

**EVALUATION OF THE TLHABOLOGO FLAGSHIP PROGRAMME AS A
POVERTY ALLEVIATION STRATEGY FOR UNEMPLOYED WOMEN WITH
CHILDREN
UNDER FIVE YEARS**

by

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TABLE OF CONTENTS

	Pages
Title Page	
Dedication.....	i
Declaration.....	ii
Acknowledgements.....	iii
Acronyms.....	iv
Annexures.....	v
CHAPTER 1	
ORIENTATION TO THE PROBLEM	
1.1 INTRODUCTION.....	1
1.2 STATEMENT OF THE PROBLEM.....	4
1.3 AIMS AND OBJECTIVES.....	7
1.3.1 Aim of the study.....	
1.3.2 Objectives of the study.....	7
1.4 RESEARCH QUESTIONS.....	8
1.5 SIGNIFICANCE OF THE STUDY.....	8
1.6 MOTIVATION FOR THE STUDY.....	9
1.7 DELIMITATION OF THE STUDY AREA.....	9
1.8 DEFINITION OF CONCEPTS.....	10
1.8.1 Poverty.....	10
1.8.2 Women.....	11
1.8.3 Unemployment.....	11
1.8.4 Community.....	12
1.8.5 Community programme.....	12
1.8.6 Community development.....	13
1.8.7 Poverty alleviation.....	13
1.8.8 Social Development.....	14
1.8.9 Participation.....	14

1.8.10 Empowerment.....	15
1.9 Methodology.....	15
1.10 OUTLINE OF THE FOLLOWING CHAPTERS.....	16
CHAPTER 2	
LITERATURE REVIEW AND THEORETICAL PERSPECTIVES	
2.1 INTRODUCTION.....	17
2.2 CONCEPTUALIZING POVERTY.....	17
2.2.1 Types poverty.....	19
2.2.1.1 Absolute poverty.....	20
2.2.1.2 Relative poverty.....	20
2.2.1.3 Consensual poverty.....	21
2.3 POVERTY IN SOUTH AFRICA.....	22
2.4 CHARACTERISTICS OF POVERTY.....	25
2.5 POVERTY ALLEVIATION STRATEGIES.....	31
2.5.1 Flagship programmes.....	32
2.5.2 Integrated Rural Development Strategy.....	35
2.5.3 The North West Provincial Growth and Development Strategy.....	36
2.5.4 Poverty Eradication Strategy.....	37
2.6 THEORETICAL PERSPECTIVE.....	39
2.6.1 Empowerment Approach.....	40
2.6.1.1 Dimensions of empowerment.....	42
2.6.2 Asset Based Approach.....	44
2.6.3 Social Development Approach.....	46
CHAPTER 3	
3.1 INTRODUCTION.....	50
3.2 RESEARCH METHODOLOGY.....	50
3.3 RESEARCH DESIGN.....	50
3.4 POPULATION AND SAMPLING.....	54
3.3.1 Sampling Procedure.....	54
3.4 METHODS OF DATA COLLECTION.....	56



3.4.1 Focus Group Interviews.....	56
3.4.2 Individual interviews.....	57
3.4.3 Literature Review.....	58
3.4.4. Content Analysis.....	58
3.5 DATA ANALYSIS.....	59
3.6 ETHICAL CONSIDERATION.....	60

CHAPTER 4

INTEPRETATION AND ANALYSIS OF DATA

4.1 INTRODUCTION.....	62
4.2 RESPONSE RATE.....	64
4.3 ANALYSIS OF DATA FROM FOCUS GROUP INTERVIEWS WITH PROGRAMME PARTICIPANTS.....	64
4.3.1 Infrastructure development.....	64
4.3.2 Education.....	66
4.3.3 Capacity building.....	67
4.3.3.1 Duration of programme participants' engagement in the programme	68
4.3.3.2 Usefulness of skills acquired in the programme.....	68
4.3.4 Health.....	68
4.3.4.1 Nutrition.....	69
4.3.4.2 Sanitation.....	70
4.3.7 Access/ Availability of water.....	71
4.3.8 Electricity/ Energy Supply.....	72
4.3.9 General Administration of the programme.....	73
4.3.10 The effectiveness of the poverty programme as a alleviation strategy	73
4.3.11 Poverty sustainability.....	75
4.4 ANALYSIS OF DATA COLLECTED FROM INTERVIEWS WITH THE PROGRAMME EX- PARTICIPANTS.....	76
4.4.1 Ex-participants Response rate	76
4.4.2 Reasons for joining the programme.....	76
4.4.3 Period for leaving the programme	77

4.4.4 Reasons for leaving the programme.....	78
4.4.5 Lessons learnt from the programme.....	78
4.4.6 Limitation of the programme.....	79
4.4.7 Strengths of the programme.....	80
4.4.8 Suggestion on improving the programme	81
4.5 ANALYSIS OF DATA COLLECTED FROM INTERVIEW WITH OFFICIALS	82
4.5.1 The Official response rate	82
4.5.2 Provision of Resources and Problems Encountered.....	83
4.5.3 Programme sustainability.....	85
4.5.4 Programme as poverty alleviating strategy.....	86
4.6 LIMITATIONS OF THE STUDY.....	87
4.7 CONCLUSION.....	88

CHAPTER 5

MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION.....	89
5.2 FINDINGS.....	89
5.2.1 Inadequate and inappropriate provision of resources.....	89
5.2.2 Effectiveness of the programme as poverty alleviation strategy	89
5.2.3 Improvement on education.....	90
5.2.4 Skills development.....	91
5.2.5 Improvement on nutrition.....	91
5.2.6 Lack of health services.....	92
5.2.7 Inadequate electricity supply.....	92
5.2.8 Poor financial management.....	92
5.2.9 Insufficient administrative skills	92
5.2.10 Poor technical skills.....	93
5.2.11 Low literacy level on the part of beneficiaries.....	93
5.2.12 Lack of understanding of the objectives of the programme.....	93
5.2.13 Strengths and limitations of the programme.....	93
5.3 CONCLUSIONS.....	97



5.4 RECOMMENDATIONS.....	100
5.4.1 Provision of resources to be improved.....	100
5.4.2 Improvement on health services	101
5.4 .3 Improvements on financial management.....	101
5.4.4 Improvements on administration of the programme	102
5.4.5 Skills development training.....	103
5.4.6 Improvement on nutrition.....	103
5.4.7 Strategies to improve on the flagship programme.....	103

DEDICATION

This dissertation is dedicated with deepest memories to my beloved late aunt Tshenolo Gladys Mphelo (nee' Matsheka) whose words of wisdom has always been the pillar of strength throughout my upbringing; my two sons, Keolopile Oarabile Sope and Ikgomotseng Keabetswe Malebo who give meaning and value to my being.

DECLARATION

I declare that:

The dissertation for Master of Arts in Social Work: 'Evaluation of Tlhabologo Flagship Programme as a poverty alleviation strategy for unemployed women with children under five years', submitted to North West University, faculty of Human and Social Sciences at Mafikeng campus, South Africa, has not been previously submitted by me for a degree at this or any other institution. It is my original work and all sources of information contained herein have been duly acknowledged by means of complete reference.

CMSekhedr

Student's signature

November 2008

Date

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- All the participants of Tlhabologo flagship programme who were the research respondents

ABSTRACT

This study evaluated the Tlhabologo Flagship programme as a poverty alleviation strategy for unemployed women with children under five years. The study was based on the rationale that most programmes are never evaluated and therefore difficult to assess their impact on the beneficiaries. The programme was rolled out in 1997; it was now ten years down the line and befitting to assess its ten years of existence.

Programme evaluation design was used to assess the effectiveness or ineffectiveness of the programme. Owing to the study being qualitative, data was collected using focus group interviews, individual interviews, literature review and content analysis.

The study revealed that the programme was ill conceived as it did not consult the affected communities with regard to its shape and size, as result of this the programme failed to meet its objectives of poverty alleviation.

Based on the findings, the following recommendations were made:

- That the programme be prioritized based on the needs, knowledge, interest and involvement of communities.
- Appropriate budget be made available to fully develop the programme.
- Skills development to be at the top scale and be conducted by appropriate experts.
- Continuous mentoring to be encouraged.
- Exit strategy to be put in place.
- The programme had more limitations than strengths to make it a sustainable strategy.

It was therefore concluded that although there were good efforts to alleviate poverty, programmes of this nature were not effective and sustainable as poverty alleviation strategy.

ACRONYMS

RDP	Reconstruction and Development Programme
ECD	Early Childhood Development
UNDP	United Nations Development Programme
PIR	Poverty and Inequality Report
KPA	Key Performance Areas
HIV	Human Immune Virus
AIDS	Acquired Immune Deficiency Syndrome
IRDS	Integrated Rural Development Strategy
NPGDS	North West Provincial Growth and Development Strategy
SADC	Southern African Development Committee
NEPAD	New Partnership for Africa's Development
NGOS	Non Governmental Organizations
ABET	Adult Basic Education and Training
IDT	Independent Development Trust

CHAPTER 1

ORIENTATION TO THE PROBLEM

1.1 INTRODUCTION

The challenges facing South Africa, particularly because of the legacy of apartheid, are many and varied. These include amongst others, poverty, governance, racism, and discrimination. A central priority of government as set out in the constitution's Bill of rights is to ensure provision of a range of services to meet these challenges, within the constraints of available resources (Constitution of the Republic of South Africa, 1996, Act 108 of 1996).

It is against this background, and in recognition of the need to promote the goals of sustainable development and redress past imbalances, that the social services sector advocated for the adoption of a macro policy approach for service delivery that would integrate social and economic development. (Department of Social Development 2004:1)

Historically there was a welfarist approach to service delivery based on the medical model, with emphasis on professional, specialist and institutional methods. This model was, however, both financially unsustainable and inadequately addressed the socio-economic needs of the majority of people (Department of Social Development, 2004:1).

The change in political environment in 1994, led to the radical redirection of legal and policy framework to deal with existing and growing risks and challenges such as crime, poverty and unemployment, among others. In support of the political transformation, the White Paper for Social Welfare introduced the developmental approach to the social welfare services delivery. Developmental approach uniquely integrates economic and social objectives. It did not only recognize the critical importance of economic and social development in raising standards of

living but actively seeks to harness economic development and social goals. (<http://www.socdev.gov.za/documents/1997/wp.htm>).

The changes advocated by the developmental approach involved moving away from the old welfare service model which was not only inequitable, but relied mainly on institutional care, the delivery of specialist welfare services organized around needs of client groups, a reliance on professional social workers as the principal service providers and the dominance of case work services. This model of service delivery as indicated above was considered to be unsustainable and inappropriate (<http://www.socdev.gov.za/documents/1997/wp.htm>).

Developmental approach proposed phasing out of institutional care in favor of family centered and community based programs. Specialist services scaled down whilst generalist services increased. Generic services proposed in the policy formed part of a network of multipurpose community – oriented services integrated and decentralized to local or district levels.

These networks of multipurpose community oriented services could be established through collaboration with community network and service providers, and by using interventions that have high impact and are cost effective.

The White Paper for Welfare (1997:28), advocated a balance between preventative, rehabilitative, protective services and developmental programmes. The developmental approach to service delivery was therefore to be facilitated by the following:

- The increased use of groups and community development strategies.
- Non – formal community education strategies to promote prevention of social problems
- Community rehabilitation.
- Peer and lay counseling services
- Community advice and information services.
- Service and support at household level to access opportunities to achieve sustainable livelihood.

- Linkages and synergies between social security and development programmes were to be forged through assisting beneficiaries to access skills development and micro development programmes to achieve sustainable livelihoods

The White Paper on Social Welfare incorporating the above mentioned stipulations was adopted by the South African parliament in 1996. It was on the basis of this policy framework, that the flagship programme for unemployed women with children under age of five years was designed and implemented. According to (Patel 2005: 256) the flagship programme was designed as a demonstration programme, which could provide examples of a new social development approach to welfare. The main aim of the programme was to provide economic development opportunities for women to develop their skills, social networks and create child care opportunities. These were envisaged to lead to tangible improvements in the human development status of women and children in South Africa. The flagship programme has been implemented for a period of five years, ranging from, 1997-2002.

Ten years of democracy have passed. This presents an opportunity to evaluate the economic position of women in our society, and weigh the challenges and obstacles to women development. Given the status of women in the North West Province, it is appropriate to investigate the extent to which the Department of Social Development was able to improve the lives of women with children, through Tlhabologo flagship programme in Mathateng village of the Ngaka Modiri Molema District municipality.

1.2 STATEMENT OF THE PROBLEM

Poverty has many dimensions which constitute an interrelated network of deprivation. Haralambos (1980:152) states that poverty is the vicious cycle, in which poverty breeds poverty, occurs through time, and transmits its effects from one generation to another. The children from poverty stricken families tend to be poverty stricken, this inheritance tend to be passed over from one age band of descendents to the next.

Poverty and the resulting effects affect a great number of people. It is thus not individually oriented. As such, a great number of the poor people are ensnared in deprivation and it becomes extremely difficult for them to break free of this catch. In fact, the tendency exists for poverty to constantly underpin itself in new guises, thus ensuring that stability of ill-being (Hararambos 1980:152). This is a typical situation in Mathateng village.

Historically, people felt responsible for one another. Based on researcher own observation, people were willing and interested to provide for those who were less privileged because of poverty. The harmonious way of living was affected by various major factors that were inevitable, such as, amongst others, migrant labour, and economic depression. As a result, the communal way of living disappeared and individual families and communities experienced a change in life style.

These changes in life style, generally contributed to poverty. Poverty in this context relates to inability of individuals and families to provide for their basic needs, such as, food, shelter, education and survival requirements.

Mathateng village which is the area under study is one area which is characterized by poverty, as indicated by unemployment, illiteracy, poor housing, poor sanitation, bad roads, poor electricity, and lack of health and education facilities.

In Mathateng, observation has proved that poverty affected women more than men. This is proven by UNDP (1998:3) in indicating that:

- a) Women compared to men have high incidences of poverty
- b) Women's poverty is more severe than men's poverty.
- c) The incidence of poverty among women is continuously increasing compared to men (UNDP, 1998:3).

The above facts are based on the premise that women are subject to discrimination in labour, credit, and a variety of other labour markets and they own less property compared to men. In some societies, widows, divorced or abandoned women may be subject to social exclusion and harassment, making it difficult for them to maintain a livelihood for themselves and their children.

According to the National Gender Policy Framework (1998:17) Compared to men, women, especially black women have low access to paid employment. When they do find work, black women typically have lower income and less security than men. Most black women are found in poorly paid labour sectors, and micro-enterprises which do not offer job security and benefits or much by way of legislative protection. Although gender discrimination has been removed from labour laws, this has not been sufficient to achieve equality in women's participation in paid labour force.

It is for these reasons that the National Department of Social Development is committed to poverty alleviation and all problems associated with it. As one of the strategies to fight poverty, the South African government in 1997 piloted the flagship programme for unemployed women with children under the age of five years to help the needy to be self-reliant (ANON: Poverty Relief Programme Manual: Department Of Social Development, 2001).

The Guidelines on implementation of the flagship programme (1995:1) indicated that the flagship program is comprised of sixteen projects implemented throughout the nine provinces of South Africa. The various flagship programmes have different economic opportunities that include activities such as an eating

house, overnight facilities, car wash, beauty salon, vegetable gardens, garment-making, poultry and egg production, bread –making, leather works, bead works, child minding, paper and fabric printing, to mention a few.

For purposes of this research, focus will be on Mathateng village. Based on information from Mathateng villagers and Researcher's own observation the information discussed below was gathered about Mathateng village as the area of study, the area is rural in nature and has poorly developed infrastructure. The area is characterized by lack of basic amenities such as schools, shops, health clinics, water, electricity, poor or no sanitation. The roads are mainly gravel with insufficient public transport to carry people in and out of the village. Donkey driven carts are the common mode of transport.

The children travel on foot to and from schools in neighboring villages. The area is characterized by poor dilapidated housing facilities made of mud, plastic and tree branches with small openings for ventilation though; in 2005 the government introduced a system of low cost housing to improve the area. There is no sanitation in the village.

The water is a scarce commodity. There are three water supply sources to serve the entire village, two windmills and a pump generated by a diesel machine. Each household contributes R10.00 a month for diesel to pump water. There are no church buildings. The village lacks any form of recreation facilities except for one unattended football ground.

The majority of the community members depend on seasonal harvesting for income and few have migrated to look for job opportunities in the neighboring towns. Some depend on government social grants such as, child support, disability, and old age pension for survival. Most women are child support beneficiaries. Unemployment, illiteracy and poverty are the main features of this community. Poverty coupled with lack of medical facilities in the area exposed children under the age of five to many diseases such as: kwashiorkor, diarrhea, skin diseases and respiratory tract infections.

It is for the above stated reasons that the researcher intends to assess whether the Department of Social Development has through the flagship programme achieved its intended objectives of alleviating poverty in this area or at least improved the quality of life of women and children. The flagship programmes were introduced in 1997 and completed 10 years in 2007. The evaluation of the programme therefore covers this 10 years period.

1.3 AIMS AND OBJECTIVES OF THE STUDY

1.3.1 Aim of the study

De Vos, (1998:7) defines aim as the end toward which effort or ambition is directed. The main aim of the study was to evaluate the Tlhabologo flagship programme as a poverty alleviation strategy.

1.3.2 Objectives of the study

Mouton (1998:19) states that the research objective or purpose gives a broad indication of what the researcher wish to achieve in research.

The objectives of the study were:

- To assess the impact of Tlhabologo flagship programme on unemployed women and children.
- To assess the effectiveness of the programme as a poverty alleviation strategy.
- To explore the strengths and limitations of the programme.
- To develop strategies for the improvement of the flagship program

1.4. RESEARCH QUESTIONS

The research seeks to answer the following questions:

- Is the programme achieving its intended objective?
- What impact does the programme have on unemployed women and children?
- Is the programme effective as a poverty alleviation strategy?
- What are the strengths and weaknesses of the programme?
- Has the programme improved the quality of life of unemployed women and children?

1.5. SIGNIFICANCE OF THE STUDY

The study will:

- Stimulate further research in the field of poverty alleviation.
- Assist the policy makers with information on the effectiveness or non effectiveness of the programme.
- Outline the shortcomings of the programme which may have prevented it from achieving its main objective of poverty alleviation; hence assist in realignment of poverty alleviation strategies committed to social and economic justice.
- Enhance accountability on the part of government officials involved in poverty alleviation to ensure that there is value for money.

1.6. MOTIVATION FOR THE STUDY

South Africa has undergone fundamental and profound changes since 1994; among other things is the manner in which government and organs of civil society have begun to respond to the needs of the people. There has been deliberate effort on the part of government to deal with inherited socio-economic imbalances of the past. There has also been deliberate government attempts to engender a culture of accountability in the arena of service delivery as service providers are expected to show how their services impact upon the communities. As a service provider, the researcher is therefore motivated to assess the impact of the Tlhabologo flagship programme on unemployed women and children of Mathateng village.

For purposes of accountability and improvement, programmes need to be evaluated from time to time. It is this assessment that informs the success or failure of the program and helps with realignment of development strategies.

1.7. DELIMITATION OF THE STUDY AREA

Mathateng village is one of the rural areas in the North West province. The province represents one of the nine provinces in South Africa, located in the north-west of the country above the Northern Cape and Free State provinces, with Gauteng to the east and Limpopo province to the North-East. The province is bordered by Botswana in the North and West.

