

**WOMEN EMPOWERMENT IN NATIONAL SCHOOL
NUTRITION PROGRAM CO-OPERATIVES WITH SPECIAL
REFERENCE TO UMHLABUYALINGANA SCHOOLS**

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BY

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DEDICATION

This work is dedicated to my wife Mbokazi A. P. for her greatest support and encouragement that she has shown to me and my family.

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My sincere and appreciation go to the following for helping me to make this dissertation.

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My wife, Amedice Phumzile Mbokazi, for endless assistance and support.

My two sons and three daughters for their love and support and my family friends for their support and encouragement.

Declaration

I, Mbokazi Sibusiso Bonginkosi, declare that “Women empowerment in National School Nutrition Program co-operatives with special refernce to Umhlabuyalingana schools” is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete refences.



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Signature

Mbokazi S. B. (Mr)

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ABSTRACT

This study concerns the empowerment of women in National School Nutrition Program co-operatives, with special reference to Umhabuyalingana School. As a descriptive research semi was drawn.

Related literature that focuses on National School Nutrition has been consulted and discussed. Various recommendations have subsequently been made based on the findings of the study.

The findings reveal that there is a need of retraining and skill development of all stakeholders to be done intensively. It is also important that the financial background for women that are in co-operatives be considered to see whether they would have the financial capital for starting business and sustenance of the project.

CHAPTER 1

ORIENTATION TO THE PROBLEM

1.1 INTRODUCTION

Hunger is an everyday problem affecting millions of primary school learners from poor households in South Africa. According to Operation Guidelines for National School Nutrition Programs (2004:1), children who come to school hungry have diminished attentiveness, and face a likelihood of becoming distracted and diminished interest in learning. As results learners are more vulnerable to failure, low achievement and repetition. The government has initiated National School Nutrition Program to overcome poverty and hunger since 1994.

The objectives of the government are that:-

- 1 The South African child should get one meal a day at 10h00 o'clock each day.
- 2 Poor South African women should be with feeding skills through National School Nutrition Program.
- 3 To make capacity building for vulnerable and disadvantage people like women.

The movement towards the social development approach, poverty, alleviation, employment capacity building and skills transfer has become the most important component of the Department of Education, Welfare and the Economic Development (UMhlabuyalingana Municipality IDP Document, 2000:63).

The focus of this research was on women empowerment, skills transfer and capacity building through co-operatives and National School Nutrition Program.

The economic empowerment policies include Growth and Employment and Redistribution Strategy (GEAR), Reconstruction and Development Program (RDP), Privatisation and Skills Development Policy and Integrated Rural Development Policy. All these policies are basically aimed at improving the economic standard of the country to be able to meet the basic needs of the people such as jobs, housing, clean and healthy environment, nutrition health care and social welfare.

Many government departments have, therefore, provided poverty alleviation programs. Funds are made available to various community projects that have the objectives of generating income. Co-operatives of women in National School Nutrition Program are also taking part and joining hands in these strategies of poverty alleviation. This nutrition program supports economic empowerment of needy families.

1.2 BACKGROUND OF THE STUDY

Black women and children are the majority in South Africa, who are the most vulnerable groups that are affected by poverty and hunger. As a result the democratic government of South Africa in 1994 proposed the National School Nutrition Program of primary schools to fight poverty alleviation and hunger in school children. This program was intended to empower women who were discriminated by apartheid government

The Democratic Government of South Africa has committed itself to fighting or alleviating poverty through providing job opportunities to women co-operatives. This is in order for the government to formulate social policies that aim at uplifting the socio-economic standard of all the citizens of South Africa.

The social policy strategies of women co-operatives are faced with the challenges and difficulties of the implementation equity to address the imbalances of the past. The central objective of the National School Nutrition Program is to improve the quality of life of South Africans and in particular the poor and marginalised section of communities, who include women and children.

1.3 STATEMENT OF THE PROBLEM

As from 01 April 2006 the Department of Education started to implement the National School Nutrition Program with women co-operatives with a view to capacity development and empowerment of women in some of those schools. The main concern is, therefore, to find out whether these women who run those projects are empowered enough to run successful programs.

Hunger and poverty in this context relate to the inability of individuals and families to provide for their basic needs such as food, shelter, educational and other survival requirements. It is estimated that almost 65% of all South Africans live under the poverty datum line (Poverty Relief Programme Procedure Manual: 2001).

These findings show that about 72% of the members of the population who are poor live in rural areas, where the poverty rate for rural areas is 71%. Poverty is not confined to one race group but is concentrated among Blacks. The Department of Education by introducing National school Nutritional Program as a paradigm shift from the previous system of helping the needy to become self-sufficient.

