FACILITATION OF AN EMPOWERING INCOME GENERATING PROJECT WITH UNEMPLOYED WOMEN

BY

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I declare that *<u>Facilitation of an Empowering Income Generating Project with Unemployed Women</u> is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

....

SIGNATURE   **DATE**

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* The <u>exact</u> wording of the title as it appears on the copies of your short dissertation, submitted for examination purposes, should be indicated in the open space.

ACKNOWLEDGEMENTS

SUMMARY

This dissertation describes the Participatory Development Process which was facilitated amongst a group of unemployed women in the community of Swanieville, an informal settlement near Krugersdorp.

The focus of this study was an empowerment of the women. In the course of the process, the researcher discovered how the unemployed women were empowered by the Participatory Development Process which enabled them to start an income generating project.

KEY TERMS :

Participatory Development; Participation; Income Generation; Empowerment; Unemployment; Facilitation; Conscientization.

ABBREVIATIONS

ANC	=	African National Congress
ANCWL	=	African National Congress Women's League
ANCYL	=	African National Congress Youth League
CBD	=	Central Business District
CIFISA	=	Creative International Fashion Institute of South Africa
CSS	=	Central Statistical Services
GPG	=	Gauteng Provincial Government
HCMS	=	Human Capital Management Systems
IGP	=	Income Generating Project
N.P.O	=	Non Profit Organisation
P.C.A	=	Person Centred Approach
RDP	=	Reconstruction and Development Programme
U.D.M	=	United Democratic Movement
W.O.F	=	Women's Outreach Foundation

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CHAPTER 1

ORIENTATION TO THE STUDY

1.1 GENERAL INTRODUCTION

The study is part of a Masters Degree in Community Development in the Department of Social Work at the University of South Africa. The study emanated from a Community Development process which I facilitated amongst unemployed women resident in Swanieville, which is an informal settlement near Kagiso Township. Both Swanieville and Kagiso township fall under the Krugersdorp Metropolitan District. This chapter comprises the following sections :

- Background to the study.
- Motivation for the study.
- Purpose of the study.
- Aims and objectives of the study in terms of unemployment.
- Research methodology.
- Theoretical framework.
- Value of the research.
- Processing and recording of data.
- The structure of the dissertation.

1.2 BACKGROUND TO THE STUDY

This section outlines the present unemployment scenario in South Africa.

Liebenberg (The Citizen, Friday 14 August 1998:10) states that figures released by the Central Statistical Services (CSS) on 13 August 1998 reveal that formal sector unemployment is escalating, increasing from 21 % in 1996 to 22,9 % in 1997. For 1994 and 1995 the figures were 16,9 % and 20 % respectively.

The above picture as painted by Liebenberg in my opinion and observation tallies well with the current unemployment problems in South Africa which is of such magnitude that it becomes almost impossible to measure its extent.

Liebenberg (1998:10) further states that unemployment is one of the biggest challenges facing a new democratic government in South Africa. The problem has reached chronic proportions and if left unchecked, it can serve to undermine the long term viability of any political dispensation, however representative and democratic it might be. The CSS report further states that there were an estimated 22,3 million people in South Africa in 1997 aged between 18 and 65 years considered to be the working population. About 7,5 million (32,6 %) of them were gainfully employed. The highest unemployment rate, 29,3 % was among blacks, whilst 16 % of coloured, 10,2 % of Indians and 4,6 % of whites were unemployed. The largest share of the unemployment (36,1 %) fell into the Community Social and Personal Services sector, followed by manufacturing (17,7 %) and the wholesale, retail and accommodation sector (16,3 %). The impact of unemployment according to the report is being increasingly experienced by women. Based on the CSS's new definition of employment, 34,6 % of black women were unemployed in 1997 compared to 24,6 % of men.

Sadie (1991 : 2) postulated that an optimistic scenario for South Africa by the year 2005 would involve 48,7 % of the possible labour force being unemployed.

Sadie (1997:7) defines the unemployed as "Members of the labour force or economically active population who do not have a job, enter as employees or self employed persons, who are available for employment and are seeking work for pay or profit".

Sadie further contends that it is conceivable that between 981700 and 11111200 of the labour force could be unemployed by the year 2005. Cawker and Whiteford (1993:13) depicts the employment and unemployment scenario in South Africa in 1990 by means of the following figure :

Figure 1 - Employment and unemployment in South Africa 1990

EMPLOYMENT TYPE	QUANTITY
EMPLOYMENT IN THE FORMAL ECONOMY	7,953,000
EMPLOYMENT IN THE INFORMAL SECTOR	1,400,000
EMPLOYMENT IN SUBSISTENCE AGRICULTURE	1,000,000
OVERALL UNEMPLOYED	4,073,000
TOTAL	14,426,000

Employment and unemployment in South Africa 1990

28%

7%

10%

55%
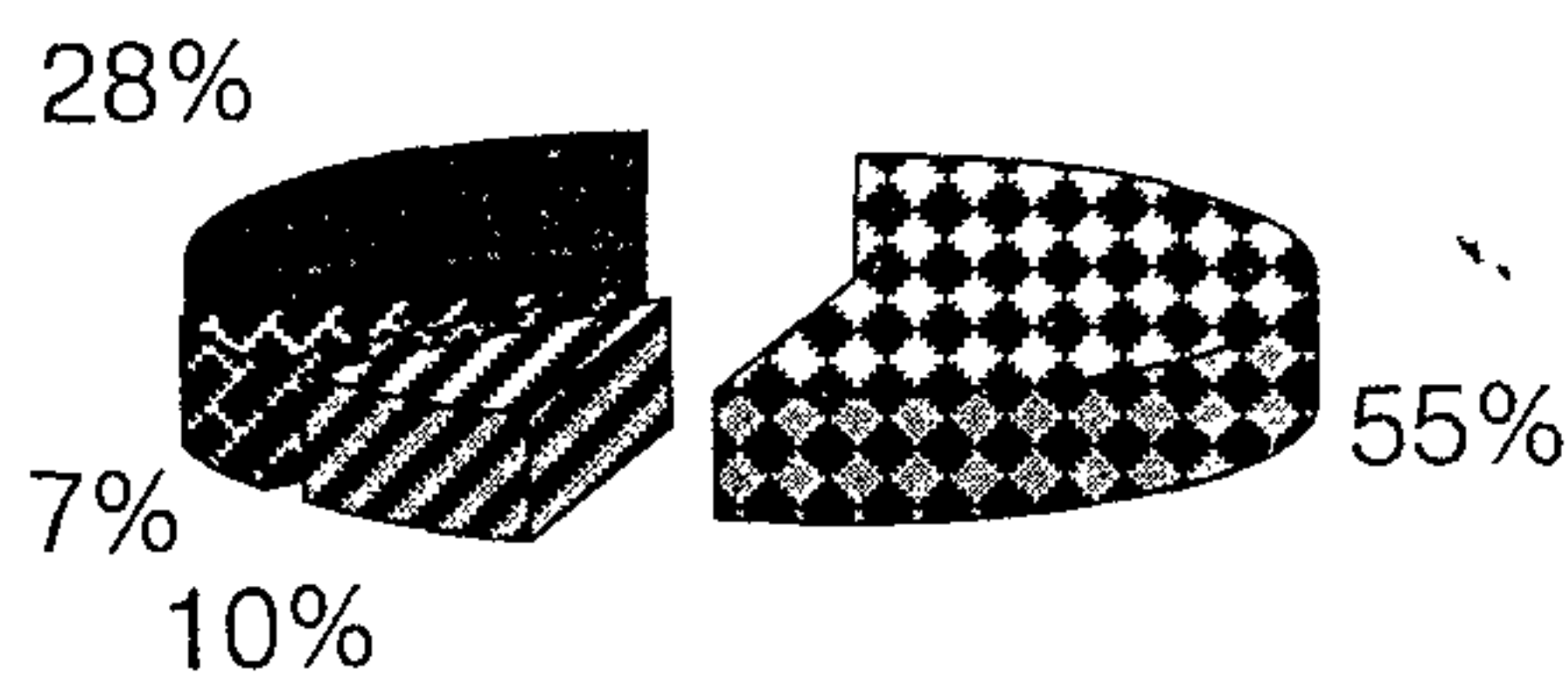
☐ EMPLOYMENT IN THE FORMAL ECONOMY

◪ EMPLOYMENT IN THE INFORMAL SECTOR

◪ EMPLOYMENT IN SUBSISTENCE AGRICULTURE

■ OVERALL UNEMPLOYED

An analysis of the above figure shows that formal sector employment can only accommodate 55 % of the labour force, leaving 45 % to informal sector employment and unemployment.

According to the Labour Force Survey by Statistics South Africa as at February 2001 the unemployment scenario for both males and females of all population groups is as follows :

FEMALES

POPULATION GROUP	TOTAL	UNEMPLOYED	PERCENTAGE
African	3 8520	18 140	47 %
Coloured	655	187	28 %
Asian	201	46	22 %
White	946	74	8 %

MALES

POPULATION GROUP	TOTAL	UNEMPLOYED	PERCENTAGE
African	4 175	1 786	42 %
Coloured	716	192	26 %
Asian	251	41	16 %
White	1 151	69	6 %

The above background information led to my motivation for undertaking the study.

1.3   MOTIVATION FOR THE STUDY

I am an employee of the Gauteng Provincial Government based in the Krugersdorp Service Office in the section Social Services and Population Development.

My involvement in the project emanated from and was influenced by the following factors:

- The agency keeps monthly statistics of unemployed people in the area. These statistics are captured at the intake level. The composition of the statistics include :

  - people who come to ask for social relief in the form of food parcels because they do not have money to buy food due to unemployment.
  - people who come to apply for a child support grant because they are unemployed and
  - people who come to look for work.

  The number of unemployed people increased by 10 to 20 every month.

- Informal interviews which were conducted by me with members of the Swanieville Community in 1997 revealed that unemployment was especially rife amongst women residing in the informal settlement of Swanieville which is situated +/- 10 km from the Krugersdorp CBD (Central Business District).

- The mandate from the facilitator's employing agency, which is the Gauteng Provincial Government, requires that developmental programmes with special emphasis on income generating projects be initiated in order to counter unemployment and poverty.

- The Provincial Government's role and commitment in fighting poverty and unemployment placed the Department of Social Services and Population Development at the forefront of the fight against poverty and unemployment.

- The Reconstruction and Development Programme (RDP) assigned Welfare the responsibility for the sixth pillar in the Growth and Development Strategy of the country, which is to provide a safety net and to alleviate poverty.

- The Ministry for Welfare and Population Development has stated its mission as "To serve and build a self reliant nation in partnership with all stakeholders through an integrated Social Welfare system which maximises it's existing potential and which is equitable, sustainable, accessible, people centred and developmental" (Government Gazette no 18166:15).

The present study attempts to record a response to the Government's mission statement of enhancing people's potential as well as facilitating developmental programmes that are people centred and sustainable.

- According to the situational analysis on women (Government Gazette no 18166 -August 1997:73) illiteracy and poverty are major obstacles to women's advancement. Female unemployment is higher than male unemployment. Women account for only 48 % of those employed in the formal sector and women tend to be employed at lower levels than men and therefore earn less than men do.

    Women are in the majority in informal sector employment where wages are generally lower and where there are no social benefits. Female headed household are also financially vulnerable as fathers do not always pay for the maintenance of their children.

- During the National Conference on the World Summit for Social Development on 18 - 19th May 1998 in Johannesburg one of the commitments undertaken by conference was "A commitment to eradicating unemployment". The commitment fell squarely on the shoulders of Government as this was a World Summit.

The conference further identified the following obstacles relating to the above commitment :

- A lack of social stability preventing foreign investment and subsequent job creation. One would think that the instability amongst others is due to the endless strikes over improved salaries and better working conditions.

- Policies on employment are not responsible to all stakeholders. This in essence means that people with disabilities and women are still discriminated against in some sectors of employment, thus the principle of equal rights for all is not upheld.

- Human resource development is insufficient due to lack of in service training. According to the facilitator's understanding this means that training courses do not provide skills development specifically related to women. As a result of this, access to technology is limited.

- Training in entrepreneurial skills is not market related. This means that the training women receive does not make them better candidates in an open market.

- Public and private sector retrenchments increase unemployment.

- Due to the deteriorating economic state of our country, it is feared that the rate of unemployment will soar, as already indicated in section 1.2 above. The scenario, according to my perception, calls for action on the part of the community, professionals, business as well as Government to put in place mechanisms that would counter unemployment.

All the aspects mentioned in point 1.3 above, motivated this study.

1.4 PURPOSE OF THE STUDY

The purpose of this study is to illustrate how through the facilitation of a participatory development process based on the person centred approach, people's potential and capability can be enhanced towards empowerment and also that unemployment can be reduced through involvement in income generating projects.

1.5 AIMS AND OBJECTIVES OF THE STUDY IN TERMS OF EMPLOYMENT

- To illustrate how the Participatory Development Process contributed to the empowerment of unemployed women.

- To contribute to the body of knowledge of the Participatory Development Process.

- To illustrate the use of the Participatory Development Process in the facilitation of an income generating project with unemployed women.

- To make recommendations regarding unemployment and how it can be impacted upon by self-initiated income-generating projects at grass roots level.

1.6 RESEARCH METHODOLOGY

The research is based on a case study which gives a description of and reflects a Participatory Development Process of an income generating project with unemployed women. The following description about case studies emerged from the literature : Grinnel (1981:302) describes a case study as a strategy which is characterised by very flexible and open ended techniques of data gathering and analysis. It focusses on the many aspects of the case situation under examination and as a result it is comprehensive in nature.

All it provides is a measure of what happens when one group of people is subjected to

one treatment or experience.

Feuerstein (1986:48) states that a case study is a detailed description and analysis of a single event, situation, person, group, institution or programme within its own context to provide a deep look at something. Feuerstein comes from a development background and his description of a case study is in line with what I did in this specific case study of a group of unemployed women. In this particular study, the unit under analysis is a group of unemployed women, which I facilitated.