The North West is spatially a medium-sized province, covering 116 183 kilometers or 9, 7 percent of the total surface area of South Africa. The population size of the North Province was 3, 490,260 in 1996 and 3,730,152 in 2001. The province is predominantly rural, with high rates of unemployment, inter and intra-province migration, illiteracy, poverty and other social ills (Statistics South Africa Census, 2001).

The North West is demarcated into four district councils (namely Central, Southern, Bojanala, and Bophirima). Mathateng village is situated within the central district council. The 1996 population census indicates that the central district council was 690,592 and increased to 733,559 in 2001. The central district council has twenty one local municipalities. The Tlhabologo flagship programme for women with children under the age of five years is located in Mathateng village which is within the Ratlou local municipality. (See attached map showing districts and local municipalities: ANNEXURE 'A').

According to Statistics South Africa's census 2001, Mathateng had relatively small demographic features, as indicated bellow:

▪ Women were estimated at	:	160
▪ School going age children	:	204
▪ Children under five years	:	250
▪ Men	:	262

Oral information obtained from the village Headman: The name "Mathateng" means a place of problems. Mathateng village is situated 125 kilometers north west of Mafikeng –the capital city of the North West Province, 10 kilometers south of Tshidilamolomo village and 5 kilometers south of Masamane village. Mathateng village emerged as a cattle post of the neighboring farms.

1.8 DEFINITION OF CONCEPTS

1.8.1 Poverty

Poverty is defined by Olivier, Smit and Kalula (2003:208) as the "inability to attain a minimal standard of living, measured in terms of basic consumption needs or the income required to satisfy them. It is further explained that poverty includes alienation from the community, crowded homes, usage of unsafe and insufficient energy, lack of adequately paid jobs and secure jobs."

Statistics South Africa defines poverty as “the denial of opportunities and choices most basic to human development to lead long, healthy creative life and to enjoy a decent standard of living, freedom, dignity and respect from others.” While the World summit on Social Development (1995:39) as cited by Olivier et al (2003:208) defined poverty as having many manifestations, including lack of income, and productive resources efficient to ensure sustainable livelihoods, hunger, malnutrition, ill health, limited or lack of access to education and other basic services, increased morbidity and mortality from illness, homelessness and inadequate housing, unsafe environments, discrimination and exclusion”.

In the context of this research study poverty is defined as the inability to make ends meet, lack of access to education and health facilities and other resources to lead a meaningful life.

1.8.2 Women

Feminists have pointed out that women are always defined in relation to men, who are taken as a norm. Women are ‘the other’, they are defined by the absence of male characteristics, and the absence of these characteristics is seen as making them inferior to men. Men as producers of knowledge define women as the objects of knowledge rather than subjects of knowledge. While ‘Woman’ is defined by World Book Encyclopedia (1989.Vol 15) as the female of ‘man’. According to Kuper & Kuper (1996:46) the human race is divided into two mutually exclusive categories –men and women. These categories are seen as biologically determined. In the context of this research a woman is defined as an adult human female.

1.8.3 Unemployment

Haralambos (1984:140) states that unemployment is a state of worklessness experienced by people who see themselves or are seen by others as potential members of a workplace. Unemployment is a disequilibrium caused by an excess of the supply of labour.

1.8.4. Community

Community is a broad term which means different things to different people. In an attempt to determine what a community is, authors use various starting points which differ in terms of classification which includes: geographic, geographically functional, functional communities, approaches which include: cultural, sociological, ecological, and ethnographic and psychological. There are also Environment approaches which explain community in terms of demography and society (Lombard 1992:63).

The term community is defined by Weyers (2001:45) as a social system which originates when a population of individuals localized in a specific geographic area establishes and utilizes structures and relationships to deal with impediments and at the same time develops a sense of communal thinking, identity and activities.

Community in the context of this study refers to a group of individuals in a locality with similar characteristics who have come together to address issues of common interest, in an organized manner to attain a common goal.

1.8.5 Community Programme

White Paper on Welfare (1997:15) defines community programmes as part of a range of mechanisms to achieve social development such as health, nutrition, education, housing, employment, recreation, rural and urban development and land reform.

Community programme in this context refers to a group of community projects or activities that are either initiated or provided for, aimed at developing the individuals economically, socially and in different and self-help skills to become self sufficient and self-reliant.

1.8.6 Community Development

Community development is defined by Swanepoel and De Beer (2006:36) as a collective activity in that a group of people sharing a mutual problem, need, sentiment, act together and in concerted effort and share a certain responsibility for the action. Such a collective, is a human activity, dealing with human problems and needs. Community development therefore is a voluntary action and not all people who stand to gain from community development will act together. There is personal freedom of individuals to join the collective activity or not. Lombard (1992:118) defines community development as a process, a method, a programme, a movement aimed at enabling and encouraging communities to become involved in the necessary support from the private and government sectors in improving and managing their own living conditions in all areas of development. Community development in the context of this study refers to a collective action of stakeholders geared towards mobilization and involvement of individuals with a community in a process of development, through creation of enabling environment to address issues of common interest.

1.8.7 Poverty Alleviation

Poverty reduction or poverty alleviation is any process which seeks to reduce the level of poverty in a community, or amongst a group of people or countries. Poverty alleviation programmes may be aimed at economic or non- economic poverty. Furthermore some popular methods used are education, economic development, and income distribution. Poverty reduction efforts may be aimed at removing barriers to income growth among the poor.

In the context of this study, poverty alleviation refers to strategies or mechanisms adopted by government and stakeholders in social development work to reduce the impact of poverty on individuals, social groups and the community

(<http://en.wikipedia.org/wiki/Poverty-Alleviation>).



1.8.8 Social Development

Social development is a process of planned social change designed to promote the well being of the population as a whole in conjunction with a dynamic process of economic development. The goal of social development is the promotion of social welfare. Welfare is used in the broadest meaning to connote a condition of social well being which occurs when social problems are satisfactorily managed, social needs are met and opportunities are created (Midgley: 1995).

The White Paper for Welfare (1997:83), states that the ultimate objective of social development is to bring about sustained improvement in the well-being of individuals, family, community and society at large. The reduction or eradication of mass poverty, inequality, and conditions of underdevelopment are widely accepted indicators of social progress. The dimensions of social development are therefore social welfare; health; education, housing, urban and rural development, land reform. A central element of social development in the process of development is the promotion of maximum community participation.

1.8.9 Participation

Participation forms an integral part of community development. The philosophy of participation lays its claim on deep rooted principles of democracy and the value of the individual. Keogh (1998) and Roodt as quoted in Ndude (2002:186) stated that the term can be a manipulative tool to engage people in pre-determined process as an expedient way to achieve certain results. Government can use it as a way of rallying support under vague sense of democracy and empowering process. Participation is far more important than just involving people in a particular programme or project. Its importance hinges on the lasting improvement of people's capacities to improve their lives.

1.8.10. Empowerment

Empowerment is defined by Hepworth and Larsen, (1993) as cited by Potgieter (1998:216) as a process of increasing personal, interpersonal and collective power which allows individuals, families, groups and communities to maximize their quality of life. In the empowerment process, "the empowerer enables people to gain the capacity to interact with their environment in ways that enhance their need gratification, well-being and satisfaction and is closely linked to competence, self-esteem, support systems and belief that individual action or actions with other community members can lead to improvement of one's life situation".

Empowerment in this context refers to a process of enabling individuals, groups and communities to make informed decisions about issues that affect their daily living.

1.9 METHODOLOGY

In the execution of the research, the researcher made use of a qualitative research paradigm. Programme evaluation design was used to assess the effectiveness or ineffectiveness of the programme.

The population under study comprised of Tlhabologo flagship programme participants; programme ex-participants; officials from government and non-governmental organizations.

The study made use of non probability sampling methods which included purposive and snowballing sampling techniques. The methods of data collection used were focus group interviews, individual interviews, literature review and content analysis.

The researcher used coding, memo writing, words and code themes as the main tools for data analysis.

1.10. OUTLINE OF THE FOLLOWING CHAPTERS

Chapter One: Introduces and gives a general orientation to the research topic. The following aspects are part of this chapter: Introduction, statement of the problem, aims and objectives of the study, research questions, significance of the study, motivation for the study, delimitation of the study area and definition of concepts.

Chapter Two: This chapter provides literature review on poverty, some poverty alleviation strategies of the Department of Social Development and theoretical perspectives on which the study is based.

Chapter Three: In this chapter the researcher deals with research methodology. This includes, research design, population and sampling, methods of data collection, data analysis, the limitations of research and ethical considerations.

Chapter Four: In this chapter the researcher interprets and gives an analysis of data.

Chapter Five: The last chapter presents the main findings of the research study, conclusions and recommendations.

CHAPTER 2

LITERATURE REVIEW AND THEORETICAL PERSPECTIVES

2.1. INTRODUCTION

In order to conceive the research topic in a way that permits a clear formulation of the problem and the hypothesis, some background information is necessary. This is obtained by reading whatever has been published that appears relevant to the research topic. This process according to Bless and Higson-Smith (1995:22) is called literature review. Literature review is an on going process throughout the research study.

In this study, the literature review will focus on the following aspects: conceptualizing poverty, types of poverty, characteristics of poverty, poverty in South Africa, poverty alleviation strategies, and theoretical perspectives.

2.2. CONCEPTUALIZING POVERTY

Poverty is a complex and multi-dimensional phenomenon whose definition differs from author to author, country-to-country as well as region-to-region within a particular area. Different countries define poverty according to the amount of, as well as the extent to which poverty affects them.

Giddens (2001) in (Patel, 2005:240) explains that poverty is caused by structural forces which create and perpetuate poverty. Giddens further states that public policy in South Africa is informed by a structural approach which explains poverty in terms of the economic and political forces in society. Thus poverty reduction strategies adopted are aimed at breaking the structural forces that cause poverty.

This is achieved through economic growth, human development and by enhancing capabilities of individuals, households and communities.

In seeking to define the phenomenon, Wilson and Ramphela (1989:14) warn against confining the thinking about poverty to those characteristics that appear

important to people living within the sheltered walls of urban terrain, which have not experienced or observed true poverty. An example is espoused by Wilson and Ramphela (1989:14) who indicated that the research workers of the Carnegie Inquiries were advised to go to the high ways and by- ways of the country to meet people who endured poverty and those who lived and worked with them to listen from the houses mouth the own experience of poverty. This was done to help them to understand the phenomenon in order describe and measure it accordingly.

Poor people's definition of poverty according to Patel (2005: 240) is increasing informing the global and local understanding and perceptions of poverty. Poverty is described by the poor as an interlocking and multi dimensional phenomenon caused by a lack of multiple resources such as employment, food, asserts (housing, land), basic infrastructure (water, transport, energy), health care, and literacy. The psychological aspects of poverty have also been indicated by the poor people to include humiliation, inhumane treatment, and emotional strain of living in poverty.

Patel, 2005:240 maintained that lack of political voice that can be heard by members of the society and policy makers is another aspect of poverty. Increasingly, research on poverty focuses on one dimension such as income poverty which encapsulates the above discussed views. In essence the conditions of the poor are not static. They change from time to time. This may be due to changes in their life circumstances such as birth of the child, early adulthood and ageing.

Furthermore Patel (2005:240) postulates that changes in environmental conditions or societal processes such as social and economic exclusions, political change, the restructuring of economy, seasonal changes conflict and war may also lead to poverty. These poverty creating processes lead people to vulnerability and may be short term in nature but can become chronic and lead to long term exclusions.

Poverty research studies in South Africa measures poverty in terms of the extent, of poverty by race, gender, age and urban and rural distribution, Gini Coefficient which is a statistic of income inequality and poverty lines which measures income needed to achieve a minimum standard of living. A poverty gap analysis is also used to assess the depth of poverty by determining how much money is needed to lift the poor from the poverty line targeted transfers.

<http://www.policy.org.za/govdocs/speeches/2002/sp0220.html>.

Banfield in Moore (1982: 53) distinguishes four degrees of poverty as follow:-

Destitution: this refers to the lack of income sufficient to ensure physical survival and to prevent suffering from hunger and exposure to remediable or preventable illness.

Want: refers to lack of income sufficient to support essential welfare.

Hardship: refers to lack of income sufficient to prevent acute, persistent discomfort or inconvenience.

Relative: This is lack of income sufficient to prevent one from feeling poor in comparison with others.

The majority of black people in rural areas and in informal settlement are the vulnerable groups of the abovementioned degrees of poverty. They live in destitution where in some cases there is no income at all. Some depend on the state grants for a living which makes it difficult to meet the basic need demands. The state of being poor to these individuals is rooted from the previous inequalities and deprivation, though the present government has still a long way ahead to ensure the appropriate distribution of resources.

2.2.1. Types of poverty include:

There are three broad types of poverty. These are absolute, relative and consensual poverty (Moore, 1998:62).

2.2.1.1 Absolute Poverty

Absolute poverty is the minimum provision needed to maintain health and working efficiency. Rowntree in Moore (1998:63) reasoned that if he could define a level of poverty so low that nobody could dispute it, then when he produced his figures on the extent of poverty in the United Kingdom, people would be so shocked that they insist the government tackle the problem. Rowntree in (Moore; 1998:63) further argue that there are three essential elements of expenditure that every person makes that assist in defining poverty.

These are:

- Food- he devised a basic diet which would keep people healthy;
- Clothing- he calculated the minimum necessary clothing for a person to keep warm and dry;
- Housing – he took the average rents paid by working class people at that time. Rowntree totaled the amounts and this level of income equaled the poverty line.

The Conservative governments in the 1980's supported absolute definition of poverty, arguing that the aim of social security should not be to improve the living conditions of the poor, but to make sure that the 'least well of' in the population can afford the basic necessities of life (Moore 1998:62).

2.2.1.2 Relative Poverty

Relative poverty stress that poverty can only be measured by comparing one person's standard of living against another's. The supporters of relative definition of poverty argue that one cannot isolate what is considered to be poverty from the general expectations of people in society, and their everyday living standards. Expectations change over time in society. An example of a television is cited. In 1950's having a black and white television receiver was considered as a luxury; then as televisions became accepted as normal, colour television signified affluence. Relative poverty stress not so much necessities, but social exclusions from normal patterns of life in society through lack of income.

2.2.1.3 Consensual Poverty

Consensual poverty is the level of deprivation which the majority of the population consider unacceptable. Mack and Lansley study (1991) as cited by Moore (1998:65) indicates that, 1000 people were asked to rank in order of importance what they considered to be necessities. These were then grouped together, and as a result, a group of necessities were found which agreed by a larger majority of people questioned. Using these agreed necessities, Mack and Lansley were then able to work out a level of deprivation which the majority of the population considered unacceptable (Moore, 1998:654)

The descriptions of poverty are based on assumptions of what constitutes basic needs. Moore (1998:66) describes poverty in terms of the degree to which people do not enjoy the basic standard of diet, living conditions, leisure activities and amenities, which are socially perceived as customary. Dixon (1990) as cited in Moore (1998:65) describes poverty in terms of per capita amount of income which is linked to various aspects, some of which include landholding and irregular income.

Poverty according to this description works in depth from absolute to relative poverty. Fundamental to the life of the poor is the struggle to survive and the uncertainty as well as precariousness of their livelihood.

In the context of this research, poverty is described in terms of lack of basic amenities such as; poor housing, lack of safe water, lack of sanitation services, poor educational facilities, prevalence of diseases, high infant mortality rate, lot of ignorance, little opportunity for employment and the inability of an individual or household to provide adequately for its members.

The living condition of the people of Mathateng seems to be best described by absolute and relative types of poverty as they seem not to agree on what is unacceptable level of deprivation. Some of the villagers seem to be acculturated to poverty to the extent that they do not deem fit to do anything about their living condition.

2.3. POVERTY IN SOUTH AFRICA

Potgieter (1998:65) outlined the historical background of poverty and maintains that the legacy of poverty in South Africa has its roots emanating from the Apartheid era which emphasizes the principle of separate development. In addition to apartheid emergence of the industrialization in the eighteenth century forced people to rush to the mining towns which led to accelerated urbanization and related socio-economic problems, with poverty as one of its most outstanding consequence.

The Second World War in the twentieth century aggravated the problem of poverty among the wide section of the population. Farms and property were destroyed and many black and white people died in camps as prisoners of war (Potgieter 1998:20). These were the major natural factors that contributed to the increasing extent of poverty in South Africa.

Patel (1992) in Potgieter (1998:21) stated that man made factors that contributed to poverty included among others, the differentiation of people on the basis of colour which started in the nineteenth century long before the Apartheid policy was implemented in 1948. The Land Act of 1913 deprived black people to own land outside the reserves. Black people were forced to maintain links with the rural subsistence economy through the system of temporary migrant labour.

Potgieter (1998:21) further stated that the Apartheid regime came to power in 1948 and endorsed the laws and policies of differentiation and moved towards a system of industrialized racial discrimination (Potgieter, 1998:21). In the apartheid era, the laws and social policies were racially discriminating. These social policies ensured that the white minority groups were exposed to better jobs and actively participated in the economy while blacks in their majority were held down in unskilled and semi-skilled occupations. This was exacerbated by the Land Act of 1913, Group Areas Act No 36 of 1966, Separate Amenities Act; Forced Removals Act which contributed to family breakdown and the

impoverishment of African people in rural areas, like is the case in Mathateng village.

The system of separate development brought about an unfair distribution of resources and provision of employment opportunities. This was an organized phenomenon of poverty which catalyzed the already existing exposure of poverty among the black communities. The circumstances of the poor in rural areas particularly in the area under study is observed to be worsening in absolute and relative terms because of the legacy of unequal access, control and distribution of resources.

Potgieter (1998:22) stated that, the displacement of blacks from the indigenous land through the Land Act in 1969 resulted in poverty since they were forced to occupy barren land. As a result blacks remained indebted by poverty circumstances which forced them to engage in cheap labour. They were exposed to exploitation and accepted poor paying jobs. Based on observation and discussion with people of Mathateng, this is the case with people of Mathateng village who were laboring in neighbouring white farms being exploited in various way, and later were thrown out of these farms to a barren land, without any visible means of support.

Potgieter (1998:22) further indicates that the homeland system and separate development policies restricted free movement of black people in their own country and alienated them from participating in the economy. This was dealt with through a system of discriminatory pass laws, limited social services in both urban and rural areas. These discriminating social policies and laws resulted in the growing effect of economic sanctions and an economic recession. The depth of poverty in South Africa was catalyzed by these apartheid social policies whose roots have influenced the present effort of poverty alleviation.

The Reconstruction and Development document (1994: 2) confirms that the history of South Africa has been a bitter one, dominated by colonialism, racism, apartheid, sexism, and repressive labour policies. The result was that poverty

and degradation exist side by side with modern cities, developed mining, and industries ranks as one of the most unequal in the world. Moreover, lavish wealth and abject poverty characterized South African society.

Poverty in South Africa, according to Wilson and Ramphela (1998:4) is profoundly a political issue. This is due to the unequal and inappropriate government expenditure in the apartheid era, which contributed greatly to poverty and inequality experienced by the majority of black South Africans. An example of the consequences of apartheid expenditure and unequal distribution of resources is found in South Africa's relative poor socio economic areas like Mathateng which is the area of the study.