1.4 MOTIVATION OF THE STUDY

Interest in undertaking this study was aroused by seeing that women who are involved in women co-operatives for National School Nutrition Program (NSPN) are not empowered enough in running school nutrition, especially in skills transfer, and capacity building. The researcher also as an educator in one of the schools, which has nutrition program, become interested on how this program empowers these women.

The findings have indicated that National School Nutrition Program has embarked on promoting the economic empowerment of individual groups and families through the funding of women co-operatives by government. The purpose of funding these women co-operatives was to help these groups to create job opportunities and to capacitate them through skill development so that they could be self-reliant and self-sufficient.

1.5 OBJECTIVES OF THE STUDY

Objectives of the study include the following:

- 1 To investigate the role of women in National School Nutrition Program co-operatives.
- 2 To investigate whether or not women are empowered by the National School Nutrition Program .
- 3 To investigate whether or not skills transfer is taking place among women in National School Nutrition Program co-operatives.

1.6 CONTRIBUTION OF THE STUDY

The study is important in the sense that the following departments might benefit: Department of Education, Department of Welfare and Department of Economic and Development. It may happen that these departments might improve those programs. The findings also would assist policy formulators with the evaluation of the effectiveness of the program and to review the existing approach to hunger and poverty alleviation. The study would outline the shortcomings of the program which may have prevented them from achieving its main objective of alleviation poverty among targeted communities.

1.7 LITERATURE REVIEW

Neuman (2000:445) states that literature review is based on the assumption that knowledge accumulated that we learn and build on what others have done. Scientific research is a collaborative effort of many researchers, who have their results with others and pursue knowledge as a community. For the purpose of this study literature was obtained from sources such as books, journals and conference proceedings as well as research publications.

1.8 DEFINITIONS OF TERMS

The following concepts are defined in the study:

1.8.1 Co-operative

According to Philip (2003:7) a co-operative is defined as an autonomous association of persons united voluntarily to meet their common economics, social and cultural

needs and aspirations through a jointly-owned and democratically controlled enterprise.

Phillip (2003:7) further states that most co-operatives and group enterprises are started with unemployed people, often with low skills levels and no prior business experience, in economically marginal areas. It is under these circumstances that they have the least chance of success.

1.8.2 Community

A community is defined as a grouping of people, who reside in a specific locality and who exercise some degree of local autonomy in organizing their social life in such way that they can, from that locality base, certify the full range of their daily needs (Swanepoel, 2006:43).

According to Marie (2006:6), a community is also defined as a group of interacting individuals who occupy a certain territory and who are united by commonly shared beliefs, values and norms.

The term community, for the purpose of this study is defined as a group of people occupying the same geographic area sharing common norms, beliefs and culture. It is the group of people who also experience common social, economical and political standards

1.8.3 Skills development

Skills development refers to educational training and development activities designed to help employees gain knowledge, skills and attitudes that would improve their future prospects (National Skills Development Framework, 2006:2).

Fox (2004:126) stated that education and skills development are encouraged, as many communities do not have the capacity to achieve the objectives they would like to set. In order to achieve these objectives, communities need to increase their skills and this can be done through for example, capacity building training programs.

1.8.4 Poverty

According to Patel (2005:240) poverty is defined as an interlocking and multidimensional phenomenon caused by lack of multiple resources, such as employment, food assets (housing, land), basic infrastructure (water, transport, and energy) health care and literacy. The weight of poverty falls most heavily on vulnerable groups in every society that is women, the elderly, minority groups and children.

For the purpose of this study poverty refers to the condition of being poor, lack of what is needed and a source of income or having not enough for all the necessities of life. Poverty may result from economic, social and political exclusion (Poverty Relief Programme Procedure Manual: 2001).

1.9 RESEARCH METHODOLOGY AND PROCEDURES

According to Brink (2007:111) research methodology is defined as focus on the development, testing and evaluation of research instrument and methods used in research investigations. The goal is to improve the trustworthiness (reliability and validity) of data-collection tools.

1.9.1 Qualitative and Quantitative Research Methods

The study will utilise both qualitative and quantitative methods of research. According to Leedy & Ormrod (2000:143) qualitative research is collecting, analyzing and interpreting data by observing what people do and say.

According to Collins (2003:33), when research is qualitative, a research question or statement is more relevant than a hypothesis. A hypothesis is stated explicitly and is an expectation about the way things ought to be if the theoretical expectations are correct (Babbie, 2002:48). In qualitative research the hypothesis can be rejected (Mouton & Marais 2001:161). Hypotheses tend to be developed as a result of the research rather than the hypotheses guiding the research (Mouton & Marais 2001:43).

A quantitative research method quantifies data in terms of numbers and measures that can be analysed statically, (Neuman 2000 :122). Quantitative research is more about issues of design, measurement and sampling.