A case study is qualitative in nature and includes a descriptive method in which the development process is described.

According to Rubin & Babbie (1983:30) qualitative methods emphasise depth of understanding "that attempt to tap the deeper meanings of human experience, and that intends to generate theoretically richer observations which are not easily reduced to numbers".

Qualitative methods may be more suitable when flexibility is required to study a new phenomenon about which we know very little. We also use qualitative methods when we want to gain insight into the subjective meanings of complex phenomena in order to advance our conceptualisation of them and to build theory that can be tested in future studies.

An important use of the case study is to examine the behavioural patterns of organisations or the structures of communities.

It is used in these instances because it is well suited to observation and description of complex interrelationships amongst constituent parts of the social system. The objective of this type of systematic analysis is not to identify causal relationships between two or more distinct variables within a particular system but rather to understand the system as a whole or the pattern that exists among all the constituent elements.

Robert Yin (1985) as quoted by Grinnel (1981:391) defines a case study as "An empirical inquiry that :

- investigates a contemporary phenomenon within its real life context, when

- the boundaries between phenomenon and context are not clearly evident, and in which

- multiple sources of evidence are used".

Yin further explains that case studies are distinguished by their exclusive focus on a particular case and their utilisation of a full variety of evidence regarding that case, including perhaps some evidence gathered by the use of quantitative methods. According to Grinnel (1981:391) many different types of units of analysis can comprise "case" in case study research. Case might be an individual, a programme, a decision, an organisation, a neighbourhood, an event or something else. This case study is a community and development process which will be facilitated amongst a group of unemployed women.

According to Burkey (1993:35) development in any meaningful sense must begin with and within the individual. He further argues that development is "a process by which an individual develops self-respect, and becomes more confident, self-reliant, co-operative and tolerant of others becoming aware of his or her shortcomings as well as his or her potential for positive change". I agree with the above statement by Burkey because throughout the facilitation process I observed how the women interacted with each other and how they shared information. Their level of participation as well as their interrelationships within the group context were observed.

1.7 THEORETICAL FRAMEWORK

The theoretical framework from which the development process was facilitated is the Person Centred Approach (PCA) by Carl Rogers. The PCA enabled me to understand the community (people) and work with them in a humane and respectful way. Using some of Rogers' propositions as a basis I was enabled to explore the different dimensions on which people can be understood. The dimensions include people's perceptions, needs and behaviour, emotions, values and how people interact with one another.

The basic basis philosophy of the Person Centred Approach lies in the fundamental belief in clients or a community's ability to find their own direction and that they are in the best position to know what is good for them.

Makondo & Schenck (2000:55) state that "a person centred approach contributes to the ability of clients to take responsibility for themselves, moving from a state of dependence to increasing independence, from the expression of negative feelings to positive ones, from confusion to insight, and from being paralysed to taking action".

The above definition is supported by Ala's (1996) description of "Empowerment" where she states that for people to be regarded as "empowered" they should be able to participate, take control, provide for their welfare needs, have access to amenities and opportunities that could contribute to the betterment of their lives and be aware of what is happening around them.

Elliot & Fitzpatrick as quoted by Woods (1995:23) give the following description of the person centred approach :

- A belief that something can be done and that those who have a problem also have the creative resources to overcome this problem.

- A respect for dignity and autonomy of the person. He or she is the one to decide about his or her life.

- A recognition of the value of social interaction : one alone is nothing : two is a unity.

- A tolerance for uncertainty, meaning that nothing works perfectly, until one tries it. In working with communities one should allow space for failures as well as successes.

The Basic Conditions required for the Person Centred Approach

Makondo & Schenck (2000:43) give four basic conditions applicable to all people who practice the person centred approach. Such people may include social workers, teachers, parents, religious helpers, nurses, administrators, managers and group leaders.

The basic conditions are :

- **Congruence**

  According to the authors, congruence exists when "the experiences of the helper are accurately symbolised and are readily available to his/her awareness". This means that helpers or facilitators must be able to communicate their own experiences appropriately when in personal encounters with others.

  Rogers in (Natiello 1990:206) describes congruence as a state of realness and genuineness that exists in people who have explored the experience of their own selves deeply and have accepted the truths found in their explorations. Makondo and Schenck (2000:43) state that in order to maintain congruence, one needs a high level of "self-awareness, self-acceptance and self-trust".

- **Unconditional Positive Regard**

This condition can be said to exist when the experiences of the client or community are perceived by the helper or facilitator in such a way that not one of them is viewed as more or less worthy than another. In other words, this means that the helper or facilitator needs to accept the individual or community with whom they are working unconditionally with all of their feelings, attitudes and values.

According to Natiello (1987:207) "such an attitude requires an acute awareness by the helper of his/her own values, biases and judgements, and an ability to suspend these during professional encounters with others".

- **Empathy**

Makondo & Schenck (2000:45) state that "being empathic means trying to determine whether your understanding of the client's inner world is correct - whether you are seeing it as he/she is experiencing it at that particular moment; in other words, empathy implies a verbal expression". The authors further explain that empathy must be communicated and the client must experience, know and hear that she/he is understood. Rogers (1986:377) states that in order to be empathic, you must lay aside your own judgements and values in order to grasp, with delicate accuracy, the exact meaning the client is experiencing rather than expressing.

A condition of empathy can thus exist only when there is relative freedom from judgement based on another's values, attitudes and behaviour. This means there should be unconditional positive regard where the helper or facilitator trusts deeply in the ability of others to resolve their own problems. Another condition which is integral to the person centred approach is personal power.

- **Personal Power**

  Personal power is synonymous with autonomy. According to Makondo & Schenck (2000:46) personal power is "a state in which the client is aware of and can act upon his or her feelings, needs and values rather than looking at others for direction".
  Personal power is applicable to both the client and the helper.

The Person Centred Approach is underpinned by the values of respect, individualisation, self determination and confidentiality. These values also guided my facilitation process with the group of unemployed women. A short discussion of the values follows :

- **Respect**

  According to Du Toit, Grobler & Schenck (1998 : 81), showing respect is of central importance for any person who believes in the person centred approach. Show of respect by the facilitator can be demonstrated by accepting the values as well as the differences of group members that is allowing the members to express their views freely without criticising them. The facilitator (in this instance) has to listen carefully to what members are saying, understand what is being said and also accept what members are saying. As regards the community, respect means that the facilitator believes in the potential and activities of the members of the community and trusts them. "The facilitator merely assists and supports where necessary". (Du Toit et al, 1998:83).

- **Individualisation**

With regards to this value Rogers (1987:29) states that acceptance of this value is when the facilitator "assumes the internal frame of reference of the client", perceives the world as the client sees it, perceives the client as he is seen by himself, lays aside all perceptions from the external frame of reference while doing so, and communicates something of this empathic understanding to the client".

Individualisation in respect of the community means respect for the uniqueness of the individual, group and community. Each community is unique because it consists of unique individuals" Du Toit et al (1998:92).

- **Self Determination**

According to Du Toit et al (1998:97) self determination is more than the choice made by the people in the community itself as it includes the protection of their self, their values, their traditions and that which is known to them. Self-determination is part of their attempt to self-actualise.

Self-determination is built on the respect we have for the autonomy of the person as being able to heal himself or herself and as facilitators we create a context for people in which we facilitate the healing and growing process. The implication of this process is that as facilitators we have to tolerate uncertainty.

With regards to self determination, Rogers (1987:488) states that "we are talking here about the tendency of the organisation to maintain itself to assimilate food, to behave defensively in the face of threat, to achieve the goal of self maintenance even when the pathway to that is blocked ... it moves in the direction of greater independence or self responsibility ... in the direction of increasing self-government, self regulation and autonomy, and away from the control of external forces ...".

- **Confidentiality**

According to Du Toit et al (1998:99) confidentiality means that what has been said will remain a secret that will not be repeated to someone else. Van Dyk (1997:109) as quoted by Makondo & Schenck (2000:73) refers to confidentiality as one of the values in social work which should be "seen in the light of the problem or information presented and of possible alternatives that may exist for the solution of the problem". Confidentiality is an important aspect of the helping relationship which should be discussed between the client and the worker.

Korten (1991:113 - 114) gives the following reasons for the importance of theory for development :

- Theory gives explanations to certain phenomena.
- Theory directs the action of the facilitator.
- A consistent theory enables the worker to facilitate development and change instead of just being an "assistance" agency/worker.
- Without a consistent theory the agency/worker runs the risk of strengthening the very forces responsible for the conditions of suffering and injustice. The application of theory thus made me fully accountable for the facilitation of the development process.

1.8   LIMITATIONS

This research study had the following limitations :

- The fact that I am a Government employee may have caused some reservations in the participants and hence impacted on the participation of some. This is because Government employees are perceived and viewed as authoritative figures who wield as well as provide power and hence are feared.

As the process developed, the women's perception of the facilitator as an authoritative government employee changed. They became more relaxed and participated freely when they realised that the facilitator accepted and respected them as people with potential.

- The language used by the respondents was mostly Xhosa, which I as Sotho/Setswana speaking person could hear and understand but had difficulty in speaking accurately. However I had to learn quickly to speak the language which in the end was an asset. It was also an asset in the sense that the women taught me how to speak the language properly and by so doing they did experience that they also have knowledge and expertise which I did not have.

- The political climate reigning in the area, especially after the murder of the local ANC Councillor by school children, rendered the area a "no-go zone" for two months and because of this incident the process was halted, only to be resumed after two months. The resumption of the process, in my view, was an indication of the women's high level of motivation and that they did not lose interest in the process during the two months of inactivity.

1.9 VALUE OF THE RESEARCH

- To highlight how unemployment at grass roots level can be dealt with, using the process of participatory development based on the person-centred approach.

- To demonstrate that through the use of the Participatory Development Process and the person-centred approach the empowerment of unemployed women can be achieved by enhancing their self-worth through participation, awareness, control, having access to resources and knowledge and being able to make provision for their own needs.

1.10 PROCESSING AND RECORDING OF DATA

The facilitator used the following tools to collect data :

- Brain storming - during meetings a lot of brain storming was done and ideas were captured in a book which was used as reference by both facilitator and the women.

- Dialogue, discussions (formal and informal) and story telling were used as methods of data gathering. Recording of the predominant themes emerging out of the discussions was done by me in a book and these were always confirmed with the group during subsequent meetings.

- Information was also collected from the process notes made in the organisation's file which is kept by the GPG as a record.

1.11 THE STRUCTURE OF THE DISSERTATION

The dissertation is constructed as follows :

Chapter 1 is an orientation to the study which provides the background information on the unemployment scenario in South Africa, motivation and purpose of the study, the aims and objectives of the study, research methodology, limitations, as well as the value of the research study.

Chapter 2 gives a review of literature and the following concepts will be described and discussed :

- Income generation.
- Poverty
- Empowerment
- Participation
- Participatory development
- Facilitation

- Conscientisation

Chapter 3 outlines a case study on the participatory development process.

Chapter 4 gives findings and conclusions drawn from the study. The chapter also reviews the aims and objectives of the study to examine whether they have been met by the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Leedy (1974:58) states that in any research undertaking, one's own problem is always central and everything else must be geared towards the solution of that problem. The review of literature thus assists the researcher in finding a solution to the problem by reading up and comparing the views of different authors/researchers on the same subject.

Leedy (1993:16) outlines the broad functions of literature review as :

- To demonstrate the underlying assumptions that the researcher has thorough knowledge about the related research and the intellectual traditions that surround and support the study.

- It shows that the researcher has identified some gaps in previous research and that the proposed research study will find a demonstrated need.

- Literature review is about finding out about what is already known about the research question before trying to answer it yourself. It is based on the assumption that knowledge accumulates and that we learn from and build on what others have done.

According to Newman (1997:83) the researcher reads studies to compare, replicate and criticise them for their weaknesses.

According to Collins (1998:45) the literature review enables one to learn from the mistakes of others and build on the existing base.

Learning thus becomes a process.

The review should continue throughout the research project. The review process is never completed because fresh ideas are generated constantly and fresh research data are recorded constantly.

The review must be initiated as soon as the research topic is selected.

The goals of literature study include :

- To demonstrate a familiarity with a body of knowledge and establish credibility.

- To show the path of prior research and how the current project is linked to it.

- To integrate and summarise what is known in the area.

- To learn from others and stimulate new ideas Newman, (1997:89).

Fouché and De Vos, (1998:64) state that a literature study is aimed at contributing towards a clearer understanding of the nature and meaning of the problem that has been identified.

Arkava and Lane as quoted by Fouché and De Vos (1998:65) indicate three functions of literature study :

- It may disclose that someone else has already performed essentially the same research.

- A literature study equips the investigator with a complete and thorough justification for the subsequent steps, as well as with a sense of importance of the undertaking.

The literature study in this research will focus on the discussion of the following concepts :

- Income generation. The ultimate goal of the process should lead to the unemployed women being involved in an income generating project.

- Poverty. This is directly linked to income generation as involvement in the latter will lead to the alleviation of poverty.

- Participation. This will be discussed because it forms the basis of the Participatory Development Process.

- Participatory Development is the process through which the empowerment of the unemployed women can be achieved.

- Facilitation.

- Concientisation.

2.2 INCOME GENERATION

This section will give a description of income generation as it is viewed by different authors, factors distinguishing income generating projects from other economic activities and constraints to women's income-generating projects.

According to Chigudu (1991:2) income-generating projects are as difficult to define as beauty because they answer to a number of definitions.

Ala (1996:5) states that "The term income-generating projects is used broadly to describe small scale economic activities, undertaken by two or more persons, which are ultimately expected to produce an income.

These project do not arise spontaneously but are initiated by external agents".