The research finding captured in the Poverty and inequality Report (PIR) published in (1998), contributed significantly to the understanding of poverty in South Africa. It is a useful and up-to-date analysis of poverty in South Africa. The PIR highlights that:

- The distribution of income and wealth in South Africa is amongst the most unequal in the world;
- Many households still have unsatisfactory access to clean water, energy, health care and education;
- Seventy-two percent of the poor live in rural areas and the poverty rate in rural areas is seventy-one percent;
- The poverty rate amongst female headed households is sixty percent compared with thirty-one percent for male-headed households, and female-headed households are more likely to be in rural areas where poverty is concentrated. The PIR estimates that almost sixty-five percent of all South Africans live under poverty datum line. It is also confirmed that 19 million people remain trapped in poverty, surviving on household expenditure of R353 per adult per month. According to the PIR, poverty is not confined to one racial group but is concentrated among blacks. Poverty classified by race is as follows: Africans -61%, Coloured-38%, Indians-5%, and Whites-1%.

The above stated figures are as a result of apartheid social policies which separated the South African society into a first and a second world. It is characterized by two economies namely: the first and second economies. In the first economy, white communities had access to good jobs, access to career prospects and a wide variety of goods and services to continually improve their quality of life on sustainable basis. There is another proportion of community who find themselves in the so –called “second economy”, who are without decent jobs, income and who do not have access to basic goods and services.

Such services include among others, access to clean water, land and markets for their produce (Report on North West Poverty Profile, 2004). This is supported by the Reconstruction and Development document (1994:2) that segregation in education, health, welfare and employment left deep scars of inequality and economic inefficiency. The income distribution was distorted and ranks as one of the most unequal in the world.

The government therefore, in terms of section 27 of the Constitution of South Africa (Act 108 of 1996) has constitutional obligation to the progressive realization, to protect, care, and provide for those people and their basic needs.

2.4. CHARACTERISTICS OF POVERTY

There are major factors that are considered to play an important role in describing the extent of poverty in every country. These are regarded as the key informants of defining underdevelopment and poverty in the community.

- **Unemployment**

Unemployment is a serious problem in the context of South Africa. This factor generates all the other factors that constitute poverty to individuals, groups and communities.

The Social Welfare Annual statistical report (1996/1997:10) states that unemployment in South Africa is very high and is of a structural nature mainly

due to misallocation of resources which resulted from the Apartheid economy. The report stated that unemployment rate is estimated at thirty percent but goes up to fifty five percent for the poor South Africans. Even though job creation is the priority in South Africa, the rate at which job creation can be generated is limited by an overall economic consideration, shortage of skilled workers and high unemployment among the unskilled and skilled workers. This is where Social Development plays a major role through the provision of social security safety nets. The government is currently working on the policy and programme of providing unemployment grant to the unemployed South Africans – the basic income grant (BIG).

The women, people with disabilities and youth are seen as the major groups at risk of unemployment with the majority of black men employed in unskilled jobs. The South African government commissioned report in Olivier, Smit and Kalula 2003: 129) indicated that the structural unemployment, made it extremely unlikely for large numbers of rural and urban poor to enter the labour market.

▪ **Illiteracy**

Education helps individuals to fulfill and apply their abilities and talents. It increases productivity, improves health and nutrition, promotes self-reliance and self-esteem and lastly reduces family size (Potgieter 1998:68).

Illiteracy is higher in rural areas of South Africa and plays an important role in the poverty and low level of entrepreneurship. According to the Green Paper on Population Policy (1995), in Potgieter (1998:68) an estimated fifty percent of rural population is illiterate, compared to thirty eight percent in urban areas. During the system of separate development blacks were not exposed to education system that is economically balanced. They were not trained in skilled jobs that could help them with entrepreneurship and to be self-reliant.

Rural areas were characterized by few schools without adequate facilities and large groups of unqualified educators. To deal with imbalances of the past the government formulated the Skills Development Policy. There is currently

government and private organizations involved in literacy programmes, such as Operation Upgrade and Read Programme, adult basic education and training (ABET) Potgieter (1998:68).

- **Crime**

The rate of crime in any society is measured against the level of poverty and the state of development. South Africa has an escalating level of crime perpetuated by various social problems such as unemployment, poverty, poor housing, substance abuse, child abuse and neglect. Due to poverty, illiteracy and unemployment parents from poor families are forced to migrate to urban areas to earn a living, living their children with grandparents or without adult supervision. If they are lucky to find jobs, they usually find low paying jobs that do not enable them to provide adequate food, shelter and education for their children. When they do not find jobs some engage in criminal activities as a way of living (Moore & Moore (182:195)

When children are without supervision or exposed to violence and hunger, abuse and neglect they eventually take to the streets in an effort to escape the negative impacts of their environment. The children who take out to the street are of two categories, namely those who go out daily on the street in order to “earn” a living (snatching other people’s belongings or begging) to support their family members who are suffering from poverty, unemployment, disintegration and other social ills. These children usually return home at night and have contact with their families. The other category is of those children who permanently deserted or have been abandoned by their families where physical, sexual, and emotional abuse has been the order of the day. These children spend most of their lives unsupervised and lead unprotected lives, depending on themselves and one another for survival. In the struggle for survival these children are exploited or involved in criminal activities, drug and substance abuse as a means of coping with the realities of their subculture. This situation is commonly experienced in urban areas (Oliver, Smit and Kalula 2003:392).



According to Moore and Moore (1982:194), in rural communities the above discussed phenomenon takes a different form where children from poverty stricken families who are left unsupervised are involved in child labour which constitutes criminal activity by those who have the means. These children are either employed as herd boys or as farm labourers where they earn meager wages to support their families. In the struggle for survival children's education is interrupted at early stages of their lives, which inevitably means they become part of the illiterate future, without skills for future job market. It is a fact that crime hit the less privileged communities mostly. Moore and Moore (1982:195) further more confirm that lower class people and people living in lower-class areas show higher official crime rates. Their findings into final aspect of relationship between social structure and crime based on finding that, if people are concentrated in slums instead of being scattered through a city, there will be more crime.

Residential segregation, wide gaps in income, unemployment, drugs and alcohol abuse are seen as contributing factors to crime.

- **HIV and Aids Pandemic**

The poor communities are more vulnerable to the HIV and AIDS epidemic due to migration, prostitution (for income purposes), and ignorance (due to illiteracy) to precautions. Unemployed women are usually exploited or indulge in sexual activities to earn a living. They live in overcrowded homes where there is no privacy and children are exposed to sexual activities at an early stage of their lives. These children indulge in unprotected sex and in turn stand a high chance of being infected by HIV (Report on Poverty Profile of the North-West 2004:8).

The prevalence of HIV and AIDS is said to be higher in adult women than for adult men. In the first instance women are biologically more vulnerable. Secondly women are socially, culturally and economically more vulnerable to HIV and AIDS. In this regard, social, cultural and economic power relations play a major role. Many women are culturally not expected to discuss or make decisions about sexual matters. The various forms of violence against women means that sex is

often coerced, which is in itself a risk factor for HIV infection (ANON:North West Population Trends and Development Report (2003/2004:32).

HIV and AIDS diseases are killing many people in South Africa. The victims leave behind thousands of orphans. This results in child –headed families. Orphans in child- headed families are often expected to shoulder adult responsibilities which include ensuring that food is available and prepared and caring for their siblings. More often these children fall pregnant and become mothers at early stages of their life. They miss out on education and do not enjoy their childhood. These results in perpetuation of poverty (ANON: North West Province and Development Report (2003/4).

The former President Mandela raised his concerns during the VIII International Aids conference to the effect that business has suffered, or will suffer losses of personal, productivity and profits and that economic growth is being undermined and scares resources have been diverted to deal with the consequences of the pandemic. The country has lost skilled and professional people and this seems to be affecting the economic growth. It is estimated that there are 360 000 children who are orphans because the parents have died of AIDS (Sowetan: 31 May 2001). The epidemic has stricken the poor families and forced them to spend their hardly earned money in getting treatment for their sick relatives. They find it difficult to provide proper care to the infected family members because they do not have adequate health care and a balance diet.

The government has responded with a comprehensive plan of action calling for a multi sectoral approach to combating the epidemic. To this end the Partnership against Aids campaign was launched in 1998 by government and the Aids Councils were set up in 2000. These initiatives are both driven from office of the Deputy President (Oliviers, Smit and Kalula, 2003 652)

- **Poorness**

The state of being poor is another characteristic of poverty. Poorness can result from different causal factors. To define poverty one needs to be accurate

because it does not call for the whole society to resemble poorness. The poor individuals may be within the rich members of the society. Poorness should be defined in terms of the actual living conditions so that the element of subjectivity can be eliminated.

- **Poor self esteem**

Poverty is not only economic but also has strong psychological dimensions. Spier (1994:3) views poverty as linked to self esteem. He argues that people with low self-esteem do not have expectations, they feel they cannot take decisions, they feel they cannot do things for themselves; they just have to drift along. Self esteem in essence lies in people having the ability to take decisions and therefore taking charge of their own destiny. It is observed that people living in Mathateng village, lack appreciation of self-worth and are unable to respond spontaneously to their social situation. They often display feelings of worthlessness and alienation. It is observed that poverty stricken people are prone to low self esteem because of the conditions they live in.

- **Lack of resources**

Lack of basic resources is the resultant of the Apartheid regime and unequal distribution of resources within the society.

The poverty stricken people are vulnerable and are often found living in informal settlements and rural areas characterized by lack of essential basic social services such as poor housing, electricity, water, sanitation and solid waste removal services, health and education facilities. The type of housing used by this group of people is usually shanties made of wood and or corrugated iron sheets and mud. The infrastructure is poorly developed, with no adequate drinking water and for general household usage, dirty water running down the streets, covered with dirt are common scenes. Littering and alcohol abuse, women and child abuse are the order of the day. Women and children spend most of their time fetching wood and water for household usage. Education and practice of good health is of no importance. The majority of young children who are lucky to be in school do not reach high school or tertiary education. This is either attributed to teenage pregnancy, lack of means for further education or

inaccessibility of further education facilities. Life in these areas is meaningless. People living in poverty are acculturated to poverty hence do not know the other side of the world without poverty (May, 1998:110).

- **Dependency**

Midley (1995:9) stated that, dependency is a characteristic of poverty and a major obstacle to development efforts. It developed as a result of charitable organizations that emerged with the concept of 'Social Philanthropy'. Social Philanthropy is an institutionalized approach which relies on private donations, voluntary effort and non-profit organizations to meet needs. Historically, social welfare has been provided by private citizens in the form of charity which was motivated by religious believes. Services were in the form of residential and none residential care such as poor relief in the form of food, clothing and other forms of material support. Midgley (1995: 19) refers to recipients of philanthropic services as being passive and dependent. The services provided in this approach were meant to be short term relief however for some poverty stricken people are regarded as a right and not a privilege hence become depended on this system. To date traces of this practice are still evident in most communities like is the case in Mathateng .The majority of the people here are dependent on food parcels and social grants which are regarded as a right and seem not to find it necessary to take part in efforts of development. This therefore perpetuates dependency and poverty.

2.5 POVERTY ALLEVIATION STRATEGIES

To respond to poverty, the government introduced the Reconstruction and Development Programme (1994:8) and the White Paper on Welfare (1997) which gave rise to the social development approach. It is from this approach that poverty alleviation strategies were born. Poverty alleviation is at the top of government agenda and as a result of this, several poverty alleviation strategies were put in place to fight poverty Olivier, Smit and Kalula (2003: 652). To start with, all government departments have been allocated budgets for poverty

alleviation. It therefore lies with each department to develop a strategic plan to act towards government's vision of empowering people with a view to alleviating poverty. Due to large numbers of strategies adopted by various departments in accordance with their mandate to fight poverty, only strategies employed by the department of social development will be discussed and are the flagship programmes, rural development strategy, North West Growth and Development strategy and Poverty eradication strategy. Strategy in this context refers to all programmes that were designed by Department of Social Development with a view to alleviating poverty.

2.5.1 Flagship Programmes.

Many South Africans are often heard referring to the Department of Social Development as "the Pensions Department". The Department is perceived as a pensions department especially by the poor because the disbursement of social grants is one its most important functions that account for the bulk part of its budget. In deed, while the administration of pension's grants is an important function of the department, it is but a small facet of the work being undertaken.

The department is involved in a wide range of projects and programmes aimed at poverty alleviation and the upliftment of especially severely disadvantaged communities. The flagship programme for unemployed women with children under the age of five years is one among such programmes.

Flagship programme is a series of pilot developmental social welfare services as emphasized in the White Paper for Welfare (1997). In terms of the programme, economic and developmental opportunities such as, skills development and economic upliftment as well as statutory and non-statutory services are provided to unemployed women and their young children. The programme has given the country an opportunity to transform thinking from "welfare" in the traditional sense towards the implementation of social and economic developmental projects in which the goal include service delivery, job creation, income generation and empowerment leading to the eradication of poverty.

The flagship programme pilot projects have been launched in each of the nine provinces, with the aim to develop a model to replicate successful projects on a wider scale throughout South Africa and to further alleviate poverty. In some province more than one pilot projects were initiated depending on the level of poverty. Areas chosen for the pilot projects represent some of the most economically depressed areas of South Africa. These include, Philani and Beaufort West in (Western Cape Province), Bekkersdal and Mpumelelo in (Gauteng Province), Bizana, Mqanduli, Elliot dale, and Iflegi in (Eastern Cape Province), Ingwavuma, Pietermaritzburg, and Frazerburg (Northern Cape Province) Bhambanana and Impendele in (Kwazulu- Natal Province), Mathateng, Madikwe and Rabusula in (North West Province) Bethlehem, Ithubelihle and Tsheseng in (Free State Province), and Verde, Zaaiplaas, Driefontein, Nkomazi in (Mpumalanga Province), and Babinachuene in (Limpopo Province). There are twenty one pilot projects implemented through out the nine provinces. (See attached map showing the location of the flagship programmes: Annexure B).

The Department of Social Development: Developmental Programme for women with children under five: A Best Practice Model (1997). The number of women and children benefiting from the Programme throughout South Africa at present is 801 women and 913 children. Since the inception of the Flagship Programme in 1997 a total of 1 361 women and 2 182 children have benefited in different ways in the various provinces (Patel 2005:208).

Pilot projects are designed to work along the lines of cooperatives where a number of women come together to participate in one project and income is distributed among the participating women. Women are encouraged to be involved in activities that will benefit the whole community for example, candle making in Mathateng. Projects such as car wash or overnight facility are not feasible in Mathateng because very few residents have cars whereas candle making, poultry and egg production are feasible due to the fact that, the products can be used for daily consumption by participants and be sold to the local community for income generation. Each pilot project provides an economic

opportunity for women in a targeted community. The various pilot projects have different economic opportunities that include activities such as an eating house, overnight facility, car wash, beauty saloon, vegetable gardens, garment-making, poultry and egg production, bread –baking, leather works, child minding, paper and fabric printing, to mention a few.

The report also highlights that skills training are at the top of the agenda. Programmes are not only limited to practical subjects such as baking, sewing, printing and silk-screening, childcare, gardening, poultry farming, hairdressing, and candle making; but also include financial skills training such as bookkeeping and financial management. As important though are life skills ranging from HIV/AIDS education, to self-awareness, problem solving and decision making. (Patel 2005:258).

Since the focus of research is on Tlhabologo Flagship Programme it is necessary to explain what the programme entails. The word 'Tlhabologo' is a Setswana word with different meanings to different people within Batswana ethnic groups. To some the word means a "strive towards civilization," "development," "change," "growth". In the context of the flagship programme it means a process of enhancing the social and economic conditions of previously disadvantaged individuals and communities.

The guidelines on implementation of Flagship Programme stated that the Tlhabologo Flagship programme situated at Mathateng village is one of the three flagship pilot projects in the North West province. It comprise of the following different projects; candle making, brick making, poultry farming, vegetable gardening and early childhood development.

The Guidelines further indicates the main aims and objectives of the programme is to create financially economic viable units providing members with skills required for the task, as well as life skills to overcome poverty and regain self – confidence as full members of the South African Society. The objectives of the programme are as follows:

- To increase the educational and training opportunities for women so that they can provide the basic needs of their families.
- To develop the skills and capacity of women to enhance their overall functioning.
- To ensure that these families receive social services that support and enhance this programme's aim e. g. life skills.
- To provide children under five with developmentally appropriate education to increase their chances of achieving and learning, based on the principle of inclusiveness.

Ultimately, the aim of the programme is not only to create financially viable economic units, but also to provide members with skills required for the task, as well as life skills to overcome poverty and regain self-confidence as full members of the South African society. It is also planned to use the pilot projects as models for further projects.

The implementation of the projects emphasize active participation where every member is taking control, in the implementation of the programme, is involved in decision making and committed to the processes of the programme. It is intended therefore through this research to find out how the programme has developed, and what the strengths and weaknesses of the programme are (ANON: Social Development, 1995).

2.5.2 Integrated Rural Development Strategy

The integrated Rural Development strategy (IRDS) is an approach used to join forces in promoting effective and sustainable development. It seeks to integrate government's interventions at a community level whilst taking into consideration specific development challenges in specific communities in identified poverty stricken points (ANON: Integrated Rural Development Strategy, 2000).

Potgieter (1998:190) supports an integrated intervention model when stating that, the target of intervention is the whole of the social condition and not the isolated “rehabilitation” of the victim only. The model assumes that the roots of human concerns and problems originate from the dynamic interplay between the larger environmental context and the smaller system and that they can be resolved only by collective action.

The integrated social service is long overdue to take its recognition and importance. Through all the formulated programmes by either the National and Provincial departments, the sole purpose of the Integrated Rural Development strategy is to enhance the well being of the individuals, prioritizing the vulnerable and poverty stricken ones. The Integrated Rural Development strategy emphasizes coordination of available services to prevent and eliminate duplication of services. It promotes efficiency and effective service delivery.

2.5.3 The North West Provincial Growth and Development Strategy.

The North West Provincial Growth and Development Strategy (2005) reflect a collective effort by government and its social partners such as: the Independent development Trust and the A- Re- Ikemeleng- Basadi to address the challenges of economic growth and development in the province and help improve the quality of life of the people. The strategy is guided by the following policy drives that direct the programme of action:

- Raising the skills level and improving the performance of state;
- The formation of partnerships in a people’s contract;
- Addressing the consequences of social transition by:
 - Encouraging the growth of the first economy;
 - Addressing the challenges of the second economy;
 - Building a social security net for the poor;

- Improving further interaction with the African continent especially within the context of the regional environment (SADC) and the new partnership for African Development (NEPAD).

The strategy is built on the performance achieved during the first decade of democratic Government and the vision for the next decade, in support of mobilizing and uniting the nation in the “People’s contract to create work and fight poverty”. In promoting this vision the strategy is intended to achieve among others, development of the economic sector and spatial localities in accordance with the needs and potential of the people through sustainable use of resources and protection of the environment; addressing the post and current social inequalities; supporting participation of and equal opportunities for all the people and promoting job creation and skills development (ANON: North West Provincial Growth & Development Strategy: 2005).

The North West Government, through the Provincial Growth and Development Strategy (NWPGDS), has identified poverty and unemployment as critical challenges currently facing the Province. The NWPGDS was formulated as a framework for addressing poverty and promoting economic growth and development. The situational analysis was conducted by the North West Premier’s office provide assessment on poverty indicators throughout the province. The next challenge was to develop an integrated poverty eradication strategy which dovetails with the NWPGDS: 2005.

2.5.4 Poverty Eradication Strategy.

The Poverty Eradication Framework of the Cabinet Social Sector Cluster covers a variety of strategies to address the causes and symptoms of poverty. These include the following programmatic areas:

- Reorientation of the budget, fiscal policies and public sector towards redistribution and meeting basic needs of the vulnerable.
- Meeting basic needs through those programmes that aim to provide the civil society with equitable and sustainable access to basic needs such as

food, water, education, health care, welfare, transport, electricity, and infrastructure.