1.9. Research Design

Research design involves strategies, which seek to obtain answers to various questions. The researcher in this study used descriptive and the qualitative methods. The qualitative research is the study of people in their natural environment as they go about their daily lives, (Brink 2007: 112). The study made use of both descriptive and exploratory research designs.

Descriptive Research

Bless & Higson-Smith & Kagee (2006:42) state that the purpose of research is to gain insight into a situation, phenomenon, community or person. Descriptive research is one of the methods of research used to study a person or persons scientifically in the educational situation. Descriptive research attempts to describe the situation as it is, thus there is no intervention on the part of the researcher and therefore no control.

Descriptive research design is merely interested in the description of the phenomenon. The purpose of the descriptive design is to gain a broad understanding of a situation phenomenon, community or people, Mouton & Marais (2007:286). According to De Vos (2006:287), the need of such study could rise from basic information a new area of interest various types of information, which would be collected in interviews allowing the interviewee to comply free.

The great part of data collected in a way would be qualitative and more or less reliable (Neumann, 2000:35). Descriptive method is also used to test the actual hypothesis. The researcher's tool to collect data would be the interview schedule. Making use of interviews, participants may live the researcher with rich phenomenological data to their lived experiences and world views.

The researcher interviewed women co-operatives involved in National school Nutrition Program using structured interview questionnaire.

Exploratory Research Design

Exploratory research provides a commencement in the exploration of a relatively unknown research area i.e. in this research; it focused on the empowerment of women in National School Nutrition Program co-operatives at Umhlabuyalingana schools. Although exploratory and descriptive research are similar and might blend in practice, De Vos et al (2005:106) state that exploratory studies aim to be conversant with basic facts and create a general picture of conditions whilst descriptive research starts off with a well-defined topic and aims to describe it accurately. The researcher together with the respondents aims to become conversant with the facts and to create a general picture of the conditions that contribute to the women empowerment in National School Nutrition Program.

1.9.4 Population and Sample

According to Brink (2007:123) a population is defined as the entire group of persons or objects that is of interest to the researcher. In other words, it is what meets the criteria which the researcher is interested in studying. Population is, therefore, the entire set of objects or people, which is the focus of the research and about which the researcher wants to determine some characteristics (Bless 2006:98).

A sample is the subset of the whole population which is actually investigated by a researcher and whose characteristics would be generalized to the entire population. According to Brink (2007:127) a sample is defined as a part or fraction of a whole, or a subset of a larger set, selected by the researcher to participate in a research study.

1.9.5 Research Instrument

The research instrument refers to tools and strategies used in collecting data. The structured interview in this study was used to collect data. (See appendix for the interview schedule).

According to Brink (2007:151) an interview is defined as a method of data collection in which the interviewer obtains responses from a subject in a face-to-face encounter, through a telephone call or by electronic means. Interviews are frequently used in exploratory and descriptive research and in case studies. They constitute the most direct method of obtaining facts from respondents.

The structured interview schedule would enable the significance or impact of poverty alleviation program in the social-economic status of the beneficiaries. Structured interviews are formalised so that all respondents are given the same questions in the same order and in the same manner. The instrument that is used here is the interview schedule. The interview schedule is a questionnaire with closed-ended or fixed alternative questions, as well as indications of how to answer each question.

1.9.6 Procedure for Data Collection

Having collected the data, it had to be captured in a format that would permit analysis and interpretation. The most utilized data collection method in qualitative research studies is the interview. Interviews provide the researcher with opportunity to learn about what one is unable to directly observe in a person's natural environment.

Projects would be visited on site (school) and the purpose of the interview would be laid out. The interviews would be conducted on project site or schools where a separate room would be used for interview to avoid influence from other respondents. A total number of ten women who are the respondents would be interviewed.

1.10 INTERPRETATION AND ANALYSIS OF DATA

Interpretation and analysis of data answer the question of how the findings of the study shall be reported. The researcher used a word processing and tables in analysing data that was collected.

The purpose of data analysis in qualitative studies is to sift, sort and organize the mass of information acquired during data collection in such a way that themes and interpretation address the original research problem. Data was categorized, coded and sorted to form the patterns that would be used to summarize the interpretation of data.

The researcher captured the responses on the interview schedule and data analysis was done by using tables from presentations.

1.11 DISSEMINATION OF RESEARCH FINDINGS

In this study dissemination of the research findings was from the National School Nutrition Program (NSNP) conferences, workshops and seminars. This also included information from publications in journals that are commonly available in University libraries.

1.12 ETHICAL CONSIDERATIONS

In this study, ethical considerations would include getting informed consent from the respondents and also maintaining of anonymity of all respondents who participated in the study.

1.13 OUTLINE OF THE DISSERTATION

The structure of the document is presented as follows:

Chapter 1

Introduction to the study. This chapter outlines how the study was conducted.

Chapter 2

This chapter gives the theoretical exposition of literature review.