Burkey (1996:152) refers to external agents as "change agents" and further states that when assisting groups to initiate income generating activities, change agents and their agencies have a tendency to think primarily in terms of group-owned and managed activities. In reality such activities are difficult for a group to manage especially if they require daily supervision. "In practice, either the supervision breaks down or someone is tempted to steal or a few members take on all the responsibility and often resent having to share profits with others" In my view, the above statement by Burkey demonstrates the complexities that go hand in hand with income generating projects.

According to Shepherd (1998:98) women's income generating projects require a holistic approach to tackle their many needs. The explanation given by Shepherd (1998:98) is that women need increased income so that they use it on household needs and obligations which include child care, care of the elderly, care of the sick and on house work. The explanation given, is that it is important to have community based health care and appropriate labour saving technology to enable women to utilise income generating opportunities. My view with regards to the above-mentioned description is that it is difficult to come up with a cut and dried definition of "income generation", however, the common thread running through all the descriptions is that income generation involves several activities and is a collective action. If it has to succeed, it must be undertaken by people who think alike and share the same ideas and objectives.

2.2.1 Factors which distinguish income generating projects from other economic activities

The following factors have been stated by Ala (1996:5), to distinguish IGP from other economic activities :

- The majority of income-generating projects are undertaken on a part-time basis so that people can continue with other activities.

- Income-generating projects are supposed to supplement an existing income. According to the facilitator the reverse is that it may be an effort at entrepreneurship or source of sole income.

- The workers in an income generating project own the project and if any profits are made they are shared among the members according to labour input.

- As income generating projects operate on the periphery of the formal sector, they function in an environment characterised by poor infra-structure and communication. The environment in which they exist is often not conducive to generating income.

- Donor policies are often gender biased. According to Chigudu (1991:6), surveys of women's income generating projects have indicated that donor agencies give less money and attention to women's income-generating projects than large development projects.

2.2.2 Constraints to Women's Income-generating Projects

The income generating projects of women are unique and different and also have their own constraints.

Chigudi (1991:3) identified the following themes in women's IGP's that are constraining :

- Women's projects are confined to the tiniest end of small scale enterprises. It is not unusual to find a group of 20 women engaged in "uniform making" as an income generating project sharing only one sewing machine and the group might have been in existence for 10 years.

- Income-generating projects are limited to traditional women's activities such as crocheting, baking and sewing. Since these are based on traditional domestic skills which are learned at home, they lack diversity. The women do not venture or try new skills and prefer to stay with what is familiar to them.

- Many income-generating projects suffer from inadequate funding, hence the women's income from the projects tends to stay the same or to increase only slightly.

  Sometimes women incur debts, get a grant, pay off debts, contribute yet more money and re-start. This can go on endlessly.

- In most cases women combine their income-generating activities with domestic responsibilities, hence they lend themselves to flexible hours. It is not unusual to find women who, though engaged in an income generating project, join their husbands in town during non-agricultural periods and return to the rural areas during the rainy season. They join the income generating project (IGP) group again as if there was no break. If there is money to be shared, it will be shared, after all who can prevent a woman from visiting her lawfully wedded husband?

If such a woman was denied money from the IGP, it would be interpreted as jealousy on the part of those denying her the money.

- Chigudi (1991:4) says women tend to be apologetic about making money. In our society, cultural traditions reward non-competitive and non-aggressive behaviour. These traditions therefore hinder success in business which calls for competition and aggression.

It is not surprising, therefore, that when women engage in income-generating projects their stated objectives include a social element. They also find it hard to get rid of members whose contribution is negligible. As in the case quoted above, even if a member of an IGP is away for a year or so, she still remains a member.

- Propensity to take risks among rural women engaged in IGP's is fairly low, so the survival of the projects is a major issue.

- Women have a tendency to copy existing income generating projects. For example, if a group in section A of the informal settlement is engaged in bread making, the group in Section B of the informal settlement will tend to do the same. This means that the women lack the skills and initiative to come up with something different. They are not innovative. According to the facilitator this may be due to the fact that the women are scared to take risks and prefer to stay with what is familiar to them, which also gives them confidence. Once their confidence grows, it is then that they will venture into new things.

- Projects suffer from lack of baseline information about the socio-economic situation of project beneficiaries and the economic requirements of the project in terms of available markets for women's products, price inputs and availability of raw material.

Even when baseline studies have been conducted they are often not incorporated into the initial project design.

- Women often lack access to resources such as credit training, information. Demand for training in business and technical skills is low as in most cases women do not know that such services exist. Amazingly most women's groups know about donors, and when asked about their problems the women usually say that they need more financial resources from donors. According to the facilitator this means that the women express a need for financial assistance.

An implication of the above is that the facilitator has to use her skills in helping the women identify the skills needed by them for example informed decision making and expansion of knowledge.

- A number of factors inhibit women's demand for credit from formal financial institutions. These include transactions cost, collateral requirements, cumbersome application procedures and cultural constraints. Surprisingly, even some of us who live in towns are intimidated by banks and their requirements. According to the facilitator the above statement implies that the women have to be empowered by giving them information about the expectations of financial institutions when one makes a loan application as well as expose them to the procedures that are followed.

2.3 POVERTY

In my view poverty, based on my personal experience is linked directly to unemployment which leads to lack of income and because of lack of income, people get involved in income-generating projects in order to alleviate poverty.

Description of Poverty

The following section gives a description of poverty as it is viewed by different authors. According to Mrs. Witbooi as quoted by Wilson & Ramphele (1989:14) "Poverty is not knowing where your next meal is going to come from and always wondering when the Council is going to put your furniture out and always praying that your husband must not lose his job. To me that is poverty". (Mrs. Witbooi, Phillipstown, Karoo 33:23) Shepherd (1998:92) explains poverty as a multi-dimensional phenomenon which consists of the following aspects : material deprivation, isolation, dependence and sub-ordination. The author further quotes Jazairy et al who distinguish four types of poverty :

1. Interstitial poverty - This means that in the midst of wealth there are these areas which are surrounded by poverty, and these are called "Pockets of Poverty". As example of such areas, can be mentioned informal settlements which are usually surrounded by urban areas, where people have access to different amenities like medical services, shopping areas, jobs, schools and recreational facilities as opposed to informal settlements where such amenities are absent.

2. Peripheral poverty - This means material deprivation combined with isolation and alienation found in marginal areas.

3. Overcrowding poverty-found in areas where there is population pressure.

4. Traumatic or sporadic poverty - This is temporary poverty in which the non-poor may be thrown or affected by crisis.

   The first three categories of poverty mentioned above are further referred to by Shepherd (1998:92) as structural poverty and the fourth category as conjunctural poverty.

The author further gives the following explanation of poverty :

- Historical explanations which focus on the impact of the colonial and post colonial political economy. In terms of historical explanations this means that colonial capitalist farmers, land settlers, forest reservations and urban development have often marginalised rural populations by removing resources from their control.

- Economic explanations focus on trade and the domination of primary product markets by global corporations. This means that the interests of bigger farmers are best served by their easy access to capital and technology whereas small scale farmers do not have access.

- Natural resource explanations. According to this explanation the quality of the natural resource is said to determine the degree of poverty. This is because human beings have a remarkable ability to transform their environment through investment of labour, knowledge and technology. The implication is that if more labour is invested in farming, there will be more earning power on the side of the labourer whereas if machinery is used in the tilling of land, people will suffer as they will be unemployed and hence not earn any money.

- Socio-political explanations of poverty which, according to Shepherd (1998:93), "centre on the enormous growth of wealth and the middle classes in post colonial societies". Usually wealth has been accumulated by people who have access to the benefits provided by the state, for example, cheap credit, technology and protection of big business. As a result of the aforementioned facts, the development process and policy is biased against rural people through investment allocation and the uneven distribution of technical skills.

In his description and explanation of poverty, Chambers (1983:111) refers to clusters of disadvantage which interlock. He further describes them as the "vicious circle of poverty", the "syndrome of poverty" and "the poverty trap". The clusters of disadvantage referred to by Chambers (1983:112) are : Physical weakness, vulnerability, powerlessness, isolation and poverty.

An explanation of the clusters and their linkage to poverty is as follows :

- **Poverty**

  Poverty contributes to physical weakness through lack of food, small bodies, malnutrition leading to low immune response to infections, and inability to reach or pay for health services; to isolation because of the inability to pay the cost of schooling; to buy a radio or a bicycle, to afford to travel to look for work; to vulnerability through lack of assets to pay large expenses or to meet contingencies; and to powerlessness because lack of wealth goes with low status; the poor have no voice.

- **Physical Weakness**

  This contributes to poverty in several ways : through the low productivity of weak labour, through an inability to cultivate larger areas or to work longer hours, through lower wages paid to women and those who are weak and through the withdrawal or weakening of labour through sickness.
  Physical weakness sustains isolation because of lack of time or energy to attend meetings or to seek information. especially for women because children make travel difficult.

"It accentuates vulnerability by limiting the ability to overcome a crisis through harder work, new activities or negotiations for help.

It contributes to powerlessness through the lack of time or energy for protest, organisation, or political activities : Sick and hungry people dare not bargain hard". (Chambers 1983:113).

- **Isolation**

Isolation is linked to physical weakness. Elements contributing to isolation include lack of education, remoteness, and being out of contact. All of the above-stated elements sustain poverty. Chambers (1983:113) states "Isolation also accentuates vulnerability - remote marginal areas are more liable to crop failures and are less well provided with services to handle contingencies like famine or sickness, illiterates also find it harder to register or acquire land and are more easily cheated of it". The author further states that isolation means lack of contact with political leaders or with legal advice, and not knowing what the powerful are doing.

- **Vulnerability**

Vulnerability is also linked to the other four clusters of disadvantage. It relates to poverty through "the sale or mortgage of productive assets, to physical weakness because to handle contingencies, time and energy have to be substituted for money, to isolation through withdrawal and to powerlessness through the dependence on patrons to which it gives rise".

- **Powerlessness**

This cluster also contributes to poverty in many ways. Powerlessness means exploitation of the poor by the powerful. Powerlessness "limits or prevents access to resources from the state, legal redress for abuses, and ability to dispute wage or interest rates, and it entails weakness in negotiating the terms of distress sales, and only feeble influence on government to provide services for the poorer people and places". (Chambers 1983:113).

Powerlessness reinforces physical weakness because time and energy have to be devoted to queuing for access to services, and because relief food supplies in time of famine may never be obtained because people are powerless to demand what is meant for them. Powerlessness makes the poor more vulnerable, for example, to sudden demands for the repayment of loans, to threat of prosecution and fines or imprisonment or to demands for bribes in a dispute.

In explaining poverty Burkey (1993:3) refers to basic needs and poverty and further states that poverty can be defined in terms of basic needs. Basic needs are those things that an individual must have in order to survive as a human being and include clean (unpolluted) air and water, adequate and balanced food, physical and emotional security, physical and mental rest, and culturally and climatically appropriate clothing and shelter.

Burkey (1993:4) further gives an explanation of absolute and relative poverty. Absolute poverty is the inability of an individual, a community or a nation to satisfactorily meet its basic needs and relative poverty is a condition in which basic needs are met, but where there is an inability to meet perceived needs and desires in addition to basic needs.

2.4   EMPOWERMENT

Introduction

From the previous discussion on income generating projects, it seems to me that although women get involved in IGP, they do not become empowered by them because of the different reasons discussed by Chigudi (1991 refer 2.2.2 above). Empowerment will be discussed in this section to see what should be built into income generating projects to make them empowering to people. According to Ala (1996:3) empowerment is a multifaceted and complex concept. In its simplest form it refers to a process whereby women are either given power in areas where they were previously powerless or where women's power is enhanced. The process of empowerment involves making women aware of their powerlessness as well as the extent to which they are discriminated against. It seeks to build up the morale of women so that they have the confidence to challenge gender bias in all forms. Ala (1996:3) further states that projects aimed at empowerment endeavour to increase women's knowledge, build up their confidence, make them self reliant, improve their skills and improve their access to resources. Ala (1996:3) states that empowerment is not a commodity that can be given to people on a plate, once they participate in a project. It has to be built in within a group, community or organisation over a long period of time. It is a process which must be integrated into the development effort. It cannot be built in isolation of women's activities and concerns, such as education, health, land and income-generating activities.

The facilitator agrees with Ala on the above-named aspects and strongly supports the view that built-in to income generating projects should be knowledge, confidence, skills, self reliance and access to resources. Women can be empowered politically, economically and socially. The ultimate objective of the process of empowerment is equality between men and women in all areas of society. The goal of empowerment is to confer legitimacy on specific development projects.

Ala (1996:3) cites Zimbabwe as an example where the word "empowerment" became a buzz word. It had to be included in every programme as an objective and hence became a prerequisite to guarantee funding from foreign donors who regarded the empowerment of women in the developing world as a major priority. The meaning of the term has thus been moulded to suit the purpose of various organisations.

Many organisations mistakenly believe that meeting practical gender needs will eventually lead to the empowerment of women. As a result they see no need to directly address strategic gender needs. "Although meeting practical gender needs is necessary as a long term strategy it often amounts to nothing more than treating the symptoms of a disease. To cure the disease strategic gender needs must eventually be met" (Ala 1996:4). Ala further states that some organisations would on the one hand limit empowerment to meeting gender needs only, whereas what is needed is a balance in the empowerment process where the right combination is achieved between meeting practical gender needs and strategic gender needs. In order for this to occur, the organisations must be intimately acquainted with the development needs of women in their respective communities. Unfortunately many organisations are unable to achieve this balance. Practical gender needs according to Ala (1996:3) include domestic skills such as knitting, sewing and cooking and strategic gender needs address political, social and economic needs.

According to Ala (1996:5) there are no absolutes in the empowerment process. The extent to which women are empowered will vary according to the objectives and methodology of a particular development programme or project. Longwe, as quoted by Ala (1996), uses five criteria to assess the degree or answer the question to what degree a women's development project empowers women. The questions to be asked are as follows :

1.   **Welfare**

> Does the project meet material needs or improve immediate problems, for example, food, income, shelter and health care ?