- Programmes to deal with income poverty, such as employment creation, self employment and participation in small medium enterprises sector, social security, and access to micro credit and finance by the poor.
- Asset poverty programme which are those that are aimed to provide productive asset such as land and
- Programmes aimed at addressing needs of people with special needs (ANON: Social Development, 2006).
- The poverty alleviation strategy provides two approaches for dealing with poverty problem namely, support led and growth mediated. The two approaches are not mutually exclusive. The support led approach presupposes that government adopts a deliberate strategy to intervene from project conceptualization to implementation. The government intervenes in this way to assist those living in the second economy to minimize the effects of underdevelopment. The second economy is characterized by high levels of unemployment, low skills, limited job opportunities, and people living in poverty and largely reliant on social grants and money transfers. The greatest challenge of this strategy is to move people in poverty out of deep-rooted dependency on social assistance (ANON: Social Development, 2006).

The second approach is the growth mediated approach which suggests that as the economy grows in the first economy, through trickle down effects jobs will be created for the second economy. The support led strategy rests on four pillars namely, the provision of basic service, job creation, social security system, and human development and food security. These pillars are sustained and supported by key ingredients such as programmes, implementation strategy and monitoring and evaluation. The total components of this strategy constitute poverty alleviation. The Tlhabologo flagship programme is the directly or indirectly influenced by the flagship programme on women and children under

the age of five years, integrated rural development strategy, North West Growth and Development strategy and poverty eradication strategy (ANON: Social Development,2006:4).

2.6. THEORETICAL PERSPECTIVE.

In order to put the study into a theoretical perspective, the researcher has selected two theories because of their relevance to the study. These theories will help the reader to connect the research study with theoretical development and ideas laid down by other scholars whose ideologies form the cornerstone and help to explain the ideas of the researcher.

Kerlinger (1979) in Kange'the (2006:84) defined a theory as a set of interrelated set of constructs, definitions and propositions that presents a scientific view of phenomena by specifying relations among variables, with a purpose of explaining phenomena.

Creswell (1994:20) stated that theoretical framework is a set of ideas, proposition theories or explanations on which the research topic hinges. Theoretical perspective calls for the researcher to put the research topic into analysis/ perspective in order to define both dependent and independent variables and show how they relate to one another. Independent variables are treatment conditions or factors in an experiment or research process. They "lead" to changes in the dependent variable. The dependent variable is the response or the criterion variable presumed to be "caused "or influenced by the independent treatment condition. In this study, the dependent variable is the flagship programme as poverty alleviation strategy and the independent variables are all those processes that affect the programme as a poverty alleviation strategy, such as :capacity building, provision of skills training, usefulness of skills acquired by programme participants, training needs of programme participants, organization of training, impact of the programme on the life style of participants, housing information of participants, nutritional status of participants, marketability of products, health information of participants, waters supply information of

participants, electricity/energy supply to participants, and effectiveness of the programme as a poverty alleviation strategy,

The dependent and independent variables interaction can be relevantly supported by several theories however only three theoretical perspectives that is the empowerment, asset based and the social development approaches are discussed here under due to their relevance to the study.

2.6.1. Empowerment Approach

Empowerment approach is based on the Chinese say that 'give man fish to eat and he will be hungry tomorrow, but you teach him to catch fish he can sustain himself for the rest of his life'. This implies that when you impart knowledge or skills to someone, which will never be taken away from him or her again. He will forever be able to fend for himself and will not have to come back to beg again. This in away stops dependency and instills in a person independency, and restores dignity. If you give fish to someone, you remain the master and the receiver will always be a beggar as power lie in the hands of the giver. The power of the oppressed is limited by the mind of the oppressor. Through the flagship programme the government is striving to teach unemployed women to fish and remove them from the dependency line (Miley, O'Melia & Du Bois 2001:15).

Empowerment according to Lee (1994: 12) involves removing power blocks through providing knowledge and life skills to people in need. In order to be able to deal effectively with power blocks, it is necessary to identify them. Solomon as cited by Lee (1994: 12) identifies direct and indirect power blocks, which represent the internalized negative valuations that are incorporated into the developmental experiences of the individual as mediated by others, such as people living in poverty do not believe in themselves. They acknowledge helplessness and believe that there is nothing they can do to take themselves out of poverty, and therefore have totally lost their self worth. Empowerment therefore counteracts hopelessness and powerlessness with emphasis on the

ability of each person to address problems competently, beginning with a positive view of oneself.

Lee (1994:12) further stated that indirect power blocks are applied directly by some agents of society's major societal groups such as the traditional leaders who hold the view that women by virtue of their gender are not entitled to own land or participate in the open labour market. Empowerment is thus a process in which individuals, groups and communities become able to take control of their circumstances and achieve their own work towards maximizing the quality of their lives. It seeks to achieve a more equitable distribution of resources and power among the various groups in society. Empowerment is a means to addressing the problem of powerless populations and mediates the role powerlessness plays in creating and perpetuating social problems.

Empowerment process requires resources and the ability to utilize these resources effectively. In the context of the flagship programme, the empowerment approach follows the rationale of the strength based approach which sees communities as competent and as having the capacity to act in their own interest, given the opportunities and access to resources (Miley, O'Melia, & Du Bois 2001:15).

Since the flagship programme is focusing on unemployed women participating in projects geared towards women empowerment, it is imperative to understand the principles underlying women empowerment. According to Cox, Guttirrez and Parsons, (1998:29) the principles of empowerment for women include the following:

- Practitioners must acknowledge and understand the role of oppression in the lives of women.
- The empowerment of women requires an environment of safety, trust and support in which women are encouraged to believe in them and their reality and find their voice to speak the truth.

- Women must be given concrete opportunities to experience their own capabilities, strength and worth, for example, women who have experienced physical assault should be encouraged to find ways to experience bodily and emotional strength. Women who have experienced social indignities and assaults such as homelessness, poverty and racism, should be presented with opportunities to regain dignity and worth.
- Though empowerment of women is fundamentally related to autonomy and self-determination, women must also work together to change themselves and society. Rather than work merely for individual problems, practitioners must find ways to bring women together and work with women clients towards social change. The flagship programme is thus basically an empowerment programme because it complies with all of the above indicated principles

2.6.1.1 Dimensions of empowerment

According to Freire (1973: 2) empowerment is looked at as a goal and method. When described as a goal, empowerment is viewed as a means of gaining power on the personal, interpersonal and political levels. The empowerment perspective assumes that power is not finite because it can be generated in the process of social interaction. Through putting women in different projects, social interactions are encouraged and a sense of collectivity is achieved. As participants grow closer to one another they learn to communicate; develop relationships, sharing experiences, and show willingness to participate, group cohesion and the 'we feeling' exists. The encouragement of quality interaction is necessary to enable participants to feel important throughout the project development. The group identification provides the basis for group consciousness. Poor women can identify and understand areas of common experience and concern. Group consciousness involves the understanding of differential status and power of groups in society. There is self and collective efficacy which implies that there is believe that one is capable of effecting desired changes in one's life.

The women are thus able to perceive themselves as subjects rather than objects of social process who are capable of working to change the social order (Freire 1973:2).

When described as method, empowerment can contribute to and support the process of change, through education and other consciousness raising methods which can be effective in addressing poor women's issues (Freire 1973:2).

Empowerment as a method encompasses the following:

- Strength-based approach which emphasizes on building on strengths existing in women as imperative. The focus is on working from strengths and using them to gain more power. Women as human beings have the inherent worth and capacity to develop. This implies that human beings are socialized and can largely determine their own destiny.
- Process of education: the purpose of education in empowerment practice is multi-dimensional. It includes, the recognition of own capabilities and capacity to increase interpersonal and political power, the development of feelings of efficacy, and an increased understanding of the meaning of group membership.
- Empowerment-based methods are developed around democratic power in the design and implementation of services.

Empowerment according to Potgieter, (1998:216 further assumes that people have options available to them and they can unlock the necessary resources to ensure maximum control over their own lives. Jack (1995) in Potgieter (1998:216) views empowerment as paradoxical act, which refers to two quite different activities. It encompasses the development and stimulation of another person's capabilities – a professional skill, on the one hand and the struggle for power and control or the taking of power by the client system itself on the other Potgieter (1998:217)

Empowerment is basically a self-help activity which allows the taking of power on the one hand, but which should be supplemented by enabling activities and strategies on the other hand. What the helper gives is not power, but the climate, relationship, resources and procedures to develop life skills, which the client system then utilizes in order to take power. In the context of Tlhabologo flagship



programme the government is aiming at empowering women through facilitation of training for self reliance and social well being.

Empowerment highlights the importance of the context, strength based perspective, and a process of self awareness. It refers to dynamic conditions and a process of self awareness, knowledge of own goals and values and acquisition of relevant life skills information Potgieter (1998:217).

2.6.2 Asset Based Approach

The asset based approach subscribes to the notion that people have untapped, undetermined reservoirs of mental, physical, emotional, social and spiritual abilities that can be expressed. The presence of this capacity for sustained growth and sharp well-being means that people must be given the respect that this power deserves. This capacity acknowledges both the being and the becoming aspect of life (Weick, Rapp, Sullivan, & Kisthardt, 1989:352).

According to Weick (1992) as cited in Miley, O'Melia & Du Bois (2001:77) all people have a natural power within themselves that can be freed. When social workers' sustain this inherent power, they enhance the prospect for positive growth. People strive towards the development of their potential, mastery, and self-actualization. This humanistic view leads Social workers to recognize 'each person's multi-potentialities, that is, latent resources, strengths and creativity'.

People's lives get better when they focus on what they can do rather than what they cannot do. This notion is in line with the social work practice principle of non- judgemental attitude towards clients in the helping process; where the social worker accepts the client as is, not as he thinks he ought to be.

The strengths focused workers infuse the professional values into their practice by building on people's strength. This implies that having identified what are the challenges, the client is encouraged and assisted to examine the resources, to mobilize forces and to weigh the alternative approaches to do something about the situation. A competent social worker affording the client support enables the sound choices of action from among alternatives to be made.

Relating to the value that people have problem solving capacity, and by communicating this value, the social worker reinforces worth and the spirit of discovery. Self-affirmation leads to greater discovery and to personal, family and social effectiveness. In relation to the flagship programme the social worker regards the community as glass half full and not half empty. The community is seen as assert with strengths on which the worker and community can stimulate development (Miley, O Milia, & Du Bois 2001:91).

The Miley, et al (2001:91) further mentioned that in order to be able to apply the asset based approach, the worker needs to have a clear understanding of how to focus on the present and to incorporate the vision of the future. In viewing the client as resourceful, the social work practitioner demonstrates the respect for what the clients have to offer. With reference to Tlhabologo flagship programme the practitioner needs to acknowledge and assist the programme participants discover their current situation, and help draw strengths as well as resources available in the community network to achieve their goals. This orientation toward community strengths and environmental resources is essential for implementing an empowering approach.

Miley, O' Melia, Du Bois (2001:213) stated that a community strength include an appreciation of its diverse population, shared community values and standards, timely and deliberate response to community problems and needs, and availability of resources. Strengths are found in well maintained infrastructure, adequate transportation system, affordable housing, equitable tax levies, committed office holders and sound economy. Though Mathateng has lack of resources as outlined in the text, the community has shown signs of coping mechanisms portrayed in strengths to do something for themselves. For instance, the community has its members at the time of crisis situations, use donkey driven carts as means of transport, mud houses used as type of dwelling, old women assisted in child births and upbringing in the absence of health facilities, and the traditional leadership exits to maintain law and order and offer guidance in community affairs. Miley et al (2001:213) further alerted social workers to look for exceptional indicators when things are going well or when

difficulties decline. It is further stated that clients need to do more of what is already working until the problem no longer exist. The resultant being the awareness of both the worker of the clients' strengths relative to the goals rather than the clients' deficiencies.

Miley et al (2001:211) stated that assessing strength of a community is similar to exploring resources of other systems. Hence the social worker conducts inventory of community assets and audits its capacity for development. In order to respect diversity, the worker remains open to culturally specific clues to community strengths. For example, community solidarity or support for fellow community members within the flagship programme or the broader community during time of bereavement, or weddings is a social indicator of community strengths both in terms of the content they present and the process by which they develop. The worker focuses concurrently on what the community offers to its members and how members contribute to the community in return.

2.6.4 Social Development Approach.

Social development is defined by Midgley (1995; 25) as a process of planned social change designed to promote the well being of the population as a whole in conjunction with a dynamic process of economic development. Social development approach is comprehensive and universalistic in a sense that it seeks to enhance the well-being of the whole population. Its distinct feature is its attempt to link social and economic development to promote better life for all.

This approach is characterized by interdisciplinary focus as it emphasizes political economy as a basis for analyzing and dealing with social problems. In this approach development is regarded as a process.

The social development approach according to United Nations in Patel (2005:29) could create an enabling environment for people to enjoy long, healthy, productive and creative lives. It could also lead to the widening of people's choices by creating opportunities for expanding their human capability and functioning. Through improvement in health status, educational attainment and

income, individuals are able to live longer, lead fulfilling lives and have access to resources to improve their standard of living.

The developmental approach as new approach to service delivery adopted by the democratic government, advocated for the facing out of institutional care (e.g. children's homes) in favor of family centered and community based programmes such as, private place of safety and community home based care. The generic services proposed in the policy would form part of a network of multipurpose community oriented services integrated and decentralized to local and district levels (White Paper for Welfare, 1997).

Patel (2005:33) maintained that the Department of Social Development renders services through three broad programmes; it needed to integrate service delivery to enable targets to deal effectively with social issues such as poverty, food security and other social ills. In realization of this idea, a developmental approach to service delivery was apparent an approach based on the strengths of individuals, groups and community. This approach is imperative and relevant as it recognizes people's capacity for growth and development.

The democratic government based on this approach envisaged social programmes that are developmental in nature. These developmental programmes were intended to impact on social problems, hence the flagship programme for unemployed women and children under five years (which is the core of this research) were conceived and implemented. The programmes were supposedly based on needs analysis and have clearly defined goals, objectives, targets, strategies, allocated budgets, and evaluation mechanisms (White Paper for Welfare 1997).

Despite adoption of the developmental approach by government, in recent years social service practitioners found themselves more often having to adopt a 'make do" approach which implies improvising their actions as dictated by resource limitations rather than needs, priority or statutory and internationally ratified obligations (ANON, Social Development 2006:5).

In order to deal with the inefficient government service delivery, government introduced *Batho-Pele* principles which mean People First. It is the aim of the government's programme for transforming public service delivery from an inefficient bureaucracy with focus on rule, to a culture of customer care, in which the needs of all citizens of South Africa are truly served, irrespective of their race, gender or creed. This programme is set out in the White Paper on Transforming Public Service Delivery (Government Gazette NO 18340, October 1997)

The *Batho Pele* principles are regarded as key to developmental approach relevant in the South Africa context and all public servants were expected to adhere to them hence their relevance to Tlhabologo flagship programme. The eight guiding principles are discussed below:

- Participation: people should be full engaged in their process of learning, growth and change, starting from where they are moving in their own pace.
- Self-reliance: people should be connected to each other and with their environment in ways that make them more effective in their individual and collective effort towards a better life, developing leadership, decision-making and planning skills, inter alia.
- Empowerment: Power relations should shift towards people achieving greater control and influence over decision and resources that impact on the quality of their lives through increasingly interdependent relationships.
- Universal access: social development should be available to all vulnerable groups. No individual or group should be denied access either because of lack of resources or lack of knowledge of how to access services.
- Equity: disbursement of resources should be based on need. Priorities and historical imbalances.
- Transparency: There should be access to information, and openness regarding administrative and political conditions.

- Appropriateness: There should be responsiveness to social, economic, cultural and political conditions.
- Accountability: All legislation, policy and regulations should be complied with.
- Accessibility in terms of physical and geographical conditions, time, language and need should be ensured.
- Efficiency and effectiveness: objectives should be achieved in the most cost-effective manner.
- Partnership: It is the collective responsibility of government, civil society and the business sector to deliver services.
- Social integration: Policies and programmes should promote social justice.
- Sustainability: Long term maintenance of desired goals should be possible (White Paper on Transforming the Public Service Delivery: Government Gazette NO 18340 October 1997).

The concept of Batho-Pele is derived from the social development approach and the Public Service Administration policies. It is an idea and a promise to the public and underpins the service delivery in the department of Social Development and all service delivery practitioners are expected by government to observe and comply with them. In these principles, the consumers of any service must be given first priority in the service that is rendered. This seems not to have been the case with Tlhabologo Flagship Programme, for instance where participants were not involved in deciding the shape and size of the programme.

To conclude, Chapter 2 dealt with literature review on work done by other scholars relevant to the research topic. The review of literature also assisted in obtaining background information which broadened the researcher's understanding of the research topic. In addition, the theories forming the researcher's framework have been applied to anchor the study onto the theoretical perspective. The study made use of theories to fulfill, strengthen and widen the relevance of theories in the academic development.

CHAPTER 3

3.1 INTRODUCTION

The essence of this chapter is on the research methodology employed in this study with a special emphasis on the research design and methods of data collection used.

3.2 RESEARCH METHODOLOGY

Research methodology includes a description of the specific techniques to be employed, the specific measuring instruments to be utilized and the specific series of activities to be conducted in making the measurements (De Vos, Strydom, Fouche' & Delpont, 2005:118). Mitchell (1997:125) further defined research methodology as the techniques of a particular discipline used to manipulate data and acquire knowledge. Methodology is therefore, concisely the method or the strategy the researcher uses to pursue her interest. It consists of the research design, methods of data collection and data analysis. The following is a full description of aspects of methodology.

3.3 RESEARCH DESIGN

Methodology is therefore, concisely the method or the strategy the researcher uses to pursue her research interest. It consists of the research design, methods of data collection and data analysis. The following is a full description of different aspects of methodology.

Mouton (2001:55) defines research design as a plan or blueprint of how one intends to conduct the research. Research design is a plan which includes every aspect of a proposed research study from the conceptualization of the problem right through to the dissemination of findings (Grinnell, 2005:547).

Research design can therefore be defined as the procedure or strategy that the researcher uses or adopts to approach the research process.

For purposes of this study, the researcher used programme evaluation design. Programme evaluation has been defined by Grinnell (2005:402) as “the systemic study of the operation of social action, treatment and intervention programmes and their impact”, whereas Rutman (1977) in Mc Innis- Dittrich (1994:114) refers to programme evaluation as the critical and rigorous examination of a programme’s operations and outcomes with attention to the programme goals and other effects, intended or unintended. Programme evaluation is conducted within the public or private agency to examine programme’s efficiency and determine whether a programme has achieved its goals for the service population.

In this instance the study evaluated the impact of the Tlhabologo flagship programme on the participants, and to ascertain whether the programme has achieved its intended purpose as a poverty alleviation strategy.

The type of programme evaluation that was used for this study was process analysis. Process analysis has been found to be relevant for this study because it is normally undertaken at the level of practice and is used to determine whether a programme is being conducted in a manner that achieves its objectives.

Process analysis according to Alston and Bowles (2003:140) is used to assess overall programme quality and in particular to determine whether it is achieving its original objectives. The stages in process analysis as outlined by Alston and Bowles (2003: 140) are as follows:

Observation: The researcher observed the involvement of participants, the enthusiasm displayed, the support offered by officials and the impact of the programme participants.

Analysis of agency [programme] records: The records analyzed included among others, the business plan, asserts registers, production level, monitoring tools, and performance.