Chapter 3

Research Methodology. This chapter explains the methodology that was used in the study.

Chapter 4

This chapter contains findings, analysis and interpretation of the data that was collected.

Chapter 5

This chapter presents the conclusion and recommendations of the study.

1.14 CONCLUSION

This chapter has outlined the orientation of the study, giving an indication of the core problem under investigation and objectives to be achieved. The next chapter discusses the theoretical background of the study by focusing on the previous studies conducted on women empowerment in National School Nutrition Program co-operatives.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

According to Bless (2006:24) the purpose of the literature review is to sharpen and deepen the theoretical framework of the research, familiarize the researcher with the latest developments in the area and identify gaps in knowledge, as well as weaknesses in previous studies. Another purpose of literature study is to review the existing or available body of knowledge, gain information and direction of the research study.

According to de Vos et al (2005:263) the literature review aids the researcher in becoming familiarized with the current stage of knowledge regarding the research topic and to learn how others have delineated similar topics. The use of theory provides an explanation of why things happen as they do; help to make sense of our world and identifies patterns in diverse observations; help to guide inquiry into areas that more likely to show useful patterns and explanations and help the researcher to distinguish between chance occurrences and observations that have value in anticipating future occurrences (De Vos et al 2005:262).

Previously educational opportunities for women were restricted on the grounds that education is wasted on girls whose future lies in bearing and rearing children and in providing comfortable homes for their husbands. Employment opportunities were also limited because women were not expected to seek work in the labor market. They often compelled to work in low-wages, exploitative conditions (Fox, 2004:126). emphasizes that financial control is imperative if community projects are going to succeed.

Women are involved in the development on the ground that women are useful productive resource for economic growth. This is the reason for the government of the day to include women in National School Nutrition Program as women co-operatives.

School Nutrition was introduced in 1994 as the Primary School Nutrition Program (PSNP), which is one of the Presidential Lead Project of the Reconstruction and Development Program (RDP). Hunger is a real problem affecting millions of primary school learners from poor households every day. According to Operational Guidelines (2004:1), children who come to school hungry, have diminished attentiveness, a greater likelihood of becoming distracted and diminished interest in learning. The result is that learners are more vulnerable to failure, the result of which is low achievement and repetition.

2.2 DEFINITION OF TERMS

2.2.1 Empowerment

According to Swanepoel (2006:30) empowerment is associated with the skills needed for decision-making. This is a fact that can only enlighten decisions if they have the correct information. Empowerment is, therefore, a mixture between the right to make decisions and the ability to make decisions.

Empowerment is about both improving an individual's confidence in one's ability to challenge the status quo and about increasing community groups capacity to accomplish collective goals. Empowerment also is about people gaining confidence to fight back, not only for themselves but for the community of which they are part of it.

According to Potgieter (1998: 216) empowerment is defined as the interpersonal and the collective power, which allows individual, family and community to maximize their quality of life.

2.2.2 Capacity Building

Capacity building has two components, the knowledge and a set of skills, which is useful for building organizations, carrying out companies and also useful in other areas of life. The second component of capacity building is beliefs, which are often based on experience, that the organization has power. Its framing of the issues is astute and choice of tactic effective, (Oakley 2004:68).

Capacity building involves acquiring the skills to succeed and the confidence to try and do something. Capacity building also involves helping community, groups to develop their abilities to successfully to take one issue for set of issues.

According to Social Work Dictionary (2006:6), capacity building is defined as a process aimed at empowering individual group and organization by expanding knowledge building, development of self confidence innovation, capabilities to plan, organize and implement.

The white paper for Social Welfare (1997:18) in its war against poverty states that poverty is often accompanied by low level of level of literacy and a lack of capacity to access economic and social resources. The Department of Education developmental programs therefore will build the capacity, facilitate access to resource systems through creative strategies, and promote self-sufficiency and independence.

The communities are directly involved in their own economic development through the establishment of the projects and entrepreneurship activities. The government is committed to funding all the programs that are designed and accredited for human resource development.

2.2.3 Community Development

According to the White Paper for Social Welfare (1997:8), community development is defined as multi-section and multi-disciplinary and it is an integral part of development.

Community development was defined in 1955 by the United Nations as a process designed to create conditions of economic and social progress for the whole community with its active participation and the fullest possible reliance on the community's initiative.

Patel (2005:161) also defines community development as an umbrella concept referring to the combination of efforts of the people themselves with government to improve the economic, social, cultural, and environmental conditions of communities. Community development entails intervention strategies that are most suited to addressing poverty, community participation and empowerment and social and economic development. Community development has become associated with social development, participation and empowerment and people-centered human development.