According to the facilitator, this is understood to mean that if people have food they feel more dignified because they do not have to beg as begging is degrading.

2. Access

Does the project provide better access to the means of production ?

This means that the project must serve as a stepping stone to exposing women to more opportunities for instance, making them more creditworthy, giving them more access to facilities and making them more knowledgeable. Do the women feel more empowered and dignified? The women must have choices.

To support Ala on the criterion of access, Oakley & Marsden (1984), as quoted by Burkey (1993:59) mention that "meaningful" participation of the rural poor in development is concerned with direct access to the resources necessary for development and some active involvement and influence in the decisions affecting those resources. To participate meaningfully implies the ability to influence the course of events positively.

3. Participation

Are women involved in the decision making process, policy making, planning and administration ? According to the facilitator, when the women participate, it enhances their self-worth and dignity, and they feel that they are valued. In support of Ala's criterion of participation, Burkey (1993:58) refers to a process of empowerment and liberation which involves the full participation of the community in whatever development project is at hand. Burkey (1993:59) states further that meaningful participation is concerned with achieving power, that is the power to influence the decisions that affect one's livelihood.

4. Awareness

Does the project make women aware of unequal gender roles ? The above criterion by Ala, can be supported by Freire's (1972:76) concientisation which explains that people learn to think critically about their own circumstances. According to Freire (1972:76) "the perception and comprehension of reality are rectified and acquire new depth.

When carried out with a methodology of conscientization, the investigation of the generative theme contained in the minimum thematic universe (the generative themes in interaction) thus introduces or begins to introduce men to a critical form of thinking about their world". In my view awareness promotes women's critical thinking about their reality and also encourages them to take action on that reality.

5. Control

Do women have control over the end product of their labour ?

The question refers to the whole process as well as the end product. My understanding of it is that one can only regard oneself as empowered if one is able to influence and contribute towards decision-making processes and can assess relevant resources. The role of the change agent should primarily focus on working with people's groups in such a way as to enable them to better control their own situation. Burkey (1993:83) calls this process "the pedagogy of empowering".

The above model appears simplistic but it lists some basic criteria by which to judge a project's contribution to the empowerment of women. Chigudu (1991) states that empowerment is not a commodity that can be given to people on a plate, once they participate in a project. It has to be built in within the group, community, or organisation over a long period of time.

(1991) states that empowerment is not a commodity that can be given to people on a plate, once they participate in a project. It has to be built in within the group, community, or organisation over a long period of time.

It is a process which must be integrated into the development effort. It cannot be built in isolation of women's activities and concerns such as education, land, health and income-generating activities. All these criteria must be part of the process.

Empowerment is thus a long term goal and requires a multi sectoral approach, meaning that every component in the development process must be orientated towards it's promotion and attainment.

Nelson & Wright (1995), as quoted by Guijta & Shah (1998:11), state that the ideal of empowering the marginalised has in theory been a driving force for many participatory projects. The thinking was that by enabling the poor to analyse and influence their own realities, and thus influence development priorities, they would have a greater ability (meaning more confidence and skills) to continue acting in their own interests.

Guijta & Shah (1998:11) further state that empowerment is complex and carries an inherent contradiction, namely the notion that "some can act on others to give them power to enable them to realise their own potential". (Nelson & Wright 1995).

If power is essentially about the transformative capacity of people or groups then empowerment involves increasing people's capacity to transform their lives. Empowerment entails more than inviting people to partake in needs assessment or a decision making process. According to the researcher this means that people have choices and control and contribute towards their own growth, development and dignity.

Guijta & Shah (1998:11) further argue that offering the marginalised opportunities for consultation without following this through with analysis about the causes of oppression and feasible action to redress the causes is unlikely to be empowering.

The sixth criterion that can be added to Ala's criteria is self empowerment. The question to be asked is whether it enhances the dignity and self-worth of the person.

Kurtz (1997:11) refers to "self-empowerment" which mobilises the internal resources of the person, the group or the community. Further empowerment occurs when one becomes able to take action for oneself and on behalf of others.

The author also states that the first sign of empowerment is a dawning belief in oneself, one experiences growth of self confidence, which is usually accomplished within a group of others facing the same challenge. Empowerment flows from the community aspect of a self help group. "The group is a place where one joins with others to mobilise resources in the pursuit of needs and interests. The members' common sense becomes validated and relevant. (Kurtz 1997:26).

Ostergaard (1992:174) refers to the "empowerment approach" which focuses on increasing women's control over the choices in their lives. It seeks to increase their self reliance and self confidence so they will become more active players in society. Through increased control over crucial material and non material resources, women are then expected to take steps to influence the direction of social and economic change.

According to Ostergaard (1992:175) empowerment approach recognises the triple role of women and views the world of women's organisations and like minded groups as a key element of change. "It champions the use of a "bottom up" approach to raise women's consciousness so they can challenge their status in society, it works on practical gender needs to build a support base in order to address strategic gender needs".
(Ostergaard 1992:175).

Korten (1991:118) refers to empowerment as the development of the capacities of people to better meet their own needs through self reliant local action.

Summary

From the above, the researcher can summarise empowerment as :

- An awareness-raising process which increases women's knowledge, and builds their self confidence. It thus increases women's self-worth.

- Empowerment brings about equity.

- It is a participatory integrative process which cannot be carried out in isolation but is addressed through a multi-sectoral approach.

- Employment increases people's capacity to transform their lives.

- Empowerment mobilises people's internal resources, for instance, belief in oneself, self-confidence, self-reliance and increased control over the choices one makes.

2.5   PARTICIPATION

From the previous description and discussion of empowerment as a concept it is clear that it cannot take place in isolation from participation.

Description of Participation

Burkey (1993:59) describes participation as "an organised effort to increase control over resources and regulative institutions in given social situations on the part of groups and movements of those hitherto excluded from such control. Participation is further viewed as "an essential part of human growth, viz, the development of self confidence, pride, initiative, creativity, responsibility and co-operation". (Burkey 1993:56).

The facilitator understands and views this process as the essence of social development because people learn to take charge of their own lives and solve their own problems. Participation is the way to empowerment as described by Ala's criteria. It confirms the belief in the dignity and capabilities of people. People come together and collectively learn by "doing". They plan and act together. No participation can take place without trust and belief in people. In this way they acquire knowledge and awareness which enables them to understand the causes of their problems and be in a better position to mobilise and utilise the resources available in order to improve their situation. Korten (1980:480) views participation as a "learn by doing" exercise where plans are made, action is taken, results studied, lessons learned and then new actions and plans take place.

Genuine participation depends on the ability of the participants to embrace errors. This means that where there is participation, progress will be made as well as mistakes.

According to Burkey (1993:57) the first step in achieving real participation is realised when the poor themselves become more aware of their own situation, of the socio-economic reality around them, of their real problems, the causes of the problems and what measures, they themselves can take to begin changing their situation.

This process of awakening, raising of levels of consciousness or conscientisation constitutes a process of self transformation through which people grow and mature as human beings. In this sense participation becomes a basic human need.

From the above descriptions participation can be summarised as follows :

- Participation raises awareness as well as critical thinking in people.

- Participation enhances human growth by developing self confidence, initiative, creativity, co-operation and responsibility.

- Participation is a process of action and reflection.

- Participation is a learning process.

- Participation is also about control and decision making.

2.6   PARTICIPATORY DEVELOPMENT

According to Wignaraja, Hussain, Sethi and Wignaraja (1991:197) development is viewed as a process of human development, a process of social transformation in which man is both the subject and the object and in which he participates at all levels of decision-making. In this process of development, self reliance is both a means and an end.

"It is a process which starts with the release of the creative energy of man, assumes equal access to and a rational use of resources to the poor and the vulnerable groups, tends to eliminate the difference between mental and manual labour and uses the full range of technological choices available from both the knowledge people have and knowledge from other sources properly adapted" (Wignaraja et al 1991:197).

Wignaraja et al (1991:223) further refers to participatory development as a micro level participatory process which basically represents the initiative of people seeking life improvement through a process of awareness-building and organised group action directed towards self-reliance.

From the above information, my understanding of participatory development is that it is a process of development which emphasises self reliance, the creative aspect or ability of man, the use of available resources and man's initiative and involvement throughout the process. Involvement means taking charge, and making decisions. Participatory development is based on belief and trust in people.

Burkey (1993:75) states that only rarely do participatory development activities arise within poor groups without any form of outside stimulus. According to Burkey self reliant participatory development is concerned with people and social relationships. The participatory development process cannot be generated spontaneously, but requires a catalyst. According to the author the catalyst is a change agent. The primary role of change agents is to release the creative energies in people. A change agent is a person who initiates a process of change. "The direction which this change will take place should be decided through interaction with the people with whom the change agent is working, rather than unilaterially by the change agent acting alone or on behalf of outside interests". (Burkey 1993:76).
The above statement by Burkey emphasizes the participation of people in the development process.

2.6.1   Elements of the Participatory Development Process

From the preceding discussion on participatory development it seems as if the core elements and characteristics of participatory development are the following :

- It is an unpredictable process moving from the known to the unknown.

- It should be an empowering process whereby people gain experience through interaction with the development worker and through collective action. It is thus a collective process.

- It is a learning process whereby knowledge is acquired through interaction between individuals, groups and institutions.

- It involves the forming of partnerships.

- It involves internal mobilisation of resources.

- It involves identification of problems and needs by participants and facilitators.

- It is an ongoing action-reflection process.

- It is a dialogical and culturally relevant process.

The facilitator in this study concurs with all of the above statements because the process begins with the known position that the women are unemployed and as a result have no income. The ultimate or ideal position is to see them empowered and having knowledge and skills which will enable them to deal positively with their problems and needs.

2.7 FACILITATION

According to Burkey's (1993:73) description, facilitation means encouraging people to do something they probably would not do on their own initiative. The facilitator should thus provide support to the people and encourage reflection, communication and initiative.

2.8 CONSCIENTISATION

This is referred to by Burkey (1993:73) as "awareness-building", which is a process of discussion, reflection, questioning and analysis together with the poor so that they become increasingly aware of their own world and how it works. This means that the people must be encouraged to continue the analysis-action - reflection cycle.

The following chapter will describe a participatory development process and give an explanation of how the above elements were applied.

CHAPTER 3

A PARTICIPATORY DEVELOPMENT PROCESS

3.1   INTRODUCTION

This chapter is based on the facilitator's description of the participatory development process which took place amongst twenty (20) unemployed women during the period June 1997 to September 1999.

In this chapter I will give a background information on the geographical community of Swanieville, the participants, clarification of the facilitators role, and a detailed description of the participatory development process.

The process will be broken down into five phases based on Swanepoel's Community Development Model (1997) which includes :

- Making contact
- Needs and resource identification
- Planning.
- Implementation
- Evaluation

The phases will cover the meetings which took place as well as illustrate how the elements of "empowerment" as outlined in the literature study were achieved. The contact making phase will, however, be discussed in detail as it took the facilitator a long time to get to know the community prior to the actual group of unemployed women being identified.

3.2 BACKGROUND INFORMATION

3.2.1 The Geographic Community

Swanieville is an informal settlement situated +/- 15 km from Krugersdorp Town. The informal settlement falls within the area of operation of the Gauteng Provincial Government where the facilitator is employed in the Social Services Section. The name of the informal settlement was derived from the previous owner of the farm, a certain Mr. Swanepoel, who has since sold the farm to the Krugersdorp Town Council.

According to the information derived from some of the community members. Swanieville has been in existence for +/- 10 years The residents of Swanieville originated from different areas and settled in Swanieville with the hope that one day proper houses would be built for them by the Government. The only formal built structures are the school and the clinic. The roads are now tarred. Swanieville has been electrified despite the fact that it is an informal settlement. Water is available from taps situated at street corners.

3.2.2 The Participants

The participants in the process were women between the estimated ages of 25 and 50. All were unemployed in that they were not registered in formal sector employment although some were engaged in some informal activities like selling peanuts and sweets from their homes without receiving notable profit. The participants were involved in the process by means of meetings, sharing ideas, and coming up with solutions. The average attendance at meetings (which were organised by word of mouth) varied between fifteen and twenty.

On some days attendance dropped to ten and on such days the group members would be worried to such an extent that they would carry out an investigation into the factors leading to poor attendance.

These factors included illness, having gone to Krugersdorp town to look for work or to carry out an odd one day job like cleaning and ironing. It is important to mention here that there was a core group of 8 women who would never miss a meeting and who could be relied upon. This core group always initiated and followed up on absenteeism. They encouraged the other women to attend meetings and were quite vocal about the fact that "Rome was not built in a day" meaning that if the unemployed women were to see themselves engaged in any activity that would earn them a salary, they had to persevere. The positive attitude by this core group also served as motivation to the facilitator to continue her role of facilitating the process.

3.2.3 Clarification of the facilitators role

My role as a facilitator was clarified at the beginning of the process. As stated by Burkey (1993:55) it is not always possible for participation to occur spontaneously. The facilitator should conscientise the people rather than wait passively for action to take place on its own.

Burkey (1993:66) maintains that conscientisation is the "simulation of self-reflected critical awareness on the part of the oppressed of their social reality and of their ability to transform reality by their own conscious action".
The above statement by Burkey is confirmed by Freire (1972:76) who said that his process of conscientisation leads to investigation of "generative themes", viz, the felt need regarding the issue about which people feel strongly. This implies that the people themselves have to think critically about the problems surrounding them.

I clarified my role as that of facilitator, supporter and guide. The group of women originally perceived me as someone who had an answer and a "quick fix" to their problems of unemployment. Some even stated openly that they appreciated my presence as I would link them to some employment. I explained, however, that I was not going to impose my ideas on the group and that whatever decisions had been taken in the meeting about action were binding on all of us.