Interviewing workers at different levels: the interviewees included women participants, programme leaders, governmental and non-governmental officials and ex- programme participants.

Analysis of data sheets and logbooks: these included information on visitors to the programme and participants attendance register.

Assessing agency resources: these included assessing human and capital resources allocated to the programme by the government and non governmental organizations involved in the programme.

Making recommendation: this was the final stage where the researcher made recommendations geared to improving the programme.

The programme was evaluated against the twelf following key indicators:

- Infrastructure
 - Housing
 - Schools
 - Community centre
 - Roads
- Education
 - Schools
 - Abet
 - Crèche
- Capacity building
- Health
- Sanitation
- Water
- Energy
- General Administration of the programme
- Programme resources, for example Provision of adequate resources, support/ mentoring monitoring Tools, progress review

- Effectiveness of the programme as poverty alleviation strategy
- Programme as poverty alleviation strategy
- Programme sustainability

This research was qualitative in nature as the researcher was interested in obtaining in depth information on the impact made by flagship programme on unemployed women with children less than five years. Seaman (1987:10) postulates that qualitative research is the one in which the researcher plans to observe, discover, describe, compare and analyze the characteristic attributes of the theme and underlying dimension of a particular unit, in this case unemployed women participation in Tlhabologo flagship programme.

Merriam (1988) as cited by Kang'ethe (2006:20) named six core assumptions pertaining to qualitative procedure:

- Qualitative researchers are concerned primarily with process, rather than outcome or products.
- Qualitative researchers are interested in meaning- how people make sense of their lives, experiences, and their structures of the world.
- The qualitative researchers are the primary instruments for data collection and analysis. Data mediated through this human instrument, rather than inventories, questionnaires or machine.
- Qualitative research involves fieldwork. The researcher physically goes to the people, setting, site, or institution to observe or record behavior in its setting.
- Qualitative research is descriptive and exploratory in that the researcher is interested in process, meaning, and understanding gained through words or pictures.
- The process of qualitative research is inductive in that the researcher builds abstractions, concepts, hypothesis, and theories from details.

3.3. POPULATION AND SAMPLING

Neuman (2003:26) stated that population or unit of analysis refers to the population or type of unit the researcher uses when measuring variables. Common units of analysis include the individuals, the group (e.g. family,

friendship group), the organizations (e.g. corporation,) the social institution (e.g. a religion, education or the family) and society (e.g. nation or tribe) etc. This is validated by Mouton (1998:134) stating that population is a collection of objects, events or individuals having some common characteristics that the researcher is interested in studying. The population of the study is unemployed women with children under the age of five years that are participating in Tlhabologo flagship programme.

A sample is a group of subjects selected or sampled to represent a larger population of individuals. Sampling therefore, is a system of systematically selecting cases for inclusion in a research study Neuman (2003:26). Arkava and Lane (1983:27) as cited in De Vos, Strydom, Fouche and Delport (2005:194) further define sample as comprising elements of the population considered for actual inclusion in the study, or it can be viewed as a subset of measurements drawn from a population in which it was drawn. The units of analysis in this study are of three categories, namely the programme participants, ex-programme participants, officials from government and non- governmental organizations involved in the programme.

3.3.1 Sampling procedure

Tlhabologo flagship programme comprises of five income generating projects, namely: brick making, knitting and sewing, poultry, candle making, and vegetable gardening. Each project comprises of an average of fifteen members (unemployed women with children under the age of five years). All of these projects were included in the study.

There are hundred and twenty unemployed women participating in the above indicated projects, and the researcher studied the entire pool of cases or elements irrespective of age. This means, there was no need for sampling since the whole population was targeted for the study. Studying the entire population of participants, the researcher believes, was one way of increasing validity and reliability of the research findings. In addition to the programme participants, the researcher also included those participants that have spent the minimum period of three years in the programme but left the programme due to various reasons (ex- programme participants).

The procedure used in the selection of ex- programme participants was non-probability sampling since the population was unknown to the researcher. In non-probability sampling the odds of selecting a particular individual are not known because the researcher does not know the population size or the members of the population (Gravetter & Forzano, 2003:118). The technique of non probability sampling that was used was snowball for the programme ex-participants. De Vos et al. (2005:203) define snowballing as a technique which involves approaching a single case that is involved in the phenomenon to be investigated in order to gain information on other similar persons. In turn each member interviewed was asked to give names of at least four other people to be approached for interview to make up the sample. In this way the researcher proceeded until she identified a sufficient number of people to make up a sample for each of the categories. This was done with the assistance of trained interviewers.

In addition to the programme participants, one official responsible for the programme from each of the three government departments (namely: Social Development, Agriculture, and Health) and one official from each of the non governmental organizations (namely: Operation Blanket, A-Re- Ikemeleng Basadi, and Independent Development Trust) who are involved in the Tlhabologo flagship programme was included in the sample. The sampling procedure for the officials was purposive sampling. The reason for the use of this procedure is because of the relatively small population of officials. The officials involved in

Tlhabologo flagship programme were interviewed individually. The aim of interviewing the officials was to confirm and cross check the responses from the programme participants whom they serve directly.

3.4. METHODS OF DATA COLLECTION

Methods of data collection are the tools or the instruments the researcher applies to collect data from the field. According to Creswell (1994:16) data collection steps involve:

- Setting the boundaries for the study,
- Collecting information through observation, interviews, documents, and visual materials, and
- Establishing the protocol for recording information.

The data collection was cross sectional, meaning that, the researcher collected data at one point in time. It is usually the least costly data collection procedure. The qualitative process called for the researcher to build rapport through immersing herself in the environment of the people interviewed. This enabled the researcher to capture and probe the subjects' inner feelings and their attitudes.

Since the researcher used programme evaluation design with strong focus on process analysis, the following methods of data collection were used: focus group interviews with programme participants; individual interviews with officials; ex- participants and content analysis; and literature review.

3.4.1 Focus Group Interviews

This is the method in which the researcher used an interview guide or an interview schedule to interview a number of respondents in a group for them to answer in a discussion form, while the researcher recorded all the answers, comments, and observed emotions arising from the discussions.

An interview guide/ schedule are a set of questions read to the respondents by an interviewer, who recorded responses (Raath, 2001, Strydom, 2002:395-399,

Wessels, 2003). The respondents in this study were all unemployed women participants in the flagship programme. The interview guide consisted of unstructured questions all build along the stated key performance areas. The researcher was assisted by trained research assistants. The five focus groups consisted of 10-15 members per group. The number of the members in each focus group depended on the number of programme participants who turned up from each of the five projects. Each interview lasted between sixty and ninety minutes.

Interview technique offered the advantage of being flexible because the interviewer had a chance to follow up leads, probe, and ask questions for clarification when necessary. However time consuming and expensive the procedure, it provided greater in depth and detailed information than questionnaires. This statement is qualified by De Vos, Strydom, Fouche and Delport (2005:287), in stating that, qualitative interviews are an attempt to understand the world from the participant's point of view, to unfold the meaning of people' experiences, and to uncover their lived world prior to scientific explanations.

3.4.2. Individual Interviews

An interview schedule with a set of unstructured questions was administered in a face to face interview with each of the three government departments' officials from Social Development, Agriculture and Health and each of the two non governmental organizations' officials from Operation Hunger and Operation Blanket who are stakeholders in the Tlhabologo flagship programme. The third non governmental organization, A Re Ikemeleng Basadi refused to participate in the study. The aim of interviewing officials was to confirm and cross check the responses from the programme participants. This served to increase validity and reliability of the data collected from the participants.

3.4.2 Literature Review

Literature review is a way of building on the research of others. It helped to identify and strengthen the hypothesis or research questions. It tapped the opinions and insight of those familiar with the area one intended to study and was a basis for comparing with results to be found in the study (Creswell, 1994).

If conducted carefully and well presented, it adds much to an understanding of the problem selection and helps place the results of a study into a theoretical perspective. Literature review builds a body of accepted knowledge on educational topic (McMillan & Schumacher, 1984:56).

Kang'ethe (2006:39) summarizes the literature search in a research study to be accomplishing the following purposes.

- It shares with the readers the results of other studies that are closely related to the study being reported (Fraenkel & Wallen, 1990:18).
- It relates a study to the larger, ongoing dialogue in the literature about a topic, filling in gaps and extending prior studies (Marshall & Rossman, 1989:22).
- It provides a framework for establishing the importance of the study with other findings (Creswell, 1994:38)

The researcher focused on literature from various sources of information, all pointing to the contribution of the Tlhabologo flagship programme on the lives of unemployed women with children under the age of five years. The database utilized was a systematic library search, government unpublished reports and relevant documents, social work books and internet.

3.4.4. Content Analysis

In addition to focus group interviews, individual interviews and literature review, the researcher also conducted content analysis to gain more information about the programme. Maree (2008) in Mc Innis-Dittrich (1994:112) asserted that content analysis is a systematic approach to qualitative data analysis that

identifies and summarizes message content. It is a term that refers to the analysis of documents such as books, brochures, written documents, transcripts, new reports and visual media.

In the context of the study, content analysis was used concurrently with analysis of the agency / programme records as outlined in the process analysis by Alston and Bowles (2003:56). This was done with the intention to gain understanding administration in the programme. The documents which were looked at included the business plan, attendance register, constitution of the programme, monthly bank statements, inventory register, cash book, and stock book.

3.5 DATA ANALYSIS

The central purpose of data analysis in qualitative studies is to sift, sort and organize the mass information acquired during data collection, so that interpretation addresses the original research question of how the findings of the study shall be prepared (Neuman 2003:419).

The researcher used coding, memo writing techniques, words, and quote themes, as the main tools for data analysis. De Vos, Strydom, Fouche', and Delport (2005:341) state that coding represents the operations by which data are broken down, conceptualized and put back together in new ways. Coding is the hard work of reducing mountains of raw data into manageable piles. In coding, a researcher organizes the raw data into conceptual categories and creates themes or concepts, which he/she then uses to analyze the data. In this study, the researcher organized the raw data into categories that fit into the key performance areas. Data coding, therefore serves simultaneous activities of mechanical data reduction and analytic categorization of data. It is a central process by which theories are built from data.

The researcher located themes and assigned initial labels in a first attempt to condense the mass of data into key performance areas. De Vos, et al (2005:341) maintains that this phase of data analysis is the heart of qualitative research. De Vos, et al (2005:341) further maintained that analytic memo is a memo or

discussion of thoughts and ideas about the coding process that a researcher writes to him/ herself. For the purpose of this study each code theme was allocated to a particular key performance area and contained a discussion of the concept or theme. The rough theoretical notes form the beginning of analytical memos. The analytical data forges a link between the concrete data or raw evidence and more abstract theoretical thinking.

A memo contains researcher's reflection on and thinking about the data and coding. The memos form the basis for analyzing data in the research report. While data forms evidence, the analytic memos have a conceptual theory building intent. They do not report data but comment on how data is tied together or how a cluster of data is an instance of a general theme or concept.

3.6 ETHICAL CONSIDERATION

Ethically it is correct to seek approval of the 'gatekeepers' before entry into the research site (Creswell, 1994:35; Marshall & Rossman, 1989:114). Gatekeepers are the persons that the researcher needs to warrant entry into the research field to collect data. The permission to gain access to respondents need to follow the government bureaucratic and ethical procedures. The researcher wrote a letter to the Ratlou Service Point Manager and the Programme Coordinator requesting permission to access participants in the flagship programme in order to conduct research (ANNEXURE 'C').

The researcher had the obligation to respect the rights, needs, values, and desires of the informants. This was because to some extent the researcher invaded the private life of informants as she collected data (De Vos, 2005:341). In the study, each informant received information about the intentions of the research through the programme coordinator. Prior to data collection the researcher ensured that the informants were provided with information regarding the importance, and objectives of the study and were informed that participation was purely voluntary and that one's decision not to participate was respected.

This implied that the informants had to have informed consent before taking part in the focus group discussions.

The researcher assured informants of the anonymity and confidentiality of the data. No unwarranted reassurances were to be given to participants but the possibility that the findings could be of great assistance to the government and might help in the realignment of the programme if necessary.

The researcher intended to make use of a tape recorder to capture information or the entire interview during data collection. This was to be used in focus groups with programme participants. However the researcher had the obligation to inform participants of the need to publicize the research findings which might be contrary to the issue of confidentiality as this was the essence of research. This constituted a state of ethical dilemma.

Chapter 3 gave the overview of the research method and procedures the researcher used to conduct the study which includes the research design, population and sampling procedure, research instruments, data analysis, as well as the ethical considerations.

CHAPTER 4

INTERPRETATION AND ANALYSIS OF DATA

4.1. INTRODUCTION

This chapter focuses on analysis and interpretation of the data collected from the various populations of the programme such as unemployed women with children under the age of five years at Mathateng village who are part of Tlhabologo flagship programme, ex programme participants, officials from three government departments (Social Development, Health and Agriculture) and two non governmental organizations (Independent Development Trust, Operation Hunger) which were involved in the programme.

The study being qualitative focused on a number of research questions which the data analysis should answer. Different methods of data collection were used; these included literature review, individual interviews with officials from Government Departments and Non-Governmental Organizations who were involved with the programme and focus groups interviews with the beneficiaries.

Tesch, (1990) in Kang'ethe (2006:94) states that in qualitative research processes, data analysis is eclectic, meaning that there is no right or wrong way of doing it, which implies that different methods or approaches could suffice.

In the process of analyzing data, several activities such as sorting the information into categories, and writing up qualitative text simultaneously engaged the attention of the researcher. This is supported by Tutty, Rothery and Grinnell (2005:90) who stated that, the central purpose of analysis in qualitative research is to sift, sort and organize the masses of information acquired during data collection in such a way that it addresses the original research problem.

To effect data interpretation, the researcher did data reduction where variables related to experiences, opinion, and understandings of unemployed women who are participating in the programme were analyzed using inductive approach.

This implies that concepts were formulated from the empirical data rather than from the pre formulated theories (Morse & Fields 1996:52).

Data presentation was done in diverse ways. The answers were first grouped according to content and then categorized into themes and indicated key performance areas (KPA"s) in the process trying to keep the researcher's interpretations to a minimum and constructing categories from participants own views. The data had to be reduced to certain patterns, categories or themes to allow interpretations to be made using different techniques. The intent of qualitative research has not been to generalize the findings but to form unique interpretation of events (Neuman, 2003:7).

The process of collecting and analyzing data was guided by the following research questions:

- What impact does the programme have on women and children?
- Is the programme effective as a poverty alleviation strategy?
- What are the strengths and weaknesses of the programme?
- Has the programme improved the quality of life of women and children?

To answer the above questions, the evaluation of the Tihabologo flagship programme was based on the following twelve key performance areas were used as indicated in page 71.

The following stages of programme analysis model according to Alston and Bowles (2003:140) were implemented to complement the collection and analysis of data:

- Observation: during the focus group interviews the researcher observed different aspects of the programme participants.
- These included among others, the involvement of participants, their expressed feelings and enthusiasm displayed.

- Analysis of agency records: the records which were analyzed include among others, the business plan, production level plan, monitoring tool, and performance records.
- Analysis of data sheets and logbooks: these included information on visitors to the programme and participants' attendance registers.
- Assessing agency resources: these included assessing human and capital resources allocated to the programme.
- Making recommendation: this is the final stage where the researcher made the recommendations geared to improving the programme (Alston & Bowles, 2003:140).

4.2 RESPONSE RATE

The researcher targeted 120 programme participants for involvement in the focus group interviews and only 97 turned up for focus group interviews. This constituted 80% of the whole target population. The response rate of participants is considered well above average. The researcher is of the opinion that the data may be considered valid, reliable, adequate and representative of the views of programme participants. The researcher held five focus groups with programme participants. Each focus group comprised of 10-15 members. The focus group interviews were held in the community hall which was easily accessible to all the participants.

All officials responsible for the programme were individually interviewed to validate or refute what participants said.

4.3 ANALYSIS OF DATA FROM FOCUS GROUP INTERVIEWS WITH PROGRAMME PARTICIPANTS

4.3.1. Infrastructure development

The researcher's interest in asking the question on infrastructure development was motivated by the quest to find out whether there had been any improvement on the general infrastructure in the village brought about by the implementation of

the flagship programme for unemployed women and children less than five years. The majority of programme participants interviewed reported that prior to programme implementation the infrastructure was generally very poor. This particularly referred to type of housing, schools, community centres and roads which were all in a very poor condition.

The question on housing was specifically asked to assess whether the housing conditions have improved. All the groups unanimously agreed that prior to programme initiation; they were staying in poorly developed housing structures. They explained that the majority of their houses were built of mud, roofed with thatch and or plastic material and with poor ventilation. Their housing condition has been improved because of their involvement in the programme. This was done as a locality development programme to complement the flagship programme. Those interviewed reported that spill off of the programme provided two hundred and fifty (250) houses through the department of Developmental Local Government and Housing in 2005. This was done as locality development programme and to comply with section 26 of the constitution of South Africa which state that housing is a human right (Constitution of South Africa, Act 108 of 1996). The provision of houses in Mathateng village therefore implies that the government acted within its mandate as provided for by the constitution of South Africa. This is supported by the RDP document which clearly endorses the principle that all South Africans have the right to a secure place in which to live in peace and dignity. The constitution further mentions that although housing may be provided by a range of parties, the democratic government is ultimately responsible (RDP document, 1994: 23).

The participants indicated during the focus group discussions that Mathateng community did not have a school and the crèche prior implementation of the programme. The community through the brick making project managed to erect a two roomed structure that was later used as a crèche building. They further explained that two women were then identified and trained in early childhood development programme. The crèche centre started to operate with fifty eight children and by the time of research it had grown to eighty children. It further

surfaced during the discussion that, the crèche was consequently registered as a Place of Care with the Departments of Social Development and Education. This qualified the crèche the subsidy for meals for children at the amount of R4, 50 per child per day which was later increased to R12.00 per child per day and the conditional grant for the early childhood development practitioner's remuneration at the amount of R1000.00 per month. The participants were of the view that the grants helped a great deal to sustain the early childhood development programme.

There was a general consensus that focus groups reported further that the community centre that exists in the village is the resultant of the flagship programme. They explained that the community centre is used for various community activities which include among others, the community meetings and the activities of the flagship programme. With reference to roads as part of the infrastructure, the respondents across the board reported little or no development on the roads. They explained that the roads used to join Mathateng village with the neighboring villages are still poorly developed. The roads are reported to be untarred gravel roads. The discussion with the participants proved that through the programme, participants gained better housing structures, community centre, early learning centre, and primary school, which could be alluded to as programme strengths. The lack of improvements on roads that join Mathateng with neighbouring villages and the roads within the village was acknowledged as the programme weaknesses.

4.3.2 Education

All the participants interviewed expressed their appreciation in the improvement of education brought about by the programme. They indicated that in March 2005 the community received a primary school, comprising of six classrooms as part of locality development programme that supported the flagship programme. The Department of Education deployed four teachers to the school. They unanimously reported the gratitude of the relief brought about by the provision of the school for the young children in the village. This was regarded as a relief as

children in this village had to travel long distances on foot to attend school in other villages over a number of years.

The Adult Basic Education and Training (ABET) programme was also reported by all interviewed participants to be a consonant of the flagship programme. It was further explained that most of the programme participants attended the ABET classes and this programme was said to have marked a difference in their illiteracy level. The majority explained the pleasure they derived from being able to write their names, read letters to and from their friends and relatives without being aided. This to them was a positive step towards self improvement.