2.2.4 Poverty

According to Swanepoel (2006:6) poverty is defined as a strong determination of others that contributes to physical weakness through lack of food bodies, which reduce malnutrition leading to low immune response to infections and inability to reach or pay for health services. This increases vulnerability, through lack of assets because of powerlessness as a result of lack of wealth.

Sometimes poverty is known as starvation where there is no food or shelter. According to Gilbert et al (1992) states that housing is a highly visible dimension of poverty to poor people .

Poverty remains one of the greatest challenges facing Southern African countries, (Patel, 2005:51). The poverty situation in the region is reflected in low levels of income and high level of humane deprivation.

According to Patel (2005:52) poverty in Southern Africa is a consequence of economic technical, environment, social, political and exogenous factors. The poor also include people who are marginalized such as children, people with disabilities, women, rural community, the youth and those who have been displaced. It is a fact that most rural communities are affected by the problems which are politically related. Oppression has for decades caused great damage to many people of developing countries. Women have suffered due to marginalization and exclusion in all levels of decision-making. The effects of the past have resulted in the unequal distribution of resources, which is still with Africans. It adds to the plight of women, who in most instances are the ones who have to fend for their families. If there are no means to do that, they become trapped in poverty and this phenomenon is generally associated with women.

All these issues have left women powerless. South Africa being so highly populated, like many African countries which are also in the process of developing, faces this great problem because the population does not correlate with the resources of the country has. These results in problems like diseases, malnutrition, unemployment and others. Although there are programs being implemented to address these problems, the process is hindered by the imbalances which previously existed amongst different racial groups, vast differences between urban and rural life and the fast growing trend of squatting, (Oakley 2004:78).

2.3 DIMENSIONS OF EMPOWERMENT

2.3.1 Economic Empowerment

Educational opportunities for women are restricted on the grounds that education is wasted on the girls whose future lies in bearing and rearing children and in providing comfortable homes for their husbands. Similarly, employment opportunities are limited because women are not expected to seek work in the labor market, (Oakley 2004:78).

Women who do find employment in the labour market are often compelled to work in low wage and exploitative conditions, the culturally determined gender roles restrict women's freedom, choices and rights of women are denied freedom, discriminated and against and oppressed simply because they are women.

Women have long been neglected in economics development. The equity approach seeks to enhance the status of women and foster greater equality with men through access to empowerment, equal pay and grater opportunities. Anti-poverty approach seeks to foster productive self-employment among low-income women, (Patel

2005:97). This approach defines the low-position of women as a consequence of economic under development. Creating small scale income generating projects among poor women enhance their status through economics development. The efficiency approach seeks to enhance the involvement of women in the development on the ground that women are a useful productive resource for economic growth. It encourages the participation of women in development because of the positive contribution they can make to development. According to Patel (2005:104) policies have been developed in both economic and social sectors in keeping with the reconstruction and development program, which provided the overall national policy framework to integrate social and economic development. The goal of the macro-economic policy (GEAR) was to promote economic growth and redistribution.

In South Africa the economic growth over the past decades and job creation have not kept pace with the increase of the number of people seeking employment and expanding economic opportunities have been created through small business development, skills development policies and through Sector Education and Training Authorities (SETA) for economic.

2.3.2 Political Empowerment

According Schrine (2006:78), as the pace of change quickens in South Africa, more attention is being devoted to economic reforms that will have to be brought about for a legitimate post-Apartheid order to be established. South Africa has sophisticated industrial, mining and agricultural sectors, which are both qualitatively and quantitatively different from the economics of any other African country. South Africa also has a significant number of wealthy people, which is almost entirely white, and a vast majority who exist in conditions of poverty which is largely of Black origin, (Schrine 2006: 78).

In 1990 political organizations were unbanned and Mr. Nelson Mandela was released after 27 years imprisonment. In 1991 the National Peace Accord was signed while all the remaining discriminatory laws such as Group Area's Act, the land Act, the Separate Amenities Act and Population Registration Act were removed.

In 1994 April 27, the democratically elected government of the National Unity came into power, by ANC as majority. The Reconstruction and Development Program (RDP) was introduced as a policy development for economic development. It comprised building of economy, meeting the basic needs, developing human resources and democratizing the state and society. According to Leila Patel (2005:105) democracy is defined broadly as a means a striving for political equality, the protection of liberty and freedom and defense of the interest of the people of a society. The concept democracy has its origin in the Greek term "demokratia" which means rule by people. This idea is embodied in the demand that the "People shall Govern".

2.3.3 Psychological Empowerment

In the work place, this is designed to help people become empowered organizers who must recognize and combat the shame and humiliation that keeps people from publicly expressing their needs.

Organizers teach that having a problem should not be a source of embarrassment. It is not shameful. As long as people cannot talk about what has happened to them they cannot agitate for collective solutions, (Patel 2005).

Organizers should try preventing people from blaming themselves. Organizing among the unemployed begins with research showing how the profit margins of the company have increased.