I outlined how participatory development works, and also emphasized the importance of participation by all in terms of contributing ideas. Although I clarified my role in the beginning phase, I continued doing it in all subsequent phases to encourage participation as well as to foster empowerment in the women. Some of the women understood my explanation and showed this by the nodding of their heads and others gave a passive stare as if they questioned or did not believe what I said to them. I understood the passiveness as an indication that I would have to demonstrate what I mean or say, or that they did not really understand what I said.

3.3 THE PROCESS IN TERMS OF SWANEPOEL'S MODEL

3.3.1 Phase 1 : Contact Making

This phase forms the core of the participatory development process which I facilitated amongst the unemployed women. As already stated in point 3.1 the phase was somewhat prolonged prior to the establishment of the group, as well as building a relationship of trust with the group.

The phase was characterised by a series of meetings held between the facilitator and different influential groups in the community.

According to Swanepoel (1997:33-34) during this phase the community worker endeavours to know the people and their prevailing circumstances and the people also get to know her. I, as facilitator, entered the community in May 1997 through my involvement with Khululekani school which hosted the "Child Protection Week" celebration, an event initiated by the National Government.

The Gauteng Provincial Government has set aside several days in a year where special days like "Women's Day", "World Aids Day", "Aged Day', and "Child Protection Week" are celebrated. The purpose of the celebrations is to make the community aware of the needs of certain specific target groups.

It was thus during "The Child Protection Week" that the teachers of Khululekani School informally expressed concern over the number of children in the school whose attendance was irregular, did not have books and a school uniform and of whom many were visibly malnourished. The teachers appealed to me to intervene in this regard and requested a meeting with me where the above concerns could be discussed. The date for the meeting was set for 23 June 1997. I used the "Child Protection Week" as an opportunity to enter the community as it is sometimes difficult to gain access to a community without a clear reason.

The First Meeting

During the first meeting between the teachers of Khululekani school and myself, which took place on 23 June 1997, I thanked the teachers for inviting me and clarified my facilitative role to them.

The discussions that followed thereafter revolved around the different problems encountered at school by both teachers and pupils.

The observations of the teachers were :

- The children were struggling financially and materially.
- The children did not have books and school uniforms.
- The children were hungry.
- The children's school performance was generally poor as it was adversely affected by the above-mentioned factors.

The teachers attributed all the above factors to the fact that the parents of these children were unemployed, and this caused apathy and lack of involvement in their children's schooling. Furthermore the parents were unable to provide their children with the basic school necessities. Information about unemployment of the parents was obtained from the school children by the teachers.

After an in depth discussion between the teachers and myself regarding the above concerns, an agreement was reached that the parents of these children needed to be involved in the discussions to find out from them how they intended addressing the above concerns.

During the meeting, consensus was reached that the parents would be invited by word of mouth to attend a meeting at the school on 30.06.1997 where the facilitator would engage the parents in a discussion around the concerns raised by the teachers and to get the parent's perceptions of their situation.

Before the meeting was concluded, the facilitator enquired of the teachers whether other organisations existed in Swanieville, and stated that if there were any, the facilitator would like to meet them.

The response from one gentleman known as "S" was that there were definitely other organisations in Swanieville such as the ANC Women's League(ANCWL), the Lusaka Community Policing Forum (LCPF) and the ANC Youth League (ANCYL). Mr. "S" volunteered to accompany me to meet the different organisations.

Reflection on the first meeting

Listening to the experiences and perceptions of the teachers about the children and parents, I realised that I also had to listen to the stories and experiences of the parents.

The facilitator also acknowledged the determination of the teachers to ensure that the children received the necessary educational attention despite their lack of material necessities.

The predominant theme was that feelings of anxiety on the part of the teachers were coupled with the enthusiasm to be of help to the children although they did not know exactly how.

I established a relationship with the teachers to encourage their participation and information giving. I used the skills of warmth, empathy and respect.

The Second, Third and Fourth Meetings

These meetings were still an endeavour on the part of the facilitator to get a broad angle scan of the community (Henderson & Thomas 1989:71).

Swanepoel (1995:34) mentions that community workers must obtain knowledge about "leaders and figures of authority, opinion makers and resource people, quarrelsome persons and peacemakers, the socio-economic stratification in the area, the gap between the better off and the poor and the relationship between them, all the various institutions in the area, the prevailing norms and traditions and even the history of the area and its people".

The facilitator made contact with the leaders and members of the different political structures like the ANC Youth League, United Democratic Movement and ANC Women's League, to get their experiences and perceptions and to understand their behaviour. This was in view of the fact that Swanieville was a highly politicised area and that the different political structures in the area had to be informed about any new developments and processes going on in their area. Failure to have done this may have led to the process being jeopardised.

The facilitator was also taken on a tour of the area by Mr. "S", a member of the ANC Youth League who introduced the facilitator to the secretary of the ANC Women's League, a Mrs. K. The discussion between Mrs. K, Mr. S. and the facilitator raised the following issues of concern :

- Unemployment - Most people were without jobs and this caused them a lot of distress and feelings of inadequacy as they were unable to provide for their families needs. The Welfare criteria as mentioned by (Ala 1996:5) were not catered for. (See section 2.4)

- Lack of adequate and efficient transport between Swanieville and central business district of Krugersdorp. Very few taxis, operated leading to the exploitation of the commuters.

The taxis were also a danger to life, due to their unroadworthy conditions. The access criteria (Ala 1996) was not met.

- Insufficient schools - to date there was only one school in the area viz : Khululekani school which was unable to accommodate all the school going children in the area. As a result children were forced to walk long distances to attend school in the neighbouring townships of Kagiso and Azaadville. The problems linked to this scenario included abuse and rape.

- Housing was another area of concern. People lived in tin shacks and needed decent accommodation.

- The security and protection of children against child abuse which was reported to be rife in the area added to the concerns already mentioned.

- The need for starting a self help project with the unemployed women was expressed by Mrs. K. but the lack of knowledge and skills to do so served as an impeding factor or constraint on the part of Mrs. K.

- The lack of commitment by the Chairman of the ANC Women's League, Mrs. T., impeded progress in the ANC Women's League. Mrs. K. cited as an example a meeting where the Chairman had to report on the building of the creche for the community, but did not attend the meeting.

The abovementioned issues of concern were also expressed by the members of other political structures which the facilitator met. A member of the United Democratic Movement who works at the school as a cleaner, also expressed the need for better housing and security.

Mrs. K. expressed her appreciation of the facilitator's presence in Swanieville.

She stated clearly that she expected the facilitator to play a leadership role in seeing that the above-mentioned areas of concern were addressed. I explained my facilitative role to Mrs. K. and assured her that the above mentioned concerns could only be addressed through the participation of all the concerned people. I further extended an invitation to Mrs. K. to attend the next meeting of the unemployed women on 30.06.1997. Mrs. K. promised to attend.

The Fifth Meeting

Twenty women attended the meeting which took place at Khululekani school on 30 June 1997 at 14:30.

The meeting was initially scheduled for 14:00 but was delayed due to the fact that the classroom where the meeting had to take place was still occupied by the students and their teacher.

The objectives of the meeting were :

- Sharing of experiences.
- Building of relationships and fostering feelings of acceptance of one another.
- Creating a common understanding of the facilitator's involvement with the women as well as her role.
- Introducing each other formally.
- Outlining each other's expectations, roles and intentions.

Mrs. Y, the principal of the school, chaired the meeting and introduced me to the women. This was after the singing of a hymn and a short prayer.

I introduced two ice breakers. Firstly, everybody was asked to stand up and touch their toes three times and very briskly. Thereafter another ice breaker "The Name Game" was done. The game entails creating positive meanings of our names. As an example I mentioned my name "Elizabeth" and explained the meaning as "Mother of the Nation". Every member in the group introduced herself. The introduction elicited laughter and created active participation. The members expressed their liking of the ice breaker and some stated that they were going to adopt it in their "Stokvels" or "Burial Societies".

The significance of this type of response was that not only was the exercise enjoyable but it also served as a learning experience that names usually have a positive meaning.

The group then decided on ground rules. The ground rules established included :

- Regular attendance of meetings.
- Sharing of ideas.
- Respecting each other's contributions and being non judgemental.
- Upholding confidentiality.

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1. "Stokvels" is used here to describe organized groups of people who come together for a common purpose to raise funds. This is done by selling food and drinks.

2. "Burial Societies" are organized groups of people who assist one another financially and materially during bereavement.

I clarified my roles to the group as those of facilitator, guide and supporter, and also pointed out the importance of joint participation, decision-making and execution of tasks and joint planning.

The decisions emanating from the discussions would be binding on all of us. For instance if the group decided to assign a task to Mrs. X, then Mrs. X was bound by the decision to carry out the task. My intentions were outlined in relation to the participatory development approach, its aims and rationale. I expressed my wish and intention to work with the women as facilitator and this was agreed upon.

The reasons which led to this meeting, as explained in 3.3.1, were shared with the women. I also expressed the need to know more about the women and their circumstances ie knowing them in depth. The women were given a chance to share their concerns and these included :

- Unemployment, leading to lack of income and inability to cater for one's family needs.

- The willingness to work, but lack of resources, which caused despondence and hopelessness.

- Lack of public transport like buses, causing lack of access to amenities.

- Lack of recreational facilities like a soccer stadium, community hall and parks, resulting in children idling and being prone to misbehaviour.

- Many of the children attended school at nearby townships like Kagiso and Azaadville but walked long distances to and from school and as a result were exposed to risks such as being raped, assaulted or abducted.

- The decision taken in the meeting by the women was that a follow up meeting should be arranged where the above concerns would be addressed again in order to identify the actions that would be carried out to meet the identified needs.

Theory

Throughout the deliberations I was guided by Rogers' (1987) theory of the person-centred approach which promotes the need to understand the community's frame of reference, their perceptions and experiences. I used the skills of warmth, congruence and empathy. In this regard Rogers proposes that the creation of a warm climate by the facilitator promotes growth and development in both the individual and community.

Swanepoel (1997:39) confirms the above by stating that the attitude of the community worker is of prime importance. "The correct attitude opens doors while the wrong attitude locks them" and that is why I focussed so much on relations, values, attitudes and the dignity of people. Swanepoel (1997:70) further states that "contact making" is the most important process of community development.

The community worker's initial contact with a community will make or break a development effort and it is important that it be done correctly. Egan's (1994) communication skills of listening, attending, probing and empathy were used and the women were encouraged to talk.

Reflection on the contact making phase in terms of Ala's empowerment criteria

The core elements identified in the contact making phase were :

- **Participation**

  This was demonstrated firstly by the teachers of Khululekani school who brought the plight of the unemployed parents to the attention of the facilitator.

The unemployed women themselves responded positively to the invitation to attend a meeting at the school. The level of participation of the women was very high, meaning that the women realised the possibility that something might happen which would rescue them from their unemployed state. All of this demonstrated to me an element of empowerment.

As stated by Swanepoel (1995:3) "There is no other stage for people to begin to participate than right at the start of the project".

- **Control**

The women also demonstrated their willingness to act on the concerns raised during the first meeting by committing themselves to a follow-up meeting where a detailed discussion on the issues would take place. In my view, this demonstrated empowerment in terms of control as stated by Ala in 2.4 of this document.

3.3.2   Phase 2 : Needs and Resource Identification

According to Swanepoel (1997:108) needs identification starts informally during the contact making phase "We can therefore say that needs identification undergoes an informal phase during contact making and a more formal phase when a project is "instituted" (Swanepoel 1997:108). During the contact making phase the facilitator picked up in the discussions issues of great concern, which the unemployed women raised, and which they wanted addressed. This phase therefore addresses the needs formally.

It was characterised by a series of meetings between the unemployed women and the facilitator and sometimes between the unemployed women, the facilitator and representatives of other departments or relevant role players, for example the local council.

I used Freire's (1994) problem posing and dialogue strategies as my frame of reference. This allowed the participants to discuss and analyse their problems critically and also to come up with possible solutions. As the objective of this phase was to identify needs and resources, I reflected on the previous meeting to remind the women what was discussed, and what consequently led to the present session.

It is however imperative to mention that sometimes the needs identification phase overlapped with the planning and implementation phases. For example as the group was busy brainstorming around the needs, two women mentioned that they were already busy with baking fat cakes and selling them at the bus stop in the morning. The needs identification phase was thus not clearly demarcated. The needs identified were recorded on the blackboard by one of the women who volunteered to write. The blackboard was used because our venue for the meeting was a classroom.

The following needs, which will also be linked to Ala's criteria, were identified randomly and not necessarily in order of priority :

- The need for financial independence (control).
- The need to start a project or activity which would enable the women to earn an income (Control, Empowerment, Access).
- The need for skills training linked to the identified needs (Access).
- The need to have a venue where the second mentioned activity will take place (Access).

- The need to have financial management skills and to be able to account for money (Control).
- The need for financial assistance (Access, Control, Empowerment).

The needs identification phase which I facilitated was undertaken simultaneously with resource identification. The objective of the facilitation was to find out what skills and resources existed amongst the women. The women were thus encouraged to think positively about their abilities so that they could do something about their needs and concerns. Amongst the skills mentioned by the women were :

- Cooking.
- Sewing.
- Baking.
- Selling.

The identified issues were discussed so that all participants should have a common understanding which would enable them to do joint planning on the activities. For example, some of the group members mentioned that they were already involved in making fat cakes and selling them from their homes, but the activities were individual and unco-ordinated.
Others were involved in sewing garments from their homes and this also needed to be co-ordinated.

The majority of the members needed training in different skills like sewing and baking and also needed to be linked to different organisations and institutions offering such training. During this phase I facilitated the identification of resources with the unemployed women. The core group mentioned in 3.2.2 automatically became an action group and it took the lead during this phase.

Swanepoel (1995:64) mentions that "Resource identification should take place in terms of the already identified needs. A specific need requires a specific resource". The type of resources referred to by Swanepoel (1995:65) include :

- **Human Resources.**

  The unemployed women themselves, the teachers of Khululekani School and the political structures in the area, were identified as resources.