4.3.3 Capacity building

4.3.3.1 Duration of programme participants' engagement in the programme.

All participants interviewed across the focus groups confirmed that they have been involved in income generation projects as part of the flagship for more than ten years. These are self- help projects that are commonly found in rural communities. This implies that the significant number of participants have more experience in the projects and are committed to the programme. The rationale for asking this question was to compare participants' socio-economic status prior and the ten years they spent with the programme.

It became apparent from the participants' responses that though they had been involved in income generation projects for the past ten years, their economic status had not improved much because of the approach used. The approaches used were stereotyped, small scale and enough for hand to mouth. The projects were said to be small, minimal, lack proper resources and direction. This can be attributed to illiteracy of project participants and lack of proper supervision from project managers. It could be concluded from the discussion that the strength of the programme was its existence over a number of years which accorded participants opportunity to acquire skills such as sewing, brick making and growing vegetables; and the weakness was that although it existed over a long

period of time the economic status of women had not improved by skills acquired.

This could be attributed to the fact that projects were at very small scales, lacked proper resources and direction and skills gained did not enable participants to be employable elsewhere and could not yield high income to sustain the projects

4.3.3.2 Usefulness of skills acquired in the programme.

The rationale for asking this question was to assess the quality of training provided to participants. Most of the participants across the board indicated that they acquired skills such as, threading and using the sewing machine, child minding, melting and using different shapes and colours to cast candles, brick making, and vegetable gardening. It surfaced during the discussion that the majority in poultry farming project participants did not receive any form of training. It was reported that only the project leaders received training and all other participants in poultry project were expected to learn from them. The project leaders were trained to be trainers.

They were expected to impart knowledge to other participants but failed to do such. This disadvantaged other participants. This lack of training negatively contributed to effectiveness and efficiency of the poultry project. Conclusively, it could be deduced that successful training of participants can be regarded as the strength of the programme, though there was weakness with regard to poultry participants who did not receive training. The quality of training provided was superficial and could only help participants with projects' daily activities however could not help to produce artifacts of good quality that could help the programme to earn profit and be sustainable.

4.3.4. Health

South Africans mental, physical and social health has been severely damaged by apartheid policies and their consequences. This left the provision of health care facilities at a very poor state specifically in rural areas. The health care and social

services that were developed were grossly inefficient, inadequate and unevenly distributed (RDP document (1994:84).

The programme participants had to answer a question on the availability of health facilities in their area. The researcher wanted to ascertain whether health services were improved as a result of the programme. The researcher's question was motivated by the fact that the RDP document (1994:84) clearly states that rural development aims to improve the quality of rural life; while the constitution of South Africa (Act 108 of 1996) provides the right to access health facilities. The respondents reported lack of health facilities in their village. The nearest health facility was said to be at Masamane village which is about 5 kilometers from Mathateng village. The Masamane clinic was reported not to be easily accessible to community because of distance and since it is closed on weekends, public holidays and functions between 8h00 to 16h30. For maternity and reproductive health services the community has to travel to Tshidilamolomo

Health Centre which is situated 15 kilometers away from Mathateng village. The participants further explained that, at the initial stage of the programme, there was a mobile clinic that visited the area on scheduled dates; however this service was later withdrawn by the Department of Health without any consultation with the community. The researcher observed and sensed dissatisfaction and disappointment from the participants.

Based on the information gathered the researcher is of the impression that the government had not done much to improve health conditions of the programme participants thus constituting the weakness of the programme. This is based on the fact that health services at Mathateng village are still non existent.

4.3.4.1 Nutrition

The RDP document (1994:41) states that an enormous number of South African children under the age of 10 years are malnourished and/or stunted. Many thousands of adults, especially the elderly are hungry, and millions of people, young and old, live in constant fear of being hungry. The question was geared

towards finding out whether the nutritional status of the participants had improved.

To qualitatively evaluate whether the nutritional status of programme participant had improved the first question they had to answer was to describe their nutritional status before the commencement of the programme. All of the respondents unanimously described the type of food they consumed as being home made samp, *kabu* (course cooked mielies), eggs and chicken meat from home reared chickens, traditional vegetable called *thepe*, *makatane* (melon), and *magapu* (Water melon) which were obtained from seasonal harvesting in the nearby white farms. They further explained the improvement brought about by the programme as being able to buy vegetables from the gardens within their locality, and purchasing other commodities such as canned food from the Turk shops and hawkers during pension payout days. The nutritional status of participants and indeed of the community as a whole was enhanced through vegetable gardening and poultry farming. This however was not sustainable as the projects gradually failed due to theft of garden tools; insufficient water; produce sold on credit and not paid for. This constituted the weakness of the programme as it failed to offer sustainable food security for the programme participants.

4.3.4.2 Sanitation

The question on sanitation was intended to find out if the respondents have access to adequate sanitation. There was consensus that with the implementation of the programme, access to sanitation was improved. The respondents unanimously reported that each household was supplied with a pit latrine. The respondents further explained that these were the only suitable type of toilets that could be provided as there is no sewerage system in the village. They expressed their gratitude towards provision of the pit latrines as they explained that prior to the programme implementation they used to relieve themselves in the veld around the bushes. The researcher however, observed during the interview sessions at data collection time that the children and adults

still use the bush for sanitation as there is no ablution block provided within the community.

This actually means that during the day, projects participants use bushes to relieve themselves since projects are conducted from the community hall where they spend the greater part of the day. This leads to contamination of the soil which means programme participants are exposed to unhealthy conditions which could make them susceptible to diseases such as scabies, colic, and diarrhea. This can be alluded to as the weakness of the programme whilst at the same time acknowledging the strength of providing the community with pit latrines to improve domestic sanitation.

The researcher was also keen to know about the waste removal. The respondents indicated that there was no waste removal service. They further explained that they still use the traditional way by digging shallow holes called "*thotobolo*" for disposing the waste.

4.3. 7 Access/ Availability of water supply

Water is a natural resource, and should be made available in a sustainable manner to all South Africans. The Reconstruction and Development document (RDP, 1994: 28) stated that more than 12 million people in South Africa do not have access to clean drinking water and sanitation and they had little or no say in provision of water and sanitation. Access to water resources is dominated by the privileged minority while the majority of the population enjoys little or no water security. All respondents concurred that there is insufficient water supply to their village. People at Mathateng as explained by participants depend on two water boreholes and that Mathateng area frequently experienced shortage of underground water supply. This they indicated is insufficient to the extent that the block brick making project had to close down and the vegetable gardening project was adversely affected. Insufficient water drastically affected the progress of the projects thus resulting in the closure of the brick and vegetable projects. This according to the researcher is an indication of poor programme planning

and management on the part of government and this constitutes the weakness of the programme.

4.3.8 Electricity/ Energy Supply

The RDP document (1994:33) states that an accelerated and sustainable electrification programme must provide access to electricity for the previously marginalized communities. It further mentioned that both grid and non –grid energy sources must be utilized in realization of this need and that communities must be involved in planning and execution of the programme.

The programme participants were asked whether there was energy supply to their community prior to the commencement of the programme. This question was motivated by the fact that historically rural women spent most of their time engaged in household chores which included among others fetching fire wood from the far away veld / bushes. The researcher therefore was interested to find out if the practice has been improved with the introduction of the programme. Respondents unanimously reported that there is electricity supply to part of the community. They further mentioned that this electricity is easily affected by wind or rainfall as indicated by intermitant black outs during windy or rainy days. The researcher concluded that the government made a positive attempt on provision of energy to this community although it has some shot comings. The bone of contention however is that there are no electricity coupon venders in the village and therefore people have to travel to Mafikeng town which is approximately 125 kilometers away from Mathateng to purchase coupons which are most of the time of lesser money than the cost of transport. This tended to be not cost effective. For example, to be able to buy an electricity coupon for R10.00 or R50.00 in Mafikeng town, people in Mathateng need R80.00 for transport which might increase drastically overtime due to ever-increasing petrol prices. It would seem that electricity supply to Mathateng village was planned; the issue of electricity venders was not incorporated in the plan. This is another indication of poor

planning on the part of government officials and a shortcoming of the flagship programme as a poverty alleviation strategy.

4.3.9 General Administration of the Programme

The respondents were requested to explain how the administration of the programme was carried out. The respondents explained that there is a committee responsible for the general administration of the programme. This committee consisted of various project leaders. The project committee was reportedly accountable to the Provincial Consortium which consisted of the officials from various government Departments involved in the programme.

It was further explained by the respondents that the committee had responsibility over the budget, cash flow, purchasing assets for the projects such as sewing machines, candle making machines, materials, motor vehicle; holding meetings, compilation and submission of monthly reports. However, the respondents collectively expressed their disappointment and lack of confidence in the project committee in the general administration of funds of the programme. The committee was accused of using programme funds for their own benefit without considering the needs and progress of the projects. The respondents further mentioned that there was no standardized monitoring tool used by the officials to check on progress of the programme activities. The supervision of the projects was non-existent. This was verified with officials and confirmed as true by the officials involved in the programme. This might have led to the weakening and lack of sustainability of the projects and part of the programme.

4.3.10 The effectiveness of the programme as a poverty alleviation strategy

This question was aimed at ascertaining the programme impact on participants. The respondents gave different opinions regarding the effectiveness of the programme as a poverty alleviation strategy. There was a general consensus among respondents that, although the programme has brought certain positive changes to the community, the programme failed to help the poor to have stable

income because the projects are not economically viable and are unsustainable. The vegetable garden and poultry production are only good to offer food security at a small scale but not as business or income generating projects. These were further affected by poor water services in the community.

The candles making project was good at the initial phase of the programme as it produced candles for local consumption however purchasing of wax material posed a serious challenge and with the introduction of electricity supply it was no longer viable as people started to use the electricity and candles were only used when electricity is off. The sewing project was also not doing well owing to drying up of the project funds as the project could no longer purchase the needed materials. This is an indication of poor management and lack of programme sustainability.

Notwithstanding the challenges indicated above, the majority of participants indicated that the programme added value to their lives as it kept them busy and focused unlike prior to programme implementation where they spent most of their time on household chores with no visible source of income. They indicated further that prior to involvement in the programme; they lived boring lives as they had nowhere to go and nothing constructive to do. Through the programme they have acquired minimal technical skills that they can use in their daily living or secure employment elsewhere. They indicated that the programme exposed them to team work, sharing ideas and making decisions together. Most importantly, the programme enabled them to keep their children in school as they are able to pay school fees, buy school uniform and books, and pay for transport to fairly their children to and from school.

The majority felt that the approach is good except that it needs improvement, adequate distribution of resources, production and rigorous marketing of products. The programme participants have courage to work on self help activities. One of their suggestions noted was if "we can get adequate skills, adequate and relevant equipment and appropriate material, we can make profit and pay ourselves salaries."

Most of those who appreciated the programme reiterated that they are breadwinners without husbands. Though the programme did not seem to alleviate poverty it seemed to have had positive spin offs for the participants and the entire community in which it is situated. It also seemed to have had positive effects on participants' social functioning; in that they are better able to interact in a group and form networks that complement their home life.

The internal dynamics of the programme such as lack of proper training, inadequate resources, poor project management, and dependency syndrome on the part of programme participants seemed to have retarded progress of the programme and had a negative impact on the original idea of economic upliftment of unemployed women and thus an indication of weakness of the programme. It would seem that the majority of participants joined the programme mainly for quick financial gains other than skills acquisition which could eventually lead to self reliance. This surfaced more often throughout the focus group discussions and during individual interviews with programme ex-participants when they indicated that there was no use coming to the projects everyday while their families go hungry and month end they were still not sure to receive their stipends.

4.3.11 Programme sustainability

The researcher's interest in this question was to find out if projects within the programme have identifiable market and potential customers that help the programme to sustain or survive. All the participants gave the explanation revealing that they have visible market to sell their produce, which are the villagers and people from neighboring communities who formed the major consumer groups. They further explained that sales were done at small scales to local tuck shops (vegetables) and local schools (school uniform) as they do not have support of big markets such as supermarkets and clothing shops. As a result of this the projects could not make visible profits since the villagers are mostly poor, unemployed and are mainly dependent on social grants from government. Owing to these factors, the programme participants were forced to

sell their products at very low prices to accommodate the socio-economic conditions in the village. The mode of marketing was mainly through individual and/or team orders. The meager surplus from the produce was used to sustain the programme by buying raw materials and part of the surplus was shared among programme participants.

Some unreliable project leaders were reported to have embezzled the sales monies and that led to mistrust, conflict and discouragement to some of the participants who finally left the programme. The overall picture as espoused by the participants is that generally, the programme is not sustainable and therefore not the best poverty alleviation strategy.

4.4. ANALYSIS OF DATA COLLECTED FROM INTERVIEWS WITH THE PROGRAMME EX-PARTICIPANTS

4.4.1 Ex- participants Response rate

In terms of the process analysis model of programme evaluation as per (Alston & Bowles 2003 :140) which stated that in order to assess the effectiveness of the programme, it is important to note the target group for whom the programme was intended, and ask who was using the programme, and who was failing to return and why? The researcher targeted 40 ex- participants who dropped out of the programme due to various reasons. The researcher was able to interview only 15 respondents. The respondents interviewed represented ex -participants from different projects within the programme. Since the population of the programme ex -participants was unknown to the researcher snowball as a technique of non probability was employed.

4.4.2 Reasons for joining the programme

This question was asked to unearth what motivated ex programme participants to initially join the programme. The reasons advanced by a significant number of programme ex-participants perceived the programme as an opportunity to earn money. The ex-participants explained that initially there was a stipend they

received from the programme which was eventually terminated without due consultation. The termination of the stipends was regarded as one factor that discouraged them from further participation. Ex- participants' expectations or interests were more on making quick cash for survival than acquiring life skills for personal empowerment as envisaged by government.

The government through the flagship programme aimed at empowering women with children under five as it viewed the women as a glass half full than glass half empty. Kirk (2000) in Gray and Larson (2006:322) offered several tips for managing expectations. She maintained that the way information is presented can either clarify or muddy expectations. She further explained that, it is only human nature to interpret situations in one's own interest and where possible state the obvious as what is obvious to one person may be obscure to the other. For example, if at the beginning of the programme participants were informed that the funds allocated for stipends were limited and would at a certain stage of programme seize and that they were expected to work harder to sustain the programme as it unfolded might have cleared their expectation from the initial phase of the programme. This might have given participants an opportunity to decide whether or not to join the programme. The respondents explained that the officials had during meetings held with them asked about the problems encountered in the programme which created an impression that they were to assist in resolving them but in vain. These respondents were of the opinion that this had created unwarranted expectations. Categorically, it appeared from the discussions that, ex-participants had unmet expectations that lead to them to be discouraged and eventually left the programme.

4.4.3 Period spent in the programme

The rationale for asking this question was to assess the time spent in the programme prior to leaving. A significant number of programmes ex participants revealed to have spent an average of three years in the programme. This is an

indication that most of them were with the programme for a considerable period to acquire some skills which could make a difference in their lives.

4.4.4 Reasons for leaving the programme

The researcher was also interested in reasons that made respondents to leave the programme. The respondents advanced various reasons that made them to leave the programme such as lack or insufficient incentives, untrustworthy project leaders who embezzled funds, conflicts in the programme, drying up of funds, demotivating factors such as theft of chickens, and delay in purchasing projects materials. Some programme ex- participants explained that they could not help seeing their families hungry even though they were working on daily basis. This is because stipends were not paid regularly as such they were unable to maintain their families, as a result they had to go and find work elsewhere to earn a living.

4.4.4 Lessons learnt from the programme

The Reconstruction and Development Programme document (1994: 8) stated that education and skill training through people centered programme was crucial to unlock boundless energies and creativity suppressed by racism and discrimination. Stewart and Liebenberg (1997: 22) argue that every institution involved with people's development has an obligation toward capacity building and facilitating learning process toward capacity building. In order to find out which skills were acquired by ex participants through participation in the programme, they were asked to explain what they benefited from the programme. All ex- participants were in agreement that they had gained various skills through participation in the programme. These acquired skills included the following: reading and writing, sewing, food production, poultry and egg production and candle making.

The children of the participants were reported to have benefited from the early learning centre on site as they were engaged in early childhood development programme. Child care provided on site was reported to have made it easy for participants to engage in projects while their children were being cared for at the

early learning centre. This concurred with the information provided by programme participants interviewed in the focus groups.

4.4.5 Limitations of the programme

The ex participants were given a chance of self evaluation through looking at the whole process of the programme and thereafter identifying the factors that hindered or limited the programme from self sustaining or achieving its intended objectives. Respondents gave various reasons based on individual views as regard specific projects in which they were directly involved. Some of the limitations presented were as follows:

- “We struggled with irrigation of the garden as there was no sufficient water in the village.”
- “The type of soil is not suitable for production of vegetables hence it was very difficult to produce enough vegetables to make profit. This problem was often discussed with extension officer who promised to do something about the matter but there was no solution.”
- “We sometimes waited too long for seedlings to be delivered by extension officers from Department of Agriculture.”
- “Fencing around the garden was not strong, as such; children were destroying the food plots.”
- “Some unknown villagers stole vegetables before they were harvested.”
- “Selling and buying of produce was very slow and demotivating.”
- “The chickens were stolen because there was no security for the projects.”
- “We did not have proper implements for use in the garden.”
- “Some vegetables were sold on credit and people were later unable or refused to pay.”
- “Sewing material and wax for candle making was purchased in Johannesburg and we sometimes had to wait for long period to get material and time was wasted.”

- “Regular breakdown of machines.”
- “The stipends were not received timeously and later we were told funds had dried up. How can you work in an empty stomach?”
- “There was no control over members who did not attend regularly. Some came and left the project while others were at work.
- The method of payment used involved transfer of funds from government to programme account in tranches which delayed the running of the programme.”

4.4.6 Strengths of the programme

In identifying programme strengths in programme evaluation, disagreement with proposed or existing policy may arise. However, it is important to acknowledge that most social policies or programmes are developed with good intentions. Good intentions of a programme can be recognized without condoning its operations. (Mc Innis -Dittrich1994: 132). Based on the above statement, the ex participants were asked to explain what they thought were the strengths of the programme. The respondents outlined the following as strengths of the programme:

- The programme had support and guidance from government officials.
- The programme created work for the participants and it gave meaning to their lives.
- It gave participants an opportunity to learn technical skills.
- The money earned from the programme augmented social grants received from government or served as household income.
- The programme provided food, clothing, school uniform, meat and vegetables for the community although it was for a shorter period.
- The programme strengths advanced by programme ex participants concurred with some of the issues that were regarded as strengths by respondents in focus group interviews. The strengths of the programme

seemed not to outweigh its limitations as there were more limitations than strengths.

4.3.7 Suggestions on improving the programme

In addition to identifying the strengths and the limitations of the programme the researcher allowed respondents to give suggestions on how the programme could be improved. The following suggestions were advanced:

- Government funding to be increased to initiate relevant feasible projects such as livestock farming.
- To ensure that basic resources such as wax, seedlings and sewing materials are provided or bought timeously.
- Addressing provision of water;
- Provision of stipends that could enable participants to earn a living.
- Appointment of someone to supervise project team leaders and government officials.

The notion of livestock farming as a relevant project is supported by the researcher since this could be a viable project as Mathateng people have indigenous knowledge in animal farming and the area was originally a cattle post and possibly most types of livestock could thrive in this area. This suggested that the community was not consulted as to what type of projects could be suitable in this locality. It also gives indication that the community was not given a chance to be involved and participate in decision making. The government seemed to have prescribed ready made projects to fulfill own assumed objectives; such projects are normally not sustainable – commitment is low as shown in this programme. This also reflects what seems to be government's failure to realize the asserts that individuals and community possess. Barney's (1993:210) assertion of a people first development is based on his experience that people may give priority to increasing their participation in their environment, making improvement in their health, welfare and social security and to reducing wasteful social expenditures.

