cabo durante dos. Las entrevistas individuales durarán entre 30 y 90 minutos y cada participante será observado durante la duración del estudio. Usted tendrá la opción de abandonar el estudio en cualquier momento sin ningún tipo de consecuencia.
CONFIDENCIALIDAD
Los participantes, al igual que sus respuestas serán agrupadas de manera que no divulguen la identidad de ninguno de los participantes. Los nombres de los participantes de este estudio no serán utilizados en ningún momento.

Cualquier material incluyendo fotografías, vídeos, o cintas de audio producido durante el estudio deberá ser revisado y autorizado por usted antes de poder ser utilizado como parte del estudio. Se le pedirá autorización por escrito para poder utilizar dichos materiales. Usted podrá ver o escuchar dichos materiales antes de autorizar el uso de los mismos.

¿CUÁLES SON MIS DERECHOS COMO PARTICIPANTE?
Su participación en este estudio es completamente voluntaria. En ningún momento debería sentirse obligado a participar en dicho estudio. Se le mantendrá en todo momento informado acerca de cualquier tipo de información que se descubra que pueda comprometer su salud, su bienestar económico, o su voluntad de seguir participando en el estudio.

¿A QUIÉN PUEDO CONTACTAR SI TENGO PREGUNTAS, INQUIETUDES, O RECLAMOS?
Si tiene cualquier duda por favor póngase en contacto con Stephanie Link. Por otro lado, usted podrá hacer preguntas, expresar sus preocupaciones, o reclamaciones en cualquier momento tanto al investigador como al equipo de investigación.

¿A QUIÉN LLAMO SI TENGO PREGUNTAS O PROBLEMAS?
Si usted tiene cualquier pregunta acerca de sus derechos como participante en esta investigación o tiene cualquier tipo de preocupación durante esta investigación, o si se siente presionado para participar o seguir participando en el estudio, no dude en contactar al University of Missouri Campus Institutional Review Board (un grupo de personas que revisan los estudios de investigación para proteger los derechos de los participantes) al (573) 882-9585 o umcresearchcirb@missouri.edu.
Usted podrá hacer más preguntas acerca de este estudio en cualquier momento. Si tiene preguntas sobre el estudio o una lesión relacionada con la investigación, por favor ponerse en contacto con Stephanie al (573) 691-9377 o Sacnb@mail.missouri.edu. Se le dará una copia de este formulario de consentimiento antes de su participación en la investigación.

Gracias por su tiempo y ayuda!

Escriba su nombre: _____________________________ Fecha: ________________
Firma: _____________________________

Escriba su nombre: _____________________________ Fecha: ________________
(Padre o Custodio)
Firma: _____________________________
(Padre o Custodio)
APPENDIX G: PHOTOelicitation-consent form

photo elicitation
consent form for people who may appear in photography

introduction
the purpose of this research is to study the Garrobo project a career and life skills training program located at and sponsored by the TexOps apparel factory. this study is aimed to gain further understanding of the social implications of this program for all participants involved.

what is photo elicitation?
photo elicitation is an interview tool use to explore and communicate the Garrobo Project participants’ daily activities. the pictures will be used to aid discussion to spark interest and raise awareness from the participants’ perspective.

what is involved?
your name or any other identifying information will not be known of listed with the photographs. it is good to remember that there is always a chance someone may recognize you in the photographs. you willingness to participate in this exercise is voluntary and you may decline.

what happens to the photographs?
photographs become the property of researcher, Stephanie Link, and may be use in public exhibits, presentations, publications and/or other purposes.

by signing this consent form, I agree to voluntarily allow the use of my child’s photographs. I also understand and agree that unless otherwise notified in writing, Stephanie Link assumes that permission is granted to use the photograph(s) for public exhibits, presentations, publications and/or other purposes.

thanks for your time and help!

print name__________________________________
(Parent or Guardian)
Signature___________________
(Parent or Guardian)
APPENDIX H: PHOTO ELICITATION CONSENT FORM (SPANISH)

Elicitación de fotos
Formulario de consentimiento para personas que puedan aparecer en algún tipo de fotografía

Introducción
El propósito de esta investigación es estudiar el Proyecto GARROBO, un programa de entrenamiento ubicado y con el patrocinio de la fábrica de prendas de vestir TexOps. Este estudio tiene como objetivo analizar y comprender la implicación social de todos los participantes involucrados en este programa.