- **Organisational Resources**

  External structures like the W. O. F. (Women's Outreach Foundation) which would offer the training. The Gauteng Provincial Government was identified as a funding body as well as to give some skills training, the Chamber of Mines to provide a venue, the Social Services department as a supportive and monitoring structure.

- **Manufactured Resources**

  Money would be needed for buying material, electricity as a source of energy would be needed in the project, shops and markets would be needed for selling.

The needs and resource identification phase was followed by the planning phase which the group decided would also include prioritisation of the needs and that it would take place at the next meeting.

Reflection on the Needs and Resource Identification Phase in terms of Ala's Criteria.

Out of all the information discussed in this phase, the core issues which can be measured against Ala's criteria of empowerment are :

- **Decision Making**

    The women were able to reach consensus and take decisions on issues to be addressed. For example the women decided that action needed to be taken in relation to the needs and resources identified in 3.3.2 above. This decision by the women is supported by Max Neef's (1991:38) statement regarding development, that "Development geared to the satisfaction of fundamental human needs cannot, by definition, be structured from the top downwards. It cannot be imposed either by law or decree. It can only emanate directly from the actions, expectations and creative and critical awareness of the protagonists themselves".

    With regard to the needs, Max Neef (1991:16) differentiates between needs and satisfiers of the needs. In my view the needs identified by the women in 3.3.2 above can be regarded as satisfiers of needs in this way :

    - The need for financial independence and dignity can be viewed as a satisfier for the need to control their own circumstances.

- The need to start a project or activity to enable the women to earn an income is a satisfier for the need to control, to have power and to have access.

- The need for skills training and the need to have a venue can be viewed as satisfiers for the need to have access.

This demonstrated that the women had control over their destiny and this decision making demonstrated empowerment on the part of the women.

The active participation and assertiveness shown by the women measured up to Ala's criteria of control and consequently empowerment.

The self-determination shown by the women was a unifying factor which also demonstrated confidence on the part of the women.

- **Theory**

I facilitated and allowed the self-determination of the women using Rogers' (1987) Person Centred Approach, in particular proposition (IV) which states " The organism has one basic tendency and striving to actualise, maintain and enhance the experiencing organism" (Rogers 1987:487).

In relation and in support of the above proposition. Du Toit, Grobler & Schenck (1998:97) state that "self-determination is therefore more than the choice made by the people in the community itself.

It includes the protection of their self, their values, their traditions and that which is known to them. Self determination is part of their attempt to self actualise".

I fully align myself with the above statement because I accepted the women's decisions and respected them, was non-judgmental and also believed in the women.

3.3.3   Phase 3 : Planning

As agreed upon in the needs identification phase, prioritisation of the needs as well as planning on the action steps towards addressing the identified needs had to be done in this phase.

I facilitated the process by requesting any of the women to reflect on the identified needs during the previous meeting. Mrs. "D" stood up and reminded the women about the identified needs and issues and these were confirmed by the rest of the group members to be the same as those listed in section 3.3.2 of this document.

Once the women had identified their needs they needed to explore the actions to be taken in addressing the identified needs. Swanepoel (1995:79) defines planning as "...bringing together three elements - needs, resources and objectives and then to relate them to a fourth element - viz action". Prior to action being taken on the identified needs, the facilitator requested the group to place the identified needs in order of priority. The following method was used:

- The identified needs were listed on the board randomly and assigned numbers ranging from 1 - 6.

- The women were asked to vote on each need by raising their hands.

- The need which received the highest score would be addressed first.

  The overall need identified was the need for subsistence which could be met by starting an income generating project. (Access and Control).

  - The measures needed to achieve this need were prioritised as follows and linked to Ala's criteria.
  - The need to secure a venue where the identified project will be operated from (Access, Control).
  - The need for financial assistance (Access, Control).
  - The need for financial independence (Control).
  - The need to have financial management skills and to be able to account for money (Control).

Following the prioritisation exercise, the group decided that an action plan had to be developed in order to address the need that had been identified as first priority viz: the starting of an income generating project.

Prior to the development of the plan, the group was involved in in-depth discussion and brainstorming. I facilitated the session the objective of which was to enable the members to map out the realities of their situation in answer to the question : Where do they want to go ? Where are they presently and what has to be done to move from where they are ?

According to Burkey (1993:131) "An outsider who comes with ready made solutions and advice is worse than useless. He must first understand from us what our questions are, and help us to articulate the questions better, and then help us to find solutions".

I aligned myself fully with the above statement by Burkey in that I allowed the women to discuss fully their plan of action and only interjected where my guidance was needed. From the discussions, the following decisions were reached :

- Six women would start with the baking of fat cakes using their own homes on a rotational basis. Of the six, four would concentrate on baking, while two would go out to sell at the bus stop and school gate. The money would be counted every day and recorded after the sales.

  The above activity was preceded by the collection of a donation of ten rands from each member. This is the amount the women decided upon and pledged to donate, in order to kickstart the project, as the women did not have money for buying ingredients. The facilitator also donated ten rands to show solidarity with the women and also as a sign of encouragement.
  The action group took the lead in making the above decisions which were accepted by all the members.

- Four of the women were assigned the task of looking for a big venue where the activities of the women would take place in future. With regards to this task, the facilitator encouraged the women to brainstorm around the action to be taken when looking for a venue. Different ideas came up and these included :

  - Writing a letter to the Council (Local) to ask for an unused building.
  - Erection of a "zozo" in one of the member's yard, but this would entail buying the material, which the women could not afford as they did not have the money.

- One woman suggested that the mines should also be approached as many of them have empty hostels due to the retrenchments that had been taking place on the mines.
- The action group requested the facilitator to assist them in drafting the letter to the Local Council.

- Eight women decided to go for formal training in sewing and designing and baking and catering. The facilitator connected the women with W.O.F (Women's Outreach Foundation) which offers training in different skills for a minimal fee of R 50,00 per month.

- After the eight women had mentioned going for training in sewing and designing, the discussion in the meeting centred around sewing. The women mentioned that after their training, they will come back to train the rest of the women in the project so that they could start a sewing project. The women stated that a sewing project will give them a variety of choices for example, they could sew curtains, dresses, tracksuits and school uniforms. Mrs. S. and Mrs. M. suggested to the group that the idea of sewing school uniforms which included tracksuits would be more viable because there are many schools in the area for which the women could sew school uniforms. The suggestion was accepted by the rest of the women and taken as a final decision.

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"Zozo is used here to describe a temporary structure constructed out of corrugated iron. Such structures are found mostly in informal settlements and are used for accommodation.

In order to structure the women's planning, the facilitator showed the group how to make use of a planning kit. For instance each objective had to be planned according to who will do it, when will they do it and how will they do it and an evaluation of the task. The kit was adapted from Swanepoel (1997:159) and appears in Figure 2.

ACTION	WHO	WHEN	HOW	EVALUATION
1. Baking of fat cakes.				
- Buying of ingredients.	Mrs. Y, Mrs D, Mrs. G and Mrs. M.	02.02.1998	Buy in bulk from the "Tote Cash & Carry".	Progress to be reported in next meeting.
- Commence with Baking and Selling.	Mrs. Y, Mrs. D, Mrs. G, and Mrs. M.	03.02.1998	Working from Mrs. Y's house and using her utensils.	Report progress and money made at next meeting.
2. Looking for bigger venue.	Mrs. P, Mrs. X, Mrs. S and Mrs. L.	09.02.1998	* Phoning * Personal contact	Report back during meeting.
3. Writing a letter	Mrs. Y, Mrs. P and facilitator	09.02.1998	Drafting letter and requesting the school to have it typed.	Report back re : the response.
4. Skills training	Mrs. S, Mrs. K, Mrs. N, Mrs. R, Mrs. M, Mrs. D, and Ms. B.	2/3 - 10.04.1998	Group to go daily to the training centre	Progress to be reported at end of the training.

Figure 2 : Planning Kit

3.3.3.1 Reflection on Planning Phase

The facilitator's use of the planning kit in Figure 2 assisted the participants to realise the importance of short term planning, if needs have to be addressed properly.

The group's participation during this exercise was very high and it is clear that the women realised that their potential and talents were optimally used and recognised and this fostered a sense of pride in what they were involved in.

3.3.3.2 Reflection of the Planning Phase in terms of Ala's Criteria of Empowerment

Ala (1996) maintains that empowerment is an endeavour to increase women's knowledge, self confidence, self reliance and improve their skills. With regards to the criteria of access during the planning phase the women were exposed to the different resources like the training centre (W.O.F). The fact that the facilitator allowed the women a brainstorming session in order to come up with different ideas and solutions was empowering and enabled them to increase their thinking and decision-making capacity.

Control - regarding this criteria the women were given the latitude to decide what needs to address first. Making decisions and coming up with alternatives gave the women confidence.

Participation - the high level of participation shown during the brain storming session was an indication that the women were sharing different ideas and viewpoints and by so doing demonstrated that they were empowered. In this regard Schenck and Louw (1995:15) state that "a good group discussion will promote and encourage participation". Schenck (1996:xii) states that empowered people feel significant and important, that learning and competence really matters and that they are part of a team or a community and what they are doing makes a difference to their ability to make decisions that contribute to the control that they have over their own existence".

3.3.3.3 Unanticipated Events

As already mentioned in Section 3.3.1 of this document Swanieville is a highly politicised area, as confirmed by the murder of an ANC Councillor, allegedly by school children. The result of this unanticipated event was that Swanieville became a "no go" area. There was general anarchy and lawlessness. Attendance at school was reported to be irregular, particularly on days when the accused school children had to attend court. Due to the volatile atmosphere in the area, the participatory development process was also put on hold for a period of seven weeks.

This event happened between the planning and the implementation phases. The process was later resumed during the implementation phase, which took place in May 1998.

3.3.4   Phase 4 : Implementation

This is the phase where the planning done in the previous phase has to be put into action. It must however be mentioned that small plans as well as small-scale implementations were carried out in the previous phases and they resulted in the present "implementation" phase.

Swanepoel (1997:162) refers to implementation as "the coming to fruition of a process that started during the contact making phase and progressed through the need identification, objective setting, organising and planning phases". The meeting at which implementation was discussed took place on 4 May 1998 and was attended by seventeen members. It was led by the core group which may now be referred to as the "action" group. The participants started by reflecting on the violence that had engulfed the area and expressed their sadness at the loss of life which resulted.

They were, however, quick to mention how the violence retarded the progress of the project because there was no freedom of movement.

A decision was taken that the following should be discussed :

- Progress regarding the fat cake baking.
- Progress regarding the venue.
- Report-back on the training.

3.3.4.1 Progress : Re-Fat Cake Baking

As regards the fat cake baking and selling, the following report was given by the women assigned to the task :

- Baking and selling were successful.

Selling was done at the bus stop and at the school's gate.

- Profit was made and this enabled the women to buy more ingredients. The women reported an amount of R 615,00 which they had in their coffers.

- The women decided to fortify the fat cakes by adding minced meat.

- The improved fortified fat cake resulted in a price increase from 50 c to R 1,20 per fat cake.

- The practical problem encountered by the women was that the process of baking interfered with the privacy of their homes in that the children and other family members could not move freely as the houses are small. The women thus felt strongly that a neutral place from which to work was needed. The fat cake baking is however still continuing.

3.3.4.2 Progress : Re-Venue

The report by the women assigned to this task was as follows :

- A meeting was held between the women accompanied by the facilitator and the management of Randfontein Estates Gold Mine (REGM) who were prepared to offer a venue on the following conditions :

  - The venue which was a hostel accommodating 15 people could be utilised freely but water and electricity should be paid for by the women.
  - The cleaning of the premises should be done by the women.

- The question of securing the premises should be the responsibility of the women. This basically meant that the women had to employ and pay a security guard. After the presentation by the venue task team, an in-depth discussion followed and this resulted in the following decisions :

  - The free premises were appreciated but the question of water and electricity as well as employing a security guard was beyond the means of the women and it could not be afforded at this stage.

  - The venue itself was inaccessible as people have to use three different taxis to get to the venue and hence it was not cost effective. The final decision taken by the women was not to opt for this venue.

    The venue task group consisting of Mrs. P, Mrs. X, Mrs. S and Mrs. L also reported on the Local Council's venue. The letter to request the use of Council premises was handed to the Secretary of the Mayor and the reply was awaited in two weeks time. The task group was positive that this option would be successful.

3.3.4.3 Report back on Training

The eight women who went for training in sewing, designing and catering by W.O.F reported on how they gained the skills and were ready to implement them in the project.

The women stated that they were prepared to share the knowledge with the other members who did not go for training.

During the report back session the participants already found out how many of the members have sewing machines as they wanted to start immediately with sewing track suits. The following decisions were taken during the meeting :

- The groups of women, viz : those who went for formal training and those that remained behind baking fat cakes should merge and form one group.

- The women decided that they should name the group "Kutlwanong" for the purpose of identity. Kutlwanong means "Unity".

- The women decided to concentrate largely on sewing as it would bring them more income due to the fact that the local schools would be targeted as a market. The other reason was that as it was already winter, tracksuits were suitable for the cold weather.

- One member offered the use of her Zozo hut for sewing whilst the group is still awaiting a response from the Local Council. She became a valuable resource for the group.

- The fat cake baking project would be undertaken simultaneously with the sewing project but would be evaluated later on.

- The women decided that a committee should be elected.

This committee would run the affairs of the project by serving as a link between the project members and other external stakeholders. The election of the committee was scheduled for the next morning.

- The women decided to take the profit from the fat cake sales to buy material direct from the factory as this would keep costs down. An amount of R 450,00 was decided upon and it was utilised to buy the needed material.

- The sewing of tracksuits commenced immediately after the buying of the material as did training of those members who did not go for formal training by those who had been trained.