2.4 STRATEGIES FOR EMPOWERMENT

2.4.1 Social development

According to Patel (2005:29) social development is defined as a process of planned social change designed to promote the well-being of the population as a whole in conjunction with a dynamic process of economic development.

The connection between economic and social development can best be achieved through macro-economic policies that promote employment. It is also argued that the development of people and that the achievement of human well-being is the goal of social development.

Macro-economic policies should foster social inclusion of people in the development process through empowerment and self-employment and raise the standard of the poor and unemployed. Building capacity of the poor people means that people ought to participate productively in the economy through by attaining education and skill development.

Social Development is based on people-centered approach to development that promote citizen participation and strengthens the voice of poor people in decision-making, which is part of empowerment. Primary health care, primary education, nutrition, basic housing and skills training provide tangible social and economic returns. The principal information is that programs are geared to promoting

participation of the development efforts empowerment of the poor through productive employment and building the assets of the poor, (Patel 2005).

2.4.2 Community development

Community development in some countries is closely linked to local government. This approach emphasizes local political organization and co-operative endeavor which is managed by local leaders with the support of the central government.

In other countries, community development is directly associated with agricultural extension. Community development personnel are usually employed by the government agricultural departments. In some countries community development stresses the creation of village-level economic and social projects (Patel, 2005).

In almost all cases of community development has adopted a materialist approach, which encourages the construction of community centres, school, clinics, roads, sanitary and water supply projects.

Community development is also defined as a partnership between external agencies and local people. Local people contribute their labour and other local resources, while technical expertise and external resources are provided by the community development agency. Self-determination and self-help are the main principles of community development.

Local community development projects have made a significant contribution to raising the level of living of ordinary people. Co-operatives which support production assist with strong facilitate marketing and retail produce and goods.

The role of these co-operatives in promoting local development has been quite extensive. Community development has supported economic development through the- creation of social infrastructure and social programs that enhance human and social capital formation. Community development is also known as process designed to create conditions of economic and social progress for the whole community with its active participation and the fullest possible reliance on the community's initiative, Patel (2005).

2.4.3 Skills development

According to Skills Development Act no. 97 of 1998 skills development is defined as educational training and development activities designed to help employees and future and employees gain knowledge, skills and attitudes that would improve their future prospects.

2.4.3.1 The purpose of this Skills Development Acts are:-

- (i) To develop the skills of the South African workforce;
- (ii) To improve the quality of life workers, their prospects of work and labor mobility;
- (iii) To improve productivity in the working place and the competitiveness of employers;
- (iv) To promote self-employment;
- (v) To improve the delivery social services;
- (vi) To increase the levels of investment in education and training in the labour market and to improve the return on that investment;
- (vii) To encourage employers;
- (viii) To use the workplace as an active learning environment;

- (ix) To provide employees with the opportunities to acquire new skills;
- (x) To provide opportunities for new entrants to the labor market to gain work experience;
- (xi) To employ persons who find it difficult to be employed;
- (xii) To encourage workers to participate in leadership and other training programs;
- (xiii) To improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education;
- (xiv) To ensure the quality of education and training in and for the workplace;
- (xv) To assist;
- (xvi) To seekers to find work;
- (xvii) Retrenched workers re-enter thru labor market;
- (xviii) Employers to find qualified employees;
- (xix) To improve and regulate employment services.

2.4.4 Capacity building

Capacity building is a process aimed at empowering individual groups and organizations by expending knowledge building, development of self-confidence innovation, capabilities to plan, organize and implement decision through an initiative of acquiring skills in complicit resolution (Patel 2005 : 163). According to Oakley (2004:68), capacity building is related to organizational growth.

Individual capacity can be bolstered in a variety of ways. This would be through running training programs and through encouraging schools to improve their curriculum, community organizations help people learn new skills. Some skills such as book-keeping or marketing enable people to get better jobs, others such as running

meetings or preparing players assist the organization on running successful campaigns. Those who learn new skills can get an additional boost in confidence from sharing their new skills with them.

2.5 CO-OPERATIVES

A co-operative is an autonomous association of persons united voluntarily to meet their common economic, social and cultural needs and aspirations through a jointly-owned and development- controlled enterprise.

2.5.1 Values

Co-operatives are based on the values of self-help, self responsibility, democracy, equality, equity, and solidarity. Co-operative members believe in the ethical values of honesty, openness, social responsibility and caring for others.

2.5.2 Principles

According to Philip (2003:7) co-operative principles are guidelines which co-operatives put their values into practice. These principles are as follows:

2.5.2.1 Voluntary and open membership

Co-operatives are voluntary organizations, open to all persons able to use their services and willing to accept the responsibilities of membership, without gender, social, racial, political or religious discrimination.