¿Qué es la Elicitación de fotos?
Elicitación de fotos es una herramienta utilizada durante una entrevista para explorar y comunicar las actividades diarias de los participantes en el proyecto GARROBO. Las imágenes serán utilizadas como material para complementar futuros debates y entender los puntos de vista de los participantes.

¿En qué consiste?
Su participación se llevará a cabo durante 24 horas, donde podrá tomar imágenes de todas sus actividades diarias. Su nombre o cualquier información relacionada con su identidad no se verán en ningún momento vinculado con las fotografías. Es bueno estar al tanto que siempre existe la posibilidad de que alguien lo pueda reconocer en las fotografías. Su participación en este ejercicio es voluntaria y usted puede abandonar en cualquier momento.

¿Qué sucede con las fotografías?
Las fotografías pasarán a ser propiedad del investigador, Stephanie Link, y podrán ser utilizadas en exposiciones públicas, presentaciones, publicaciones y/o cualquier otra actividad que la investigadora considere apropiada.

Al firmar este formulario de consentimiento, usted se compromete voluntariamente a permitir el uso de sus fotografías. A su también entiende y está de acuerdo, a menos que se notifique lo contrario por escrito, que la investigadora Stephanie Link tiene permiso para usar la(s) foto(s) en exposiciones públicas, presentaciones, publicaciones y/o cualquier otra actividad que la investigadora considere apropiada.

Gracias por su tiempo y ayuda!

Escriba su nombre: ___________________________ Fecha: ___________________________
(Padre o Custodio)
Firma: ___________________________
(Padre o Custodio)
APPENDIX I: PARENTAL CONSENT FORM

CONSENT FORM TO PARTICIPATE IN A RESEARCH STUDY

Researcher’s Name(s): Stephanie Link
Project Number: 1206816
Project Title: A Case Study of the GARROBO Project

INTRODUCTION AND OVERVIEW OF THIS STUDY
This consent may contain words that you do not understand. Please ask the investigator or the study staff to explain any words or information that you do not clearly understand.

Your child is being asked to participate in a research study. This research is being conducted to further understand the social implication of the GARROBO Project a career and life skills training program. When you are invited to participate in research, you have the right to be informed about the study procedures so that you can decide whether you want to consent to participation. This form may contain words that you do not know. Please ask the researcher to explain any words or information that you do not understand.

Your child have the right to know what you will be asked to do so that you can decide whether or not to be in the study. Your participation is voluntary. You do not have to allow your child to participate in this study if you do not want to. You may refuse to be in the study and nothing will happen. If you do not want to continue to be in the study, you may stop at any time without penalty or loss of benefits to which you are otherwise entitled.

About 10 people will take part in this study. Participants include GARROBO trainees, trainers, project coordinator, and the TexOps Factory owners. You will be asked participate in interview about you involvement with the GARROBO Project. This study will take place over two weeks. Individual interviews will be between 30 and 90 minuets and participant observation will for two weeks. You can stop participating at any time without penalty. Your child will have the opportunity to participate in a photo elicitation exercise as part of the interview. In this exercise they will be prompted by photos of themselves in their daily activities to further explore questions about their day. They will have the opportunity (it is not required) to take the cameras home over one night to take pictures of home life too.

Risks and Benefits of the research
The purpose of this research is to study the GARROBO Project a career and life skills training program located at and sponsored by the TexOps apparel factory. This study aims to gain further understanding of the social implications of this program for all participants involved. There are no foreseen risks involved.

CONFIDENTIALITY
Like participants, responses will be grouped to not single out specific individuals responses. Individuals’ names will not be used in this study.
In addition, if photographs, audiotapes or videotapes are taken during the study that could identify your child, then you must give special written permission for their use. In that case, you will be given the opportunity to view or listen, as applicable, to the photographs, audiotapes or videotapes before you give your permission for their use if you so request.