- The implementation of the sewing project took place exactly a week after the report back meeting of the 4th of May 1998.

  During this period four women from the core group negotiated with two schools to sew tracksuits for them.

- The women also decided that their working days would be from Monday to Friday starting from 07:30 to 16:00 pm. The weekend would be set aside for their personal affairs.

After two weeks the core group convened a meeting which took place on 16 May 1998. The purpose of the meeting was to elect a committee, but prior to the election of the committee a member from the venue task group reported that the Local Council had responded positively to offering the group a venue. The news was received with excitement by all the members, who decided that they should move immediately to the new venue.

The facilitator commended the women, specifically the task groups, for a job well done.

3.3.4.4 Election of Committee

The Nursing Sister from the clinic was requested by the women to facilitate the elections. According to the women this was to make sure that democratic and transparent procedures were followed. The meeting decided that people could be nominated, but the person nominating had to motivate why they thought that person should be elected and a second person had to second the nomination, also with a motivation. This process prevented people being chosen on popularity, rather than on skills. The committee was chosen and consisted mostly of the action group members who had been actively involved from the start of the project. The committee was congratulated by all the members who promised them their full support.

3.3.4.5 Linking with other resources

This phase is still part of the implementation phase but includes small scale planning and implementation cycles . Phases always overlap and are never clear cut.

After the election of the committee which consisted of chairperson, secretary, treasurer and one additional member (see addendum 2) the facilitator linked the participants with different resources viz :

(a)   CIFISA (Creative International Fashion Institute of South Africa) which offers training in designing and silkscreen painting.

CIFISA was introduced to the facilitator by the Social Development Sub-Directorate of the GPG as a resource which could be utilised by projects for skills training.

As stated by Swanepoel (1997:160) "the most important task of the community worker is to provide the action group with relevant information. The action group must make choices - that is what decision making is about." Members must know what options are available to them and they must know what the consequences of each option will be.

The participants held a meeting with CIFISA. The terms set by CIFISA were :

- The participants as an organisation should contribute an amount of R850 as an affiliation fee to CIFISA before they could benefit from the training which CIFISA would offer.
- Besides the affiliation fee, each member would have to contribute an amount of R10 per month for the duration of the training.

The terms set by CIFISA were not accepted by the women and this led to the dismissal of CIFISA by the women, because they felt that CIFISA was too expensive.

The dismissal of CIFISA by the women came as no surprise to the facilitator because the terms they put to the women had not previously been discussed with the facilitator.

CIFISA thus lacked transparency from the outset.

(b)   Gauteng Provincial Government

The role of the Gauteng Provincial Government was multi-
faceted. Firstly, it served as a funding resource. Through the
facilitator the women were advised to apply for funding for
their project from the Gauteng Provincial Government and were
also assisted with small technicalities which would make them
meet the criteria for funding by the Gauteng Provincial
Government. For example the criteria for funding demanded
the following:

- An organisation must be a well constituted body having
  an executive committee consisting of chairperson,
  secretary and treasurer as well as committee members.
  This links to the election of a committee (point 3.3.4.4
  above) which is a requirement for funding by the GPG.

- An organisation must have a constitution which governs
  the running of the organisation. In support of this
  statement, Henderson & Thomas (1989:174) state that
  Community groups benefit from having a written
  constitution. "Without a constitution a group lacks a
  tangible base point which says to the rest of the world :
  this group exists and therefore has a prima facie claim
  on the attention of others, as well as on other kinds of
  resources".

- The organisation must have financial control systems
  like :
    - A banking account

- Three signatories so that if money has to be withdrawn, three people have to sign on the withdrawal slip

- An organisation has to register as a Non Profit Organisation (NPO)

Secondly, through arrangements made by the facilitator, the women were given training on :

- How to write minutes and on the the roles of chairperson, secretary and treasurer. This was in response to a need expressed by the women and was also capacity building.

Thirdly, the facilitator supplied the women with a model constitution from which they wrote their organisation's constitution (see addendum 1)

Fourthly, the facilitator assisted the women in having their organisation registered as a Non Profit Organisation.

(c)   The Kagiso Local Authority

The facilitator linked the organisation with the Kagiso Local Authority for an application for a Grant-in-Aid. This grant is offered to organisations who have just started self-help projects as kick-start funding and amounts to R 5000 - 00.

This grant was approved (see addendum 3 re: signing of an agreement between Kutlwanong Sewing Project and Kagiso Local Authority dated 18 May 1999). The organisation bought two sewing machines with the money.

It was very important for the organisation to apply for this grant from the Kagiso Local Council as an interim relief fund while they were awaiting funding from the Gauteng Provincial Government, which takes a long time to be approved.

The delay in the approval of funding by the Gauteng Provincial Government is caused by their strict treasury rules as well as their stringent evaluation processes.

(d)   Human Capital Management System (HCMS)

This is a consultancy organisation contracted and paid by the GPG which trained the women on project management. For example, the women were trained on how to manage time and resources viz human and financial resources. Other elements of the project management on which the women were trained included identifying equipment and material requirements. This means determining what equipment and materials would be needed for the project and in what quantities. Equipment could for instance include any tools, machinery and computing equipment that would be needed and material would normally include anything that is consumed in the course of creating the project deliverables. In the case of the sewing project, the women needed tracksuit material, cotton, industrial machinery and scissors.

(e) Joshua Ramme

This is another consultancy contracted and paid by GPG who gave the women a week's training on :

- Office Administration, including filing and recording
- Basic Bookkeeping
- Costing and Profit determination
- Marketing

Joshua Ramme's training was followed by onsite visits by him to the project to see whether the knowledge gained by the women in the training sessions is being implemented. Joshua was accompanied by the facilitator and Mrs. L. who works in the area. It was gratifying to see that the women had their own way of accounting for money, material and products. They kept a book which reflected their income and expenditure. They kept receipts to support their expenditure. Joshua was impressed to see how the women kept their books and he congratulated them.

3.3.4.6 Evaluation of the Project

The evaluation meeting took place during the first week of November 1999 at the Local Authority offices in Kagiso from where the project operates. Twelve members attended the evaluation session which I facilitated. Present at the evaluation session was Mrs. M, the Local Authority social worker. The evaluation session was based on Swanepoel's (1997:176-177) criteria which are :

a.   Appropriateness or "fit" of the project

According to this criteria, it must be determined whether the needs, objectives, plan of action and the action itself fit one another. In this project, the needs were identified by the unemployed women themselves, prioritized according to their urgency and appropriate action taken towards meeting the identified needs. The appropriateness of the project was thus confirmed because the project was meant to satisfy the needs.

As further confirmation of the appropriateness of the project, the members specifically mentioned the fat- cake baking project the funds of which were used for buying material for the sewing project. The sewing project, which is the organisation's main activity, was mentioned as very appropriate by the women, because it provides them with a stable income.

b   Feasibility of the Project

This criterion evaluates the use of resources available for a project, including human resources. Swanepoel (1997:176) suggests the following questions to be asked in order to determine the feasibility of the project :

- Is the objective within the reach of the action group ? In response to this question the answer was "yes". The objective to start an income generating project was realised. The feasibility criterion was thus met.

- Are there sufficient resources to reach the objective ?

The answer to this question was also positive in that the project was within the facilitator's knowledge and skill. The facilitator was implementing the theory studied at the university viz PCA and PD theories. The facilitator also had knowledge of the resources that the community could access. The resources included the GPG which funded the project an amount of R 240 000,00, the Kagiso local authority which funded an amount of R 5 000,00 and Joshua Ramme who trained the women (see page 79 (e)).

The action group and all the other participants in the project were a good resource in their own right as they contributed their willingness, determination and will to succeed.

- Is the project completely dependent on external resources to reach the objective ?

This question was discussed extensively and consensus reached that there is a balance between the external resources viz. facilitator, funding, training resources and the internal resources viz the participants themselves. The two resources complement each other. The women needed both sets of resources in order for them to be effective.

3.3.5 Reflection on the implementation phase in terms of Ala's criteria of Welfare, Access, Awareness, Participation and Control

- **Participation**

The participation of the women during this phase reached its optimum level. Decisions as to what has to be done, when, how and by whom were taken by the women themselves. For example when the women reported on the tasks undertaken like baking, training and venue-seeking they were quite vocal and even came up with alternatives. The decision to shift the profit made in baking towards buying material for tracksuits, the decision to find an alternative venue and the decision taken to merge the two groups of women demonstrated that the women were empowered in terms of planning and decision making.

- **Control**

As regards this criterion Ala poses the question "Do the women have control over the product of their labour ?" In this instance the product was the entire project.

Control was demonstrated when the women suggested a merger between the trained and untrained group; decided to give training to those women who did not go for training; decided on the election of a committee which would run the affairs of the organisation; decided to take money from the fat- cake sales to buy material for sewing school uniforms; decided to embark immediately on sewing and also decided on their working hours that is from 7h30 a.m to 16h00 p.m. This showed that the women were in control and hence empowered.

- **Welfare**

Does the project meet material needs or improve immediate problems like providing food, income, shelter and health care?

The implementation of the income generating project which started with fat-cake baking generated profit which enabled the women to take home a wage, derived from the profits. The extension of the project into a sewing project grew to such an extent that the women are able to earn an amount of R 1 000,00 each per month. They are thus currently able to meet their material needs like food, shelter and health care. The ability to provide for one's family needs also boosted the women's morale and confidence and enhanced their self worth.

- **Access**

Does the project provide better access to the means of production ?

Actions were taken towards achievement of this criteria. These included :

- **Training**

The women were exposed to a variety of training sessions and information. This exposure to training and information enabled the women to have the power to make correct decisions. For example in the case of CIFISA (point 3.3.4.5) the women decided not to avail themselves of the services that CIFISA proposed to offer. This was a demonstration of empowerment on the part of the women. Swanepoel (1997:7) supports the above explanation by stating that "Empowerment entails more than having the power to make decisions.

It demands the knowledge and understanding to make correct decisions ------ the community worker must be a source of information or must be a channel to sources of information. Ultimately, people must make informed decisions."

In this project the facilitator linked the women with the different resources and thus allowed them access to the resources which improved their production.

- **Awareness**

Through facilitation of the participatory development process, awareness was inculcated in the women right from the beginning phase of contact making and continued with needs identification, planning and implementation. The women became aware of themselves, and their environment as well as of their needs and their resources. Of greater significance was that the women realised that they were themselves a resource. Their self worth and dignity were enhanced. As stated by Swanepoel (1997:15) " This does not mean that ordinarily, a community lacks awareness, but community development awakens it to objectives that will improve its lot. Community development changes apathy into a positive disposition."

THE CURRENT STATE OF AFFAIRS WITH REGARDS TO THE PROJECT AS AT END DECEMBER 2001

At the end of 1999 when the participatory development process was formally concluded for academic requirements, the facilitator still continued with the group in her capacity as employee of the GPG. Through assistance given to the group by the facilitator, the following has been achieved by the group :

- The group has been funded by the GPG with the amount of R 240 000,00.
- Sixteen women are involved in the sewing project.
- The group sews school uniforms for both the Winter and Summer seasons.

The composition of the uniform includes :

- T-Shirts.
- Shorts
- Tunics
- Long Trousers
- Track Suits and
- Drymacs

- The group has contracted with three local schools to sew uniforms for them.

The schools are :

- Lengau Primary School
- Kromdraai Primary School and
- Swartkop Primary School

- The other schools outside Krugersdorp for which the group is producing uniforms are in Lichtenburg and include :

- Thebeyapele Primary School.
- Bopanang Primary School
- Kopela Primary School
- Ramokong Primary School

- The group also sews curtains and toilet sets, as per order. In December 2001 the group was given a contract to sew curtains for the boardroom of one company in Krugersdorp. An amount of R 32 000,00 was paid by the company to the women.

- The women are also a good resource as they also offer training to other groups.

- Membership of the group is closed but recently they have stated that because of the volume of work facing the group, they will have to consider increasing their human resources and equipment depending on the availability of a big venue which the group is presently negotiating with the local council.

- The fat-cake baking is no longer undertaken by the group as it is not necessary any more.

- The women earn R 1 000,00 each per month.

The project started by providing subsistence to the women but has now developed into a business venture.

SUMMARY

The participatory development process demonstrated the extent to which the women were empowered. The women were involved at every stage in the project. Not only were they consulted on all development issues, but they also participated in extensive training sessions aimed at dissemination of information. For the first time in their lives, the women were given not only the authority, but also the knowledge to be able to make choices and informed decisions about detailed aspects of their lives.

The empowerment process also enabled the committee members to negotiate development issues on behalf of the entire group. The women certainly gained skills, knowledge and confidence through their participation in the process.

CHAPTER 4

FINDINGS AND CONCLUSIONS

4.1 INTRODUCTION

This chapter presents the findings and conclusions elicited from the participatory development process experienced by both the facilitator and the participants viz 16 unemployed women. The aims and objectives formulated at the beginning of the process will be examined to determine their fit to the participatory development process. Recommendations will also be made.

4.2 FINDINGS IN TERMS OF THE AIMS AND OBJECTIVES OF THE STUDY

a. **To illustrate how the Participatory Development process contributed to the empowerment of unemployed women.**
This objective will be measured against Ala's (1996) criteria of Participation, Welfare, Awareness, Access and Control (Refer 2.5).

- **Participation**

Prior to the initiation of the participatory development process by the facilitator, some of the women were extremely inactive with regards to issues concerning the welfare of their children as well as broader community issues like those listed earlier in section 3.3. This resulted in their being labelled as apathetic and uninvolved by people who did not experience what they experienced, for example, the teachers. The women were quite unaware of the fact that they had the ability and potential to effect change in their own life situations and those related to them like their own children.

The first contact between the facilitator and the women elicited participation. The fact that the women came was already an indication that they wanted to change their situation, but maybe did not know how. For the first time the women realised that taking action and being involved in the planning of solutions of their problems is important. The involvement restored self worth, dignity and respect in the women.