2.5.2.2 Democratic member control

Co-operatives are democratic organizations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights and co-operatives at other levels are also organized in a democratic manner.

2.5.2.3 Member economic participation

Members contribute equitably to and democratically control the capital of their co-operative. At least part of that capital is usually the common property of the co-operative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership.

2.5.2.4 Autonomy and Independence

Co-operatives are autonomous, self-help organizations controlled by their members. If they enter into agreements with other organizations, including governments or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operatives autonomy.

2.5.2.5 Education, Training and Information

Co-operatives provide education and training for their members, elected representatives, managers and employees so they can contribute effectively to the

development of their co-operatives. They inform the general public –particularly young people and opinion leaders about the nature and benefits of co-operatives.

Co-operatives serve their members most effectively and strengthen the co-operative movement by working together through local, national regional and international structures.

2.5.2.6 Concern for the community

Co-operatives work for the sustainable development of their communities through policies approved by their members.

2.6 MANDATE

The National School Nutrition Program is guided by a number of important pieces of legislation as indicated in the following documents .

2.6.1 Section 27(1) No 108 of 1996 of the Constitution of South Africa States that every one has the right to have access to sufficient food and water, and the state must take reasonable legislative and other measure within its available resources, to avail the progressive realization of each of this rights .

2.6.2 Section 28 (1) of the bill of rights states that every child has a right to basic nutrition, shelter and basic health care services and social services.

2.6.3 The Cabinet resolution of 2002 directed that: The Primary School Nutrition Program is transferred from Department of Health to the Department of Education and outlined the standards of the transfer process and implementation by the Department

of Education. The Cabinet decision of 2002 instructs the Department of Education to standardize menu option, food specifications and coating of four basic options that include cooked and uncooked food. Schools are required to choose at least four menu options from those listed in the national menu options document of 2006.

2.7 CRITERIA CONSIDERED IN THE COMPILATION OF MENU OPTIONS

Provide meals with balanced nutrients and following food based dietary guidelines for health diet, which supports nutrition education messages .

Meet at least 30% of the recommended dietary allowance for the 7 to 10 years old age group .

Offer only culturally and socially acceptable and locally consumed food items on the menu

Preference to be given to petrify maize meal and bread baked with fortified wheat.

Encourage the use of indigenous foods that are in season these foods are easily available cheaper price, very nutritious and fresh.

Provide variety foods to choose from.

Discourage the use of industrial food that is highly processed.

Ensure the use of ready dairy products as non-milk creamers, blends or any imitation milk products have a low nutritive value.

2.8 NATIONAL SKILLS DEVELOPMENT FRAMEWORK

The aim of the National Skills Development Framework is to facilitate, monitor and co-ordinate skills development activities within the Department of Education. In terms of National Skills Development Framework for employees in Public Education (2006:2) refers to Education training and development activities designed to help employees and future employees gain knowledge, skills and attitudes that would improve their performance in the portions that they currently hold and improve their future prospects.

In the past, the Department of Education conducted training and skills development in the absence of a co-ordinate and coherent national skills development frame work. This resulted in a fragmented, uncoordinated, and haphazard approach to skills development intervention. This National Skills Development Framework intends to address this problem. The framework was developed in collaboration with the relevant stakeholder.

2.8.1 Policy Environment

The Skills Development Framework is guided by the fact that the South African workforce in the case all employees within the education training and development sector, need relevant and competitive skills.

These are required in order for them to develop as individuals, to add value to the organization, and for them to contribute meaningfully to the development of South African economy. The following policies and legislative frameworks are in place to help ensure that these goals are realized:

- i Skills Development Act of 1998
- ii Empowerment Equity Act of 1998
- iii Skills Development Levy Act of 1999
- iv Labour Relation Act 1995
- v Public Service Act 1994
- vi National Skills Development Strategy (NSDS 2005-2010)
- vii National HRD strategy for South Africa
- viii Integrated Quality Management System

2.8.2 Challenges faced in relation to Skills Development

The Skills Development Act of 1998 includes various challenges in relation to skills development to meet their strategic plan of the Department of Education must invest in human resources focusing on the following areas (National Skills Development Framework 2006 : 7).

- i To identify and address areas demanding development in order to achieve greater competence in the work place, relevance and alignment to strategic objectives.
- ii To provide the required skills the education and training sector skills plan in conjunction with the workplace skills plan.
- iii (WSP), among other, will be used.
- iv The department of education will also need to identify supply led and not only demand led programs.
- v The department of education needs to undertake ongoing research to identify core and critical skills that are required by sector.

2.8.3 Priorities of the sector

Within the broader goals of achieving quality education for all and in support of the NSDS (2005-2010) the broad priorities of the Department of Education for the next five years are as follows: Department of Education Strategic Plan (2005-2009) includes -

- Infrastructure development

- Restoring the professional integrity and status of teachers.