WHAT ARE MY RIGHTS AS A PARTICIPANT?
Participation in this study is voluntary. You do not have to participate in this study. You will also be informed of any new information discovered during the course of this study that might influence your health, welfare, or willingness to be in this study.

WHO DO I CONTACT IF I HAVE QUESTIONS, CONCERNS, OR COMPLAINTS?
Please contact Stephanie Link if you have questions about the research. Additionally, you may ask questions, voice concerns or complaints to the research team.

WHOM DO I CALL IF I HAVE QUESTIONS OR PROBLEMS?
If you have any questions regarding your rights as a participant in this research and/or concerns about the study, or if you feel under any pressure to enroll or to continue to participate in this study, you may contact the University of Missouri Campus Institutional Review Board (which is a group of people who review the research studies to protect participants’ rights) at (573) 882-9585 or umcresearchcirb@missouri.edu.

You may ask more questions about the study at any time. For questions about the study or a research-related injury, contact Stephanie Link at (573) 691-9377 or Sacnb@mail.missouri.edu.

A copy of this Informed Consent form will be given to you before you participate in the research.

Thanks for your time and help!

Print name_______________________________
(Parent or Guardian)
Signature_______________________________
(Parent or Guardian)
APPENDIX J: PARENTAL CONSENT FORM (SPANISH)

FORMULARIO PARA PARTICIPAR EN ESTUDIO DE INVESTIGACIÓN

Nombre del investigador: Stephanie Link
Código del Proyecto: 1206816

Título del proyecto: Estudio del proyecto GARROBO

INTRODUCCIÓN Y RESUMEN DEL ESTUDIO
Este formulario de consentimiento puede contener palabras que usted no entienda. Por favor, no dude en preguntar al investigador o al personal del estudio para que le expliquen cualquier palabra o información que usted no entienda.

Su niño está siendo invitado a participar en un estudio de investigación. Este estudio tiene como objetivo analizar y comprender la implicación social de un programa de entrenamiento llamado Proyecto GARROBO. Como participante de la investigación, tiene todo el derecho de estar informado acerca de los procedimientos a utilizarse durante dicho estudio para que pueda decidir si desea o no participar en el mismo. Este formulario puede contener palabras que usted desconozca. Por favor pregunte al investigador que le explique cualquier palabra o información que usted no entienda.

Su hijo tiene derecho a saber lo que se le pedirá que hacer para que usted puede decidir si desea o no participar en el estudio. Su participación en el mismo es completamente voluntaria. Usted no debe sentirse presionado en ningún momento a participar en dicho estudio. Si usted decide no participar en el estudio, dicha acción no traerá ningún tipo de consecuencia. Si usted durante el estudio no desea continuar participando, usted puede parar en cualquier momento su participación sin ningún tipo de consecuencia.

Alrededor de 10 personas participarán en este estudio. Dichos participantes incluyen personal de entrenamiento GARROBO, sus alumnos, coordinadores del proyecto, y los dueños de la fábrica TexOps. Se le pedirá participar en una entrevista donde se le harán preguntas orientadas a su participación en el Proyecto GARROBO. Este estudio se llevará a cabo durante dos. Las entrevistas individuales durarán entre 30 y 90 minutos y cada participante será observado durante la duración del estudio. Usted tendrá la opción de abandonar el estudio en cualquier momento sin ningún tipo de consecuencia. Su hijo tendrá la oportunidad de participar en un ejercicio de obtención de fotos como parte de la entrevista. En este ejercicio se le pedirá por fotos de ellos mismos en sus actividades diarias para explorar aún más preguntas acerca de su día. Tendrán la oportunidad (no es obligatorio) para llevarse a casa una noche más cámaras para tomar imágenes de la vida familiar también.

Riesgos y beneficios de la investigación
El propósito de esta investigación es estudiar el Proyecto GARROBO ubicado y con el patrocinio de la fábrica de prendas de vestir TexOps. Este estudio tiene como objetivo analizar y comprender la implicación social de los participantes del Proyecto GARROBO.