The suggestion that government should address supply of water to the projects was an assertion of government's failure to evaluate the appropriateness of the identified projects to the locality. This was supported by the official from the Department of Agriculture who was of the opinion that failure to address the water problem due to financial constraints led to the programme not achieving its intended objectives to the optimal. This is compatible with Mc Innis- Dittrich (1994:128) saying that the source of funding dictates what can and what cannot be done with the programme and that if the programme is extremely expensive and serves a small number of people, its cost effectiveness could be challenged.

4.5 ANALYSIS OF DATA COLLECTED FROM INTERVIEWS WITH OFFICIALS

4.5. 1 The Officials' response rate

The process analysis model according to Alston & Bowles (2003:140) further explained the need to consider service delivery itself by noting who was delivering the service, how effective they were and what actually the programme involved? Was the programme conducted in a specified manner and was it effective? In particular, the researcher needed to look at the costs and resourcing of the programme.

The researcher targeted one official from each government department, that is, Departments of Social Development, Health and Agriculture and one official from each Non Governmental Organizations involved with the programme. The researcher was able to interview all identified officials from government departments and two officials from Non governmental organizations; as one official from one NGO's was not willing to participate in the study. The reason advanced was that the department of Social Development failed to pay her organization cost incurred as agreed for training sewing project participants.

4.5.2 Provision of Resources and Problems Encountered

All officials individually concurred that government was responsible for provision of resources for the programme. They indicated that their role was limited to the identification of resources to be allocated to different projects. The decision as to what type of projects to be implemented was outside their mandate. They were instructed to identify resources for projects already determined. It seemed clear that they were guilty of not consulting with the community as to what type of resources they really needed. For example, the government officials purchased a vehicle for the programme without ensuring that there was someone with a driver's license to utilize it for the projects.

The Health official interviewed mentioned that the resources needed by the programme were identified, and decided upon by the health professionals, without due consultation with programme participants. In the case of the official from Department of Agriculture, confirmation was given that resources were identified, decided upon and allocated in consultation with the programme participants though prompt delivery was always a problem. The official further explained that resource allocation was determined in line with the needs of each project though they were not sufficient to sustain the entire programme.

The official from the Department of Agriculture was aware of the problem of poor quality of soil and poor underground water supply but due to insufficient funds allocated to the programme could not do anything about the problem. This was confirmed and concurred with what was said by the programme participants when they indicated that the problem of water shortage was more often discussed in the projects meetings and there was no solution forth coming. This was also alluded to as a weakness of the programme.

The respondent from Operation Blanket admittedly explained that some of the resources allocated for gardening such as hose pipes and sprinklers were not suitable due to lack of necessary infrastructure (powerful water pipes) and the implements were insufficient due to budgetary constraints.

The Non Governmental Organizations such as A re Ikemeleng Basadi and Independent Development Trust were reported to have been responsible for providing technical skills. Operation Blanket was reported to have provided material and technical training for the sewing project. Based on the responses by the officials, Operation Blanket and A Re Ikemeleng Basadi were providing technical skills to sewing project which seemed to have been a duplication of service to the project.

The officials indicated that there was no ownership with regard to the resources provided as most of the implements went missing. It appears that the allocation of resources was based on need approach rather than strength based approach. The implication is that officials did not take note of the assets available in the community that necessitated mobilization to realize programme objectives such as 'indigenous farming knowledge and skills. Ebersöhn and Elloff (2006:29) asserted that human beings arrive in the world with unique personal characteristics (assets, potential) that distinguishes them from others and that in asset based interventions, resources usually refer to whatever has the capacity to support mobilization and relationship building. The resources assist those who are involved in the process of asset mobilization to reach the goals that they have set themselves.

There was a general consensus from the officials interviewed regarding problems associated with provision of resources for the programme. The problems of resource allocation were conversely viewed from different angles by officials as indicated below:

- Delays in supply of sewing and candle making materials due to government red tape in supply chain policy.
- Insufficient funding for the programme.
- No funds allocated for marketing of produce.
- Resource allocation was based on assumptions than what projects needed.
- The officials were lacking capacity to manage the programme.

An example cited was, the Department of Agriculture which was expected to provide technical training on both the vegetable gardening and poultry production while specializing only on crop farming and lacking expertise in animal production. The assumption made was that the allocated official was from the relevant department therefore was expected to have expertise in both crop and animal production which was not the case. Other examples given were those of the Departments of Economic Development and Water Affairs and Forestry which were expected to render services in line with their mandates which were marketing and provision of water but prerequisite were not met in the budget to enable the said Departments to meet their obligations, such as searching for markets for the finished products and addressing the shortage of underground water which involved funds. The Department of Water Affairs and Forestry could only address the water problem superficially through repairing damaged windmill and connecting water engine. The researcher therefore concluded that the officials failed to provide the programme with the most important resource such as water which was basic to all projects. This became more evident when projects such as block brick making, vegetable gardening and poultry production ceased to function due to water problem.

4.5.3 Programme sustainability

The question was asked to assess the sustainability of the whole programme. The officials interviewed reacted differently to the question. Others were of the view that the programme was sustainable whilst others had a negative view. Those who had a negative view advanced the following reasons for non sustainability of the programme:

- The viability of projects and markets were not thoroughly researched.
- Issues of Indigenous knowledge were ignored
- Poor financial management, poor technical skills, insufficient administrative skills.
- Misappropriation of funds by project team leaders.

- Low level of literacy on the part of beneficiaries in different projects.
- Lack of ownership or unity of the programme by participants.
- Lack of proper monetary control systems.
- Inadequate allocation of human resources for technical assistance.
- Lack of incentives for programme participants.
- Need for Market identification
- Insufficient funds to ensure continuous programme monitoring.
- Lack of consultation with community.
- The products from the programme were sold on credit to poor people who could not pay hence no profit could be made for self sustenance.

Most of the identified problems confirmed what was indicated by participants thus confirming the ineffectiveness and limitations of the programme.

4.5.4 Programme as poverty alleviating strategy.

The respondents gave different views regarding the programme as a poverty alleviation strategy. The respondents maintained that the programme was not sustainable.

All officials attributed to lack of programme sustainability due to insufficient funds allocated to the programme. The funds which were allocated were reported to have been depleted before the programme could yield expected benefits for the participants. The participants involved were many while the programme yielded only meager surplus and no profit could be shared among participants, as such it was not economically viable although participants have gained life skills. This factor was reported to have led to some participants being demoralized and leaving the programme although there are some participants who stood their ground despite all odds. The officials were of the opinion that if the identified shortcomings in the programme could be effectively and efficiently addressed, the participants and the local community stood a chance to benefit more from the programme. They however did not dismiss the fact that there were benefits

derived from the programme though minimal. This categorically confirms that the programme had a number of problems which contributed to its ineffectiveness hence was not helpful as a poverty alleviation strategy.

4.6. LIMITATIONS OF THE STUDY

Fisher in Grinnell (1987: 44) stated that potential limitations are often numerous in even carefully planned research studies. The limitations of the study were the following:

- Data obtained from respondents reflected their subjective opinion. Whilst this could be regarded as a positive aspect in qualitative research, it could be dangerous to generalize the findings to other flagship programmes in the province due to diversity and internal dynamics.
- The respondents were from the same region sharing the same cultural values and this may have contributed to respondents giving the same answers and therefore lending some credibility in their responses.
- The interview had to be carried out in Setswana language since it a language spoken and understood by participants and the translation of the interview schedule brought its own challenges. This meant that the questions had to be translated from English to Setswana by the interviewer and record the responses in English forcing and necessitating the interviewer to settle and compromise on the question that appeared to have changed as a result of translation. This is a potential source of bias.
- The research planned to make use of the tape recorder to capture the discussions during focus groups discussions but was not successful as the recording was not clear and could not be used during interpretation of data. This could be attributed to the following reasons; the researcher is not a specialist in electronic media recording; the size of the used room was too big as a community hall was utilized. This generated acoustics which tempered with the quality of the recording.

- The other limitation was that the third Non Governmental Organization that was included in the sample refused to participate in the study.
- The organization clearly explained that it had to terminate its service with the programme due to misunderstanding with the Department of Social Development on payment for money spent on training for the sewing project. This is supported by Bailey (1987: 186) who stated various reasons why respondents may refuse to participate. These included inter alia, respondent's expression of antigovernment, anti-administration and anti-business feeling

4.7. CONCLUSION

Based on the above responses from the programme participants, ex-participants, the officials from Government Departments and Non Governmental Organizations involved with the Tlhabologo Flagship programme, the researcher could deduce that the programme had both positive and negative social impact on the beneficiaries. The limitations of the programme such as; poor financial management, insufficient administrative skills, poor technical skills and low level of literacy on the part of the programme beneficiaries out weighed its strengths as a poverty alleviation strategy as they are the major reasons that prevented the programme from being sustainable.

CHAPTER 5

MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the findings, conclusions and recommendations based on the empirical study and literature review. It also reviews the statement of the problem and ascertains whether the objectives of the study have been achieved and the research questions answered.

The main aim of the study was to evaluate the Tlhabologo flagship programme as a poverty alleviation strategy. The objectives of the study were the following:

- To assess the impact of Tlhabologo flagship on women and children.
- To assess the effectiveness of the programme as a poverty alleviation strategy.
- To explore the strengths and limitations of the programme.
- To develop strategies for improvement of the flagship programme.

5.2 FINDINGS

5.2.1 Inadequate and inappropriate provision of resources

The main findings of the study confirmed that government failed to provide the programme with the important resources especially water which was a basic resource on which the success of the entire programme was depended. This was proven by the failures of projects such as block brick making, vegetable gardening and poultry production which were greatly affected by lack of water.

5.2.2 Effectiveness of the programme as poverty alleviation programme

The findings of the study revealed that the Tlhabologo flagship programme for unemployed women with children was not effective as poverty alleviation strategy

although it had positive unintended and intended spin –offs for women participants, children and the entire community of Mathateng village.

The unintended spin-offs were those that were not included in the initial business plan of the programme but resulted as benefits. The positive unintended spin-offs included improvement on the infrastructure, such as the provision of the primary school, building of low cost houses and toilets, the community hall in the village, and provision of electricity supply to the community. Therefore the implication is that the general infrastructure of the area of study was improved by the programme implementation even though this did not necessarily alleviate poverty.

The intended gains of the programme included the social upliftment of the life style of the participants. The programme gave women an opportunity to learn and work as a team. They started to live women had meaningful lives as empirical data confirmed those women participants had something to do and somewhere to go on daily basis. However the programme failed to help the poor women to have stable consistent income. The income irrespective of being meager augmented the social grants received by beneficiaries. This income, however little enabled women participants to keep their children at school as they were in a position to provide them with school fees and other requirements. Notwithstanding the above positive impacts, the programme did not alleviate as it proved not to be sustainable

5.2.3 Improvement on education

The findings revealed that the programme brought about some improvement in educational aspect of the community as young children benefited from the establishment of the early learning centre and a primary school within the village. The findings also indicated that the primary school going age children no longer had to travel long distances to attend school in the neighboring villages as there was a new primary school built in the village. The Adult Basic Education and Training (ABET) was revealed to be a highlight of the programme.

5.2.4 Skills development

The study confirmed that some of the programme participants were able to gain skills in sewing, vegetable gardening, candle making, early childhood development, and writing and reading skills. This therefore implies that the programme had a positive impact on the lives of unemployed women and children, irrespective of how minimal the impact could have been. Based on the above, it could be concluded that the programme partially achieved its objective of improving the social status of unemployed women while the economic upliftment was noticeably very low and short term in nature. The skills acquired did not effectively alleviate poverty as the findings indicated that the products of the programme could not compete in the open markets and could not generate sufficient income.

5.2.5 Improvement on Nutrition

The study confirmed that with the introduction of the programme, the nutritional status of the participants and the children who attended the Early Childhood Development programme (ECD) improved as the children were ensured of two balanced meals per day while at the centre. The nutrition programme at the ECD was found to be viable due to the monthly subsidy from the government.

The researcher is of the opinion that in addition to focusing on vegetable gardens, the programme could have encouraged preservation of indigenous "natural vegetables such as *thepe* known as "*amaranthi*", *makatane*- African melon etc. such vegetables are healthy and are likely to thrive well in areas with less water supplies or rainfall. The researcher therefore concludes that the vegetable gardening was a foreign concept to the participants and their indigenous knowledge and ways of living which could have help to improve participants nutritional status in a sustainable manner was not incorporated when the programme was planned.

5.2.6 Lack of health services

The findings indicated that there is lack of health facilities in the village. This therefore implies that the programme failed to provide the participants with health services. The community still has to travel long distances for health services.

5.2.7 Inadequate electricity supply

The beneficiaries were supplied with electricity which complemented their traditional energy sources (such as wood fire and cow dung fetched from the bushes) however this was not found to be cost effective as villagers still had to travel long and costly distances to purchase electricity coupons because there was no provision in the village to purchase electricity coupons.

5.2.8 Poor financial management

The study has confirmed financial mismanagement by both the programme officials and projects leaders. There was indication of embezzlement of projects funds by projects team leaders. This was found to be a contributory factor to some participants leaving the programme, some demotivated. This resulted in the programme being unsustainable. Poor financial management on the part of officials was evident when they purchased a motor vehicle for the programme without ensuring that there was someone with a driver's license to drive the vehicle. The vehicle consequently turned into a white elephant as it did no benefit the programme and therefore was not cost effective.

5.2.9 Insufficient administrative skills

There was confirmation of poor administrative skills in the programme. This was revealed by the respondents who collectively expressed their disappointment and lack of confidence in the project committee in the general administration of funds of the programme. The committee was alleged to have used programme funds for their own benefit. This was facilitated by lack of standardized monitoring tool

to assess progress of the programme activities. This was verified with officials and confirmed as true. This led to the weakening and I unsustainability of the programme.

5.2.10 Poor technical skills.

The programme was found to have been allocated one extension officer with an assumption that he has expertise in both crop farming and animal production. However the findings revealed that the programme could not benefit in either way, in that the extension officer allocated to the programme failed to give expert advice. That could have contributed to the sustainability of the programme.

5.2.11 Low literacy level on the part of beneficiaries

The low literacy level on the part of beneficiaries was found to be one of the reasons the programme was not sustainable.

This is confirmed by Potgieter (1998:68) who espoused that an estimated fifty percent of rural population is illiterate, compared to thirty eight percent in urban areas. This implied that illiteracy is high in rural areas of South Africa and plays a greater role in the maintenance poverty and low level of entrepreneurship.

5.2.12 Lack of understanding of the objectives of the programme.

The programme ex-participants joined the programme for various reasons as they were more interested in making quick cash contrary to government's intention to equip them with social and economic skills.

5.2.13. Strengths and limitations of the programme

The research findings confirmed that the programme had both strengths and limitations. The strengths of the programme outlined by ex-participant concurred with what was considered to be strengths by respondents in the focus groups. However the limitations of the programme outweigh its strengths thus making the

programme not efficient and effective as a poverty alleviation strategy. Listed in table below is a summary of the strengths and limitations of the programme:

Strengths	Limitations
<p>1. Infrastructure in the village was partly improved through provision of low cost housing, pit latrines, community centre, early learning centre, and a primary school.</p> <p>2. The Adult Basic Education and Training (ABET) programme improved writing and reading skills of the participants.</p> <p>3. Participants acquired skills such as sewing, brick making and growing vegetables;</p> <p>4. The programme had positive effect on participants' social conditions as they are able to form networks to complement their home life.</p> <p>5. The programme exposed participants to team work, sharing ideas and joint decision making.</p> <p>6. The programme temporarily provided the community with meat, vegetables, candles, and school uniform.</p>	<p>1. The economic status of unemployed women participating in the programme has not existed over improved irrespective of the ten years existence of the programme.</p> <p>2. The projects were on a small scale and hence profits were very minimal.</p> <p>3. Lack of adequate training impacted on the programme.</p> <p>4. Lack of health facility in the village.</p> <p>5. Lack of water as basic resource on which the programme depended led to collapse of the projects.</p> <p>6. Poor programme planning and management on the part of government.</p> <p>7. Electricity supply without the electricity vendors to supply electricity coupons.</p> <p>8. The general maladministration of funds in the programme.</p> <p>9. The projects initiated were not economically viable and sustainable, hence failed to improve participants' economic status.</p> <p>10. The allocated funds for stipends dried up before the</p>

programme could generate profit and be sustainable.

11. The programme did not have support from big markets hence had to rely on small market in the village.
12. Lack of a monitoring tool to assess progress.
13. Training was offered by people not who are experts in the field and there was no follow-up support for projects.
14. There was a marked absence of an exit strategy for participants.
15. The type of soil used for growing vegetables was not suitable.
16. No security for programme property.
17. Regular break down of equipments.
18. There was no control over participants who were not attending regularly.
19. Some participants became demotivated and left the programme before it could achieve its objectives.
20. Resources allocated to the programme were inadequate and inappropriate.
21. Beneficiaries were not included in the decision making process of programme planning.

5.3 CONCLUSIONS

The vision of the Department of Social Development is to provide a welfare system which facilitates the development of human capacity and self-reliance with a caring and enabling socio-economic environment, especially for those people who were previously marginalized by the Apartheid system such as rural women and children (White Paper for Social Welfare, 1997).

The objective of the programme was to empower the women with children with a view of alleviating poverty through funding of programmes to generate income and become self-sufficient and self-reliant by ensuring full participation in different projects. It therefore called for self-reliant participatory development. Self-reliant participatory development is an educational and empowering process in which people in partnership with each other and with those able to assist them, identify problems and needs, mobilize resources, and assume responsibility themselves to plan, manage, control and assess the individual and collective actions themselves to decide upon.

The empowerment of unemployed women is a step in the fight against poverty. It was fundamental to have women participating in decision making as to the size and shape of the programme, one thing that did not happen in this programme. The study proved that the programme was decided for the women and not with the women. That is why the study was contra to the cultural knowledge and understanding of the community. The valuable indigenous knowledge in farming was not tapped to benefit the programme as suitable livestock and crops that could thrive in arid land could have assisted in poverty alleviation. The researcher concluded that the participants' indigenous way of living and feeding their families with natural vegetables such as *thepe*, *makatane*, *magapu*, and others was ignored or was not encouraged. This way of living could have improved the nutrition status of participants as these vegetables are healthy and are likely to thrive in Mathateng area. The researcher therefore concludes that

vegetable gardening was a foreign concept to the participants as the indigenous ways of living that could have helped improve the nutritional status of participants in a sustainable manner was not incorporated when the programme was initiated.

Promoting the empowerment of women is one of the challenges of the 21st century. Central to empowerment is the idea of imparting life skills to a group of people to enable them to begin to change some inequalities within the communities and take control over their lives. The statement is in line with the assertion by Corey and Corey 1993: 232, Van Rooyen and Gray 1995:88, Berstein and Gray 1997:6, Evans, Nel and Van der Linde 2004:169 and Saleebey 2006:11) that empowerment calls for the recognition of the potential in someone and consequently encouraging development thereof. This means giving women participants the skills and training and offering them the opportunities they need to break the circle of poverty. The training that women received in this programme was superficial, lacked follow up and mentoring process. The training was once off and carried out by people who were not professionals or not grounded in training. The literacy level of participants had a great impact on the skills training. Since all the participants were illiterate, more emphasis and time was needed on skills development. Conversely this was not the case in this programme. Some participants did not receive any form of training, and no follow up was made from the government side to provide training. This gives an indication that training process was done haphazardly and lacked substance. The skills training did not enhance the image of the rural women thus contributing to the non-sustainability of the programme.