- Skills development through the revitalization of FET colleges

- Adults' basic education and training

- Monitoring and evaluation

- Institutional reform

- Dealing with poverty and improving social cohesion

- Learning from international developments in education.

2.8.4 Roles and responsibilities

The role of the national development of education is to:

- Standardize skills development processes

- Co-ordinate skills development processes by collecting information, supporting monitoring and reporting to all relevant forums and stakeholders

- Monitoring implantation of the skills plan

Support the department of education consistently in developing and implementing their workplace skills plans and ensuring implementation initiatives

Evaluate skills development initiatives over a five -years cycle by assessing them against strategic objectives

Facilitate general communication and share information on principles of good practices and on skills development legislation with development of education in consultation with the ETDP SETA

Consolidate a skills development quarterly report that reflects the situation at national level.

2.8.5 The Department of Education Skills Development Committees

The roles the committees will be to:

- i Guide the direction of training to ensure the integrated attainment focused capacity building through Training and Development, is in accordance with the National Framework for Teacher Educator (NFTE).
- ii Guide the allocation of the education training and development budget in line with the skills development priorities of the department of education.
- iii Ensure that all training initiatives comply with quality assurance requirements as set and by skills development legislation.

2.8.6 Women in Community Development

While the involvement of women in community development is commended, however, in rural and underdeveloped communities it can mainly be attributed to socio-economic conditions. Although there is a need for women to participate in community development, there is no reason why they should remain under conditions of underdevelopment in spite of the energy and time expended (Patel 2005). In this section, the focus is on these aspects believed to be some of the contributing factors of women's involvement in community development: the status of women and poverty.

2.8.7 Status of women

It is understanding that women live in communities where there are norms, values and customs. They are socialized in the manner their respective societies prescribe. In most cases women spend all of their time in domestic work. The responsibilities increase due to social development where women find themselves as breadwinners who also have to look after children and, in some instances, play the role of being wives. However, social change demands that all people be involved in community development in one way or another for the fulfillment of their roles within given status, (Oakley 1998:132).

Most countries have now established women's units within the governmental machinery and in some countries women co-operatives have been formed. With regard to activities like crop production, it has been realized that there is a negative impact of excluding rural women from the benefits of technological advances, credit and marketing services. This has, therefore, led to actions for improving the status and productivity of rural women.

In the past the household especially in rural areas was regarded as base for social and economic activities but due to industrialization, there was a decrease as most activities had to be performed in outside institutions. However, there are still those men who would not allow females to leave the household whether for economic reasons or otherwise. This becomes a deterrent to economic growth as women are mostly regarded to be the main providers to their families.

Economic development among rural women tends to be growing at a larger scale as rural women have realized that, while they have a potential to develop their communities, they also have an obligation to improve the status of women and of their households.

2.8.8 Women and Policy

It cannot be disputed that women have all along been affected by some development policies which do not recognize their work or status within their communities. The Constitution of Republic of South Africa, 1993 (Act 200 of 1993) as quoted in the Government Gazette of Social Welfare and Population Development (1996:122) states that women are faced with difficulties in accessing resources and mechanisms designed to improve their status and dress their needs. It is clear that South Africa is no exception to this trend as women are still marginalized and this definitely affects growth of the economy. In the discussion document produced by the South African National Ministry of Social Welfare and Population Development, (05 June 1995). The statement released was that South Africa has embarked on the arduous task of socio-political and economic reform. It expressed that through sound economic policies and well-functioning labour market are essential for growth and employment generation, there is still a need for South Africa to invest in people by developing the human capital which is essential for increasing productivity and moving people out of poverty.

There have been so many publications focusing on how policies are formulated in different countries. For instance, Finch as quoted by Pascall (1986:122) says, "feminists have been responsible for demonstrating that the education systems also reproduce the sexual division of labour in the family, whereby men are in paid employment and women do unpaid work in the home, and it reproduces sexual divisions within the labour market itself, so that when women do take paid work, they tend to be concentrated in particular types of jobs and at lower level of organizational hierarchies."

Amongst the problems identified as affecting women, are poverty and the current status of being women. Literacy has also been identified as one of the major obstacles to women's advancement and female unemployment is higher than male unemployment, by 45% of those employed in the formal sector. Research indicates that households headed by women are significantly poorer with women also facing increasing pressures in reconciling parenthood with work responsibilities. The question of status of women goes beyond the fact that the principle of shared responsibility and partnership between men and women is still not accepted in society as basis of achieving equity and equality.

2.9 CONCLUSION

South African women endured great suffering and deprivation during the violent years of the colonial and apartheid period. Women lived under poverty with little access to the economy and employment.

Women generally cannot escape from this state and achieve equality unless government empowers and affirms women. The government needs to support initiatives to open