CONFIDENCIALIDAD
Los participantes, al igual que sus respuestas serán agrupadas de manera que no divulguen la identidad de ninguno de los participantes. Los nombres de los participantes de este estudio no serán utilizados en ningún momento. Además, si las fotografías, cintas o cintas son tomadas durante el estudio que podrían identificar su hijo, entonces usted debe dar permiso especial por escrito para su uso. Se le pedirá autorización por escrito para poder utilizar dichos materiales. Usted podrá ver o escuchar dichos materiales antes de autorizar el uso de los mismos.

¿CUÁLES SON MIS DERECHOS COMO PARTICIPANTE?
Su participación en este estudio es completamente voluntaria. En ningún momento debería sentirse obligado a participar en dicho estudio. Se le mantendrá en todo momento informado acerca de cualquier tipo de información que se descubra que pueda comprometer su salud, su bienestar económico, o su voluntad de seguir participando en el estudio.

¿A QUIÉN PUEDO CONTACTAR SI TENGO PREGUNTAS, INQUIETUDES, O RECLAMOS?
Si tiene cualquier duda por favor póngase en contacto con Stephanie Link. Por otro lado, usted podrá hacer preguntas, expresar sus preocupaciones, o reclamaciones en cualquier momento tanto al investigador como al equipo de investigación.

¿A QUIÉN LLAMO SI TENGO PREGUNTAS O PROBLEMAS?
Si usted tiene cualquier pregunta acerca de sus derechos como participante en esta investigación o tiene cualquier tipo de preocupación durante esta investigación, o si se siente presionado para participar o seguir participando en el estudio, no dude en contactar al University of Missouri Campus Institutional Review Board (un grupo de personas que revisan los estudios de investigación para proteger los derechos de los participantes) al (573) 882-9585 o umcresearchcirb@missouri.edu.
Usted podrá hacer más preguntas acerca de este estudio en cualquier momento. Si tiene preguntas sobre el estudio o una lesión relacionada con la investigación, por favor ponerse en contacto con Stephanie al (573) 691-9377 o Sacnb@mail.missouri.edu.

Se le dará una copia de este formulario de consentimiento antes de su participación en la investigación.

Gracias por su tiempo y ayuda!

Escriba su nombre: __________________________ Fecha: ________________
(Padre o Custodio)
Firma: __________________________
(Padre o Custodio)
APPENDIX K: INSTITUTIONAL REVIEW BOARD APPROVAL

February 6, 2013

Principal Investigator: Link, Stephanie Ann
Department: Textile and Apparel Mgmt

Your Application to project entitled A Case Study of the GARROBO Project was reviewed and approved by the MU Campus Institutional Review Board according to terms and conditions described below:

<table>
<thead>
<tr>
<th>IRB Project Number</th>
<th>1236816</th>
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</thead>
<tbody>
<tr>
<td>Initial Application Approval Date</td>
<td>February 6, 2013</td>
</tr>
<tr>
<td>IRB Expiration Date</td>
<td>February 6, 2014</td>
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<tr>
<td>Level of Review</td>
<td>Expedited</td>
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<td>Project Status</td>
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<td>Expedited Categories</td>
<td>45 CFR 46.110(a)(6) 45 CFR 46.110(a)(7)</td>
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<tr>
<td>Risk Level</td>
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<tr>
<td>Child Category</td>
<td>45 CFR 46.04</td>
</tr>
<tr>
<td>Type of Consent</td>
<td>Child Assent without Written Documentation Parental Consent (One Parent)</td>
</tr>
</tbody>
</table>

The principal investigator (PI) is responsible for all aspects and conduct of this study. The PI must comply with the following conditions of the approval:

1. No subjects may be involved in any study procedure prior to the IRB approval date or after the expiration date.
2. All unanticipated problems, serious adverse events, and deviations must be reported to the IRB within 5 days.
3. All modifications must be IRB approved prior to implementation unless they are intended to reduce risk.
4. All recruitment materials and methods must be approved by the IRB prior to being used.
5. The Continuing Review Report must be submitted to the IRB for review and approval at least 30 days prior to the project expiration date.
6. Maintain all research records for a period of seven years from the project completion date.
7. Utilize the IRB stamped consent documents and other approved research documents located within the document storage section of eIRB.

If you have any questions, please contact the Campus IRB at 573-882-9585 or umcresearchcirb@missouri.edu.

Thank you,

Charles Bolden, PhD
Campus IRB Chair