The above statement is contrary to Potgieter's (2004:9) assertion that while attending to painful conditions that affects people's social functioning, it should be born in mind that people have potential that is waiting to be discovered and utilized during the process of change. This implies that focus should not be on deficiencies or wrong but rather on the growth and the potential of people

through the utilization of the available strengths. The programme has thus failed to tap this inherent wisdom through the use of a helping relationship.

In order for the programmes to survive and become sustainable, human and financial resources are needed. The programme lacked sufficient human and financial resources that would have supported its sustainability. The expert advice was needed to drive, direct, plan and control the programme in consultation with the participants. The human resource on the part of government was lacking. The programme development and implementation plan was poor. The orientation of the participants was not done. The screening of participants was not done at the initial stage of the programme to ensure that the right target group was selected. If the participants were orientated and screened, these processes could have assisted in ensuring that the participants understood clearly the objective of the programme from the onset, to facilitate buy-in on the programme. This was not found to be the case in this programme as some of the programme because they had different perception of the programme. Glaring absent from to this programme was proper coordination, commitment, and an overseer on the side of government departments which were involved in this programme. The said limitations led to some departments such as the Department of Economic Development failing to carry out their mandate of securing markets for the programme produce.

The resources provided by government to the programme were highly inappropriate and inadequate. The meagerness and inappropriateness of the resources discouraged the participants from putting extra effort and commitment to the programme. The lack of sufficient water supply as a resource that the programme depended on, contributed to its non-sustainability. The poor financial management on the part of the officials who represented the government and the participants was another factor that negatively impacted on the programme to the level of its demise.

Crucial to programme implementation process was the formative and summative evaluation which was not clearly spelt out in the business plan. This led lack of a standardized monitoring tool which suggested that monitoring or formative evaluation was not properly done. The researcher is of the view that had there been proper on-going monitoring, it could have assisted to identify unanticipated problems such as chickens and implements theft, lack of security for projects equipment, inadequacy of resources, maladministration of funds, low literacy level of participants and helped to address the challenges faced by the programme. This could have assisted in realignment of the programme which could in turn contribute to the sustainability of the programme.

Tlhabologo flagship programme was utilized by government as a poverty alleviation strategy. The programme had some positive spin-offs for the community of Mathateng however it did not achieve its intended purpose of alleviating poverty. The programme failed to provide the participants with sustainable income as most of the projects were not economically viable and sustainable.

5.4 RECOMMENDATIONS

In the light of the research findings and the challenges identified in this study the researcher makes the following recommendations:

5.4.1 Provision of resources to be improved

There is need for that government to prioritize resource allocation to poverty alleviation projects. It is important that programme manager have knowledge of material resource pool, crucial equipment, and knowledge of the pool of qualified and available people who can assist the projects to optimally realize the pre – determined programme objectives. This in turn would assist to understand whether or not the projects or programme requirements can be satisfied or needed adjustment. It is further recommended that the government should

involve the people for whom the programme is intended in identifying the necessary resources for the programme. This is in line with the empowerment approach and Batho-pele principles of improving service delivery to communities.

More importantly, the government needs to seriously address the water shortage problem and soil treatment which is regarded an expensive exercise.

Resource allocation should be task and time bound to avoid disappointment. The example that could be cited is that of stipends that were terminated before the programme could generate profit enough to pay programme participants.

5.4.2 Improvement on health services

The government has to make the budget available for erection of a health clinic in order for health services to be accessible to the community. The access to health services is a right to all South Africans even those living in rural areas and the right to good health is enshrined in the Bill of Rights and is protected by the South African Constitution (Act 108 Of 1996)

5.4.3 Improvements on financial management

- The income and expenditure files for each of the projects should be kept.
- Participants to be trained in book keeping.
- Balance sheets to be compiled on monthly basis.
- The officer mandated to do purchasing of items should keep the financial records in file and maintain the files adequately.
- Monthly expenditure reports per project to be compiled and the programme coordinator to verify the recorded information as per funds allocation code.
- Monitoring of funds allocated for each of the projects to be done on regular basis.

- Inventory of equipment bought to be kept updated from time to time and be made readily available on –site checking.
- Structured site visits to be planned by the consortium with regular intervals

5.4.4 Improvement on Administration of the programme

Accuracy in administration ensures the smooth and efficient running of the programmes and this involves keeping records and updating of all the registers. The registers and all the available documentation of the projects that were studied showed that there was poor administration. The committee members need training regarding their portfolios. The programme should have a well written constitution that will help in guiding and controlling the functions and the behaviors of members.

Registers and documents that should be kept in the projects are the following:

- Attendance Registers.
- Member Register containing the detail of members.
- Constitution.
- List of committee members containing full details of members.
- Inventory register.
- Stock book.

Keeping of these registers and documents will minimize or prevent the mismanagement of funds and equipment and maintain order in terms of daily attendance of the participants.

The programme team leaders are capacitated on how to keep these registers. The registers need to be supervised and monitored regularly by programme coordinators.

5.4.5 Skills development training

- Skills training to be appropriate and relevant to the needs of the programme participants as fighting poverty requires investment in capabilities and opportunities through skills development. People should be involved in determining what form of training is needed as this is in line with community empowerment process which according to Chambers & McBeth (1992:29) stated that the programme coordinator's role is reduced from decision making to that of 'a decision enhancer' which means he is not active but passive during the community empowerment process.
- Training should not be a once off thing. It should be planned and take place on regular bases.
- Training to be followed by mentoring or follow-up support.
- Poverty alleviation programmes are usually on small scale and cannot yield much profit. To counteract this limitation, the projects could be grouped to form co-operatives, and the participants' skills to be developed to a level where they are able to manage the cooperatives.

5.4.6 Improvement in nutrition

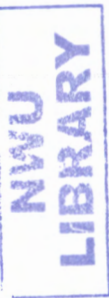
The participants' indigenous way of living and feeding their families with natural vegetables such as *thepe*, *makatane*, *magapu*, and others need to be encouraged. This way of living could improve the nutrition status of the participants as indigenous vegetables are healthy and likely to thrive in the area with less water supplies or minimal rainfall.

5.4.7 Strategies to improvement of the flagship programme.

- The poverty alleviation projects of this nature should have a build –up of an 'exit strategy' for participants who are ready to leave the programme and provide starter packs for women who are in a position to begin own business.

- The government to develop and implement a strategy of cooperatives.
- To establish Fund raising projects through donor searching agents that could invest in the area.
- To 'de-industrialize' the minds of the community members and reclaim traditional African ways of survival where Black people depended on agrarian land to earn living. To teach people to catch fish and not give them fish as this will help them to emerge as producers and not consumers of other people's services. Inculcate the culture of self-help from childhood or early years of human development.

Finally it is recommended that the government go back to the drawing board to incorporate the recommendations with a view to making flagship programmes sustainable poverty alleviation strategies.



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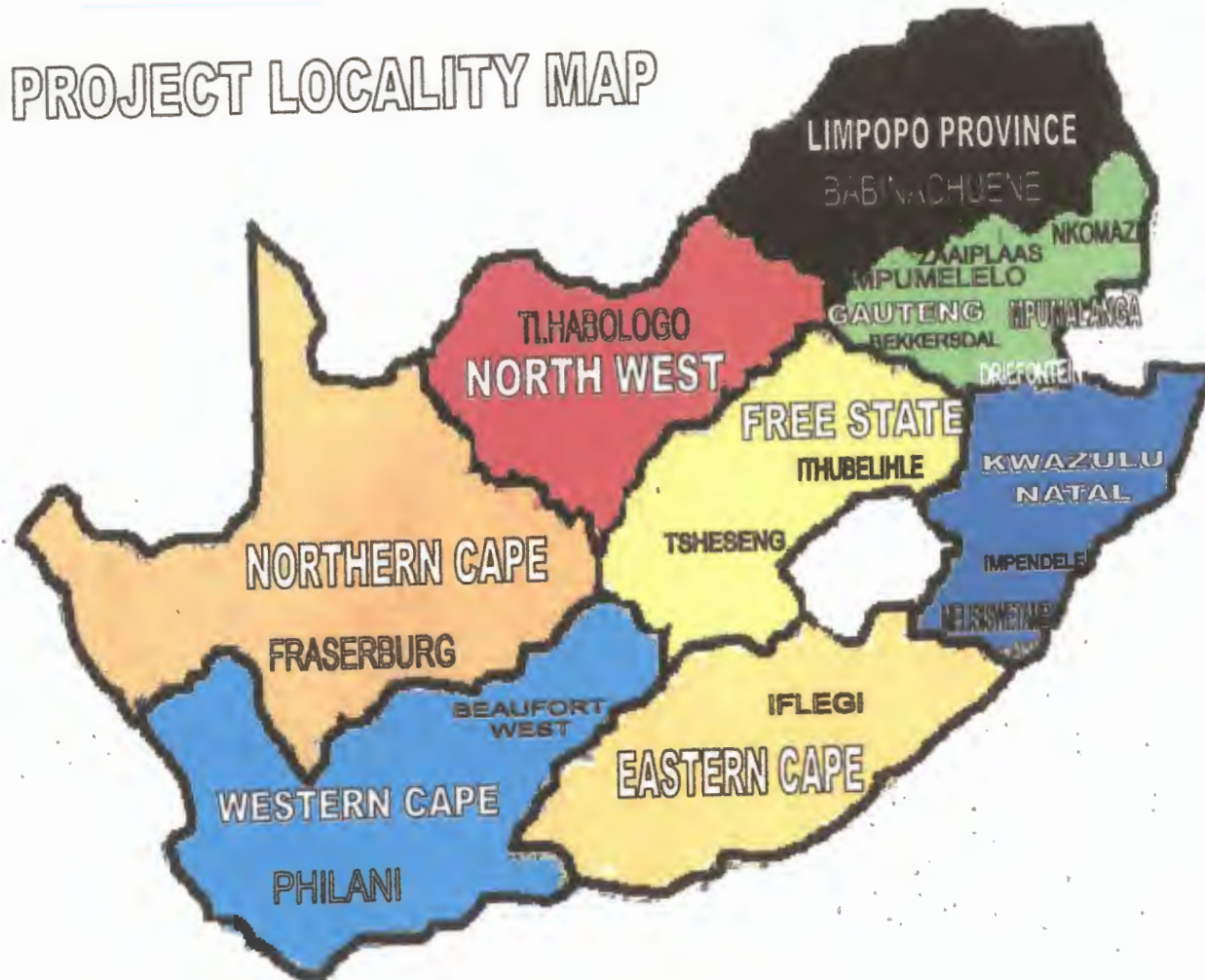
SOUTH AFRICAN GOVERNMENT UNPUBLISHED DOCUMENTS

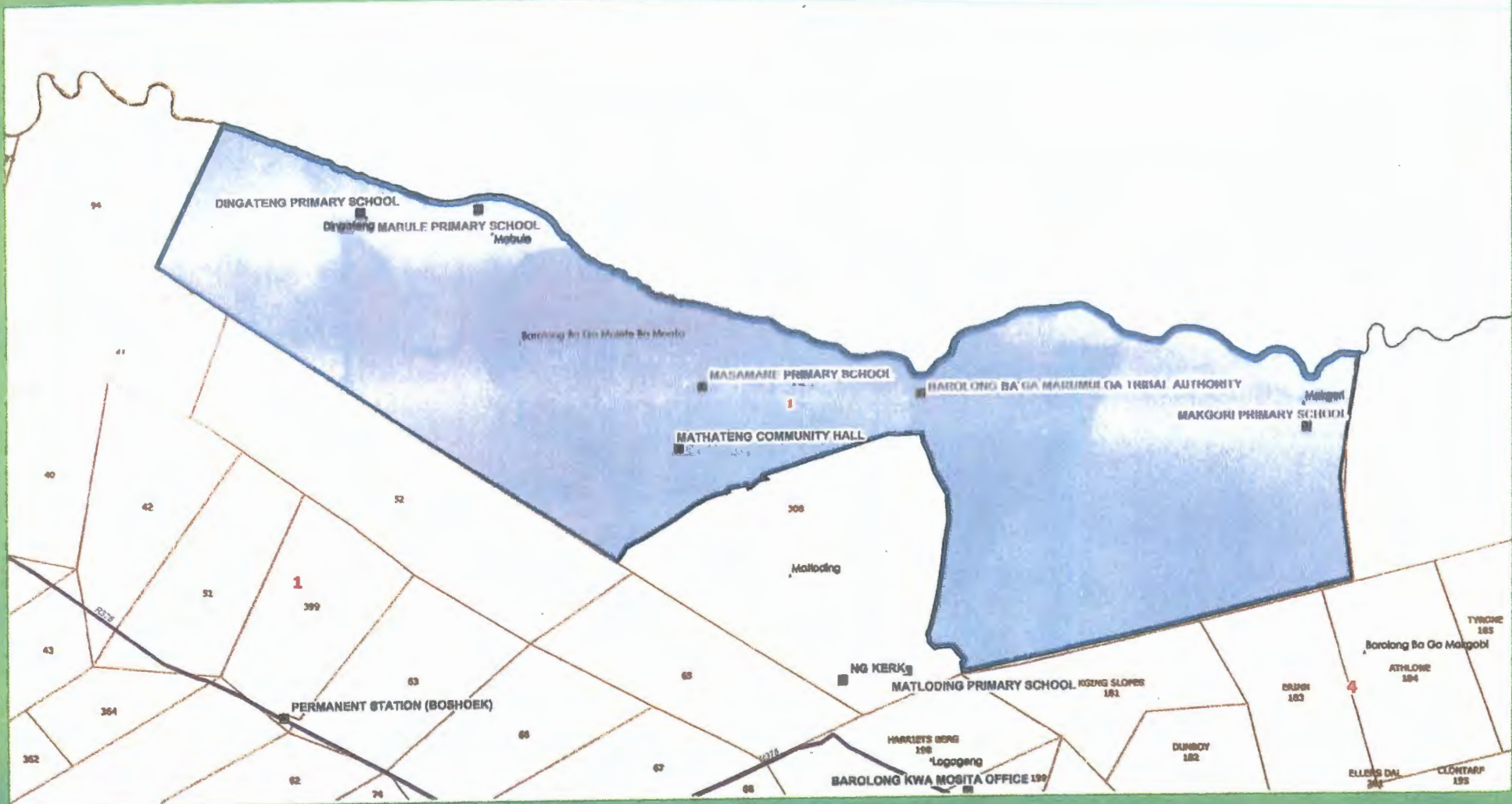
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FLAGSHIP PROJECT LOCALITY MAP

ANNEXURE B





- ▲ Municipalities
 - Municipal Councils
 - Municipalities
 - ▲ Municipalities
 - Municipalities
- Water
 - Sewer
 - Gas
 - Road
- | | |
|--------------------|--------|
| Population | 92,947 |
| Area | 30,000 |
| Households | 36,337 |
| Population Density | 3,100 |

LOCAL ELECTIONS
2005 / 2006
WARDS



ANNEXURE "C"

North West University
Department of Social Work
Private Bag x2046
Mmabatho
2735

The Department of Social Development
Ratlou Service Point Manager
Private Bag 2005
Madibogo
277

ATTENTION: Ms Ellen Modiboa

SUBJECT: REQUEST TO CONDUCT RESEARCH

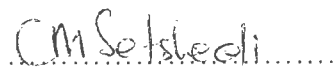
This communiqué serves to request permission to conduct research at Tlhabologo flagship programme based at Mathateng village in Ratlou Service Point.

The objectives of the study are the following:

- To assess the impact of the flagship programme on unemployed women with children under five years.
- To assess the effectiveness of the programme as a poverty alleviation strategy.
- To explore the strengths and limitations of the programme
- To develop strategies for the improvement of the flagship programme.

The study is supported and supervised by Professor Lulama Qalinge, of the North West University- Mafikeng campus.

Kind Regards



M.C. Setshedi

ANNEXURE “D”

FOCUS GROUP INTERVIEW SCHEDULE

CAPACITY BUILDING

1. What type of project are you involved in?

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2. How long have you been participating in this project?

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3. Did you receive any training for your project? Explain

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.....

4. Do you find the skills/ training received helpful for participation in the project?

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5. What do you think are your training needs? Explain

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.....
.....

6. What skills have you acquired that are helpful in your project?

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.....
.....

7. Who is responsible for organizing and paying for your training and workshops?

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.....
.....

HOUSEHOLD INCOME

1. How many members comprise your household?

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2. How many dependents are there in your household?

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3. Has the project improved your lifestyle?

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4. Explain how the project has improved your life style.

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5. How much was your household income before participation in the project?

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6. How much is your current household income?

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7. Do you have any other source of income? Explain.

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.....

HOUSING

1. Explain what type of housing were you using before the project started?

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2. Has your housing currently improved?

NUTRITIONAL STATUS

1. Describe how was your nutritional status before participation in the project.

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2. Explain the changes if there are any

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EDUCATION.

1. In your opinion what was the educational status in your village before the project stated.

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2. Explain any educational changes brought by the project in your life?

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MARKETABILITY OF PRODUCTS

1. What is your quantity of production per month?

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2. Explain how you market your products.

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3. Who is your major consumer group?

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4 In your opinion do you have enough equipment for use in your project?

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6. In your opinion is the available equipment relevant / suitable for your project?

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HEALTH

1. Do you have any health facilities available you?

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2. Are health facilities easily accessible to you?

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WATER SUPPLY

1. Before the start of the programme was there water in your village?

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2. Is water easily accessible to the community?

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.....

ELECTRICITY/ENERGGY SUPPLY

1. Before the start of the programme was there energy supply to the community?

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2. Does the programme comfortably allow you to pay for the energy you use?

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3. Is electricity easily accessible to you ?

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4. In your opinion is the programme effective as a poverty alleviation strategy?

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5. If you were to change anything in the programme what is it?

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6. Why would you like to change it?

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Thank you for your participation!

ANNEXURE "E"

INTERVIEW SCHEDULE

PROVISION OF RESOURCES:

1. Outline resources which were allocated to the programme.

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2. Who identified the resource required by the programme?

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3. Are you providing the programme with all the necessary resources?
Explain.

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4. Who decides on what resource are needed for the programme?

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5. Were there problems encountered in provision of resources to this programme?

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6. What do you recommendation to improve provision of resources?

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7. In your opinion is the programme sustainable?

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7. In your opinion do you do you think the programme really alleviates poverty?

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SUPPORT:

1. What type of support was offered to the programme? Explain

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2. What should be done to improve support given to poverty alleviation programmes?

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3. Apart from allocation of funds what support do you offer the programme?

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MONITORING:

1. Which monitoring tools did you employ in Tlhobologo Flagship programme?

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2. In your opinion do you think Tlhobologo flagship programme has improved the lives of programme participants? How?

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3. How do you think monitoring should be improved to enhance service delivery?

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4. Was there any progress review done on the programme?

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TRAINING:

1. Who is responsible for organizing and payment of training in this programme?

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3. Is training offered relevant to the needs of the participants? Explain.

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Thank you for your participation!

ANNEXURE “F”

EX- PARTICIPANTS

1. Why did you originally join the programme?

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2. How long were you with the programme?

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3. What did you learn from the programme?

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4. What made you to drop out of the programme?

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5. What were the limitations of the programme?

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6. What were the strengths of the programme?

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7. How do you think the programme can be improved?

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Thank you for your participation!