The preceding statement is supported by Rogers (1987:487) Proposition (IV) which states "The organism has one basic tendency and striving - to actualise, maintain and enhance the experiencing organism". The implication of the proposition as stated by Du Toit, Grobler and Schenck (1998:52) is that the community is in a continual state of growth and development towards self actualisation as determined by themselves.

This view can be applied to the participants, viz, the unemployed women in the participatory development process whose capability and empowerment was displayed by their willingness to participate and plan solutions of their problems. By addressing the problems that they identified and providing solutions that were feasible to them the unemployed women indicated that they were empowered.

- **Access**

Through facilitation of the participatory development process the unemployed women were exposed to more opportunities. For example, they were trained in different skills like sewing and baking. They were also trained in financial management and basic bookkeeping.

The women were trained how to run meetings, chair the meetings and write down decisions taken in the meetings.

The women were involved in writing a business plan which enabled them to apply for funding from the Gauteng Department of Welfare and Population Development. By having access and being exposed to the different opportunities the women were empowered. The women as a group had access to resources because as a group they had the courage to negotiate.

- **Awareness**

Empowerment of the women was achieved by facilitation of the participatory development process in that the unemployed women were enabled to analyse their own situation and needs. Their abilities were enhanced and in the process they gained more confidence and skills to act independently, thus demonstrating empowerment. Freire's (1972:56) problem posing approach was used by the facilitator who provided a framework for the women to think critically and creatively in finding solutions to their problems.

- **Welfare**

The facilitation of the participatory development process resulted in the unemployed women embarking on a sewing project. Through this project the women were able to draw a monthly wage of R 1 000,00 each. The women are now able to meet their material needs for food, shelter and health care and pay for their children's school fees and are thus empowered. Dignity and self respect has also been restored.

- **Control**

Through facilitation the women were enabled to take control of the entire process as well as control over their lives. They now have organisational skills and can make informed choices. Being equipped with a range of skills has enabled the women to take decisions on their preferences. For instance they preferred to embark on sewing school uniforms as sewing brings them more income rather than baking. More knowledge and skills enhanced the women's respect and dignity.

The person-centred approach which was adopted by the facilitator also contributed to the empowerment of the women. I created a warm facilitative climate which enabled the women to effect a constructive change in their lives. Through my behaviour and open-mindedness, I embodied the client centred philosophy which asserts that clients are in the very best position to make decisions and choices concerning their lives. According to Coghlan and Mc Ilduff (1990:16) ... "it is the client who knows what hurts, what directions to go, what problems are crucial, what experiences have been deeply buried".

b. **To contribute to the body of knowledge of Participatory Development**

The application of the participatory development approach in the facilitation of an empowering income generating project with unemployed women has definitely contributed to the body of knowledge surrounding this approach. The women were involved in shaping their own development and addressing the problems as identified by them. The approach thus solicits involvement, and promotes a co-operative spirit in communities. It differs from the "top down approach" which is prescriptive and thus restraining.

c.   **To show how the Participatory Development Process was used in the facilitation of an empowering Income Generating Project with unemployed women**

The above objective was definitely achieved. Through the participatory development process the unemployed women were awakened to the realisation that they have the ability and potential to effect change in their lives. The involvement of the women was phased in from the initial phases of contact making, needs and resource identification, planning and implementation. The women were active participants in the process and were thus empowered. The women's development was thus facilitated and enhanced on two levels :

- Firstly, the women developed from within that is, their awareness, motivation and behaviour were enhanced and consequently their pride and dignity. The acquirement of a variety of skills also enhanced the women's development and empowerment.

- Secondly, as a result of the above stated development and skills acquisition the women were enabled to initiate an income-generating project, an activity which was empowering in itself.

Through the participatory development process, the women were able to identify their needs, prioritise them and develop a plan of action to meet the needs. In this regard, Burkey (1993:50) states that "people must feel and believe that it is their own efforts that are driving the development process. They must feel that they themselves are contributing the maximum of their own human, financial, material resources and that assistance from outside is only for what they cannot yet manage themselves".

Government's participation in this regard was through provision of resources. The Local Authority provided a venue and a grant to the women.

The Provincial Government provided human resources, financial resources and training.

d.   To make recommendations regarding unemployment and how it can be impacted upon by self initiated income generating projects on grass-roots level.

- As unemployment is on the increase, it is imperative that the community be educated about the importance of self-initiated income-generating projects and encouraged to undertake them in order to curb unemployment.

- It is also important to create awareness that Government alone cannot provide jobs but that the community's potential should also be tapped and enhanced in this regard.

- Partnership between the government at Provincial and local levels and the community should be formed so that income-generating projects could be jointly undertaken in order to curb unemployment.

4.3   LEARNING FROM THE CASE STUDY

The facilitator learned the following lessons from the case study :

- Participatory Development is a bottom up approach involving people's participation at all levels of the development process as was done by the facilitator.

- It is very important for the facilitator to engage the people in capacity-building during the course of the project as it enables them to make informed decisions and makes them accountable.

- Trusting in people and acknowledging people's potential and existing skills enhances the facilitation process.

- Good organisation building is very important for the sustainability of the project.

4.4   CONCLUSION

This study has illustrated the importance of involving people at grass roots level to participate in making informed decisions about their circumstances and also to take control.

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ADDENDUM I

CONSTITUTION OF KUTLWANO SEWING PROJECT

1. THE KUTLWANO SEWING PROJECT

2. KRUGERSDORP AREA

3. AIMS AND OBJECTIVES

   3.1 To empower and develop unemployed women of Kagiso through training.

   3.2 To provide employment to the unemployed women.

   3.3 To sew overalls and a variety of other garments.

   3.4 To undertake fundraising.

   3.5 To co-operate with other bodies and organisations having similar objectives.

4. MEMBERSHIP

   4.1 Membership is open to anybody with sewing skills and even to those who need training.

   4.2 Membership will be opened to people residing in the magisterial district of Krugersdorp.

5. MEETINGS

   5.1 Executive meeting shall be held on the last Wednesday of the month.

   5.2 General meeting shall be held on the last Friday of the month.

   5.3 The Executive Committee shall hold its first meeting after the election of its members within a period of one month after the election at such time and place as the chairman may direct. Thereafter meetings shall be held at least once a month.

   5.4 Five (5) members shall form a quorum. In the event of a quorum not being present, the chairman shall declare the meeting adjourned until the date of the following meeting or such earlier date as may appear desirable and any members present at such earlier meeting shall form a quorum.

      5.4.1 In the event of the chairman and vice chairman not being present at any meeting, the members present may elect one of those present to act as chairman and he/she shall perform all the functions and duties of the chairman at the meeting at which he/she presides.

5.4.2 An office bearer absenting himself from three consecutive meetings without valid reasons, shall be removed from his office.

6. COMMITTEES

6.1 The Executive Committee

6.1.1 Officers

Annual general meeting shall be held annually. Election of new office bearers shall be elected after five years. (5).

6.2 Vacancies

Any vacancies occurring during the year shall be filled by co-option of ordinary members.

6.3 Duties

6.3.1 To execute relevant resolutions of the annual general meeting.

6.3.2 To give effect to the objects of the project.

6.3.3 To consider complaints by members.

6.3.4 To encourage the residents of Krugersdorp to take lively interest in the activities of the project.

6.3.5 To help maintain and control the project.

6.3.6 To effect the collection of funds.

6.3.7 To enter into agreements with the Administration Board and Community Council for the lease of any property in Krugersdorp.

7. MINUTES

Minutes of each meeting shall be kept by the secretary and copies of the minutes shall be sent to the members of the executive committee together with an agenda and notice for the next meeting. After the minutes have been accepted as a true record of the previous meeting. these minutes shall be signed by the Chairman in the presence of the other members.

8. FINANCE

8.1 The financial year shall be from 1st of April of each year.

8.2   A registered auditor shall be appointed.

8.3.1   Membership fee

8.3.2   Donations

8.3.3   Subsidies

8.3.4   Contributions and grants from private or public bodies.

8.3.5   Functions.

8.4   All books of account shall be audited annually by the appointed auditor. All funds received shall be deposited at a recognised bank not later than the first business day. Succeeding that on which the funds were received.

8.5   The treasurer shall present financial statements at each meeting of the executive committee.

8.6   All payments shall be made by cheque and all cheques shall be signed by two of the three following persons : Chairman, Secretary and Treasurer.

8.7   No funds shall be utilised otherwise than in accordance with the objects of the organisation and no individual other than paid employees shall be entitled to derive any benefit from the project.

9.   AMENDMENT OF THE CONSTITUTION

No amendment, addition or alteration of the constitution shall be effective unless adopted by a two thirds at an annual general meeting or special general meeting.

The secretary shall give written notice to all members at least one calender month before the date of such meeting.

10.   DISSOLUTION

10.1   The organisation can be dissolved if at least two thirds of the members present and voting at a general meeting of members convened for that purpose, are in favour of dissolution. Notice of such a meeting shall be given at least on calender month in advance to all members and the notice convening the meeting shall state clearly that the question of the dissolution of the organisation and the disposal of its assets is to be considered. If there is no quorum at such a general meeting, the meeting shall be adjourned for at least a week and the members attending such an adjourned meeting shall form a quorum.

BUSINESS PLAN

1.1   Kutlwano Sewing Project, Kagiso Local Council

1.2   It is an empowerment and development project

1.3   Rosie Mooki

2.   EXECUTIVE COMMITTEE

    2.1   Chairperson: Martha Shakung

    2.2   Secretary: Isabella Kgowe

    2.3   Treasurer: Rosie Mooki

3.   MEMBERS

    3.1   Joyce Molefe

    3.2   Constance Kgwebane

    3.3   Monnye Molebatsi

    3.4   Catherine Muso

    3.5   Puleng Taunyane

    3.6   Dorah Moagi

    3.7   Florinah Mohapela

    3.8   Judith Ramaota

    3.9   Rosie Mooki

    3.10   Thoko Tswai

    3.11   Lydia Bogogo

    3.12   Francinah Nkatlo

    3.13   Tebogo Sebetlele

    3.14   Rachel Ndou

3.

3.1 At present, the Project is not registered with any organisation but we intend to register, and like to be an independent organisation.

3.2 Rosie Mooki as the treasurer of the Project, will compile all financial statements.

3.3
3.3.1 Martha Shakung (Chairperson)
3.3.2 Isabella Kgongwe (Secretary)
3.3.3 Rosie Mooki (Treasurer)
3.3.4 Joyce Molefe (Additional Member)

As the Project grows, we will then increase the management committee.

3.3 Presently we do not have any funds.

4. The Project is still new, we are not affiliated with any national or provincial body.

5.

5.1 Our goal is to have factory at the end where we'll be training other women in our area.

5.2 To empower and develop unemployed women of Kagiso by giving them training where after they will be working in our factory.

5.3 The Project is still new we hope and wish that it will be a success and the community will benefit from it.

6.

6.1 Kagiso area
6.2 We are targeting our men, women works clothing and a variety of other garments.
6.3 We are at Kagiso Local offices which is in the central business are for all people to reach us.
6.4 Main objective is to empower and develop unemployed women of Kagiso by training them for three (3) months at four (4) a time and thereafter employ them in the factory to earn a living for themselves. We'll keep on training like that until there are thirty (30) of us in the Project.
6.5 We'll promote the Project by advertising ourselves marketing and fund-raising..

7.

7.1 There are 15 ladies at present and salary of each at +/- R1 500-00 x 12 = R630-60.

7.2 Kagiso Local Council P. O. Box 94 Krugersdorp 1754

7.3   Office furniture and equipments

Steel file cupboard
Office desk   R 1 432-00
Office chair
Cutting table   R   750-00
Kitchen table   R   275-00
15 Chairs   R   1120-00
Industrial machines   R56988-00
Stationery   R   1000-00
Material   R   8000-00

TOTAL   69 595-00

8.   We're going to participate with the community by giving unemployed women of our area training and employment.

9.   Networking will be undertaken.

10.

10.1   No financing has been received from other government departments.

10.2   None

10.3

10.4   R132 645

10.5   Until The Project is independent or able to stand on its own.

10.6   Accountability of every finance received and to provide financial statements.

10.7   To advertise ourselves, marketing and fund-raising.

11.   If there are any assets whatsoever left after the dissolution of the organisation after is debts have been paid and its obligations met, the assets shall not be paid to or distributed amongst the members of the organisation, but shall be donated to some other registered welfare organisation or organisation (which has or have similar objets to those of this organisation) designated by members at the general meeting at which the dissolution of the organisation is decided upon.   In the absence of a decision by such meeting in connection with the disposal of the assets, the South African Welfare Board shall decide on disposal thereof.

....   12· 03- 99
CHAIRPERSON   SECRETARY   ....
                                                                      DATE

ADDENDUM 3

RESOLUTION – GRANT AGREEMENT

CERTIFIED EXTRACT FROM THE MINUTES OF A MEETING OF THE _Kutlwano Sewing Project_ (project name) HELD ON _18 05 99_ (date of meeting) AT _Kagiso Local Authority_ (place of meeting)

A Grant Agreement entered into or to be entered into, as the case may be, between The Government of South Africa in its Department of Welfare, of the one part; and of the other part, was tabled.

IT WAS RESOLVED

1. To enter into the Grant Agreement, alternatively to adopt and ratify the Grant Agreement already entered into,

   and

2. That _Rosie Mooki_ in his/her capacity as _TREASURER_ and _Isabella Kwale_ in his/her capacity as _SECRETARY_

be and they are hereby authorised to execute the relevant Agreement, with full power and discretion to agree to such amendments or additions thereto, as they may deem necessary or advisable; alternatively that they are retrospectively so authorised in the event that the Agreement has already been entered into

CERTIFIED A TRUE EXTRACT

C. Kpowe

SECRETARY   (Signature)

_'99. 05. 18_

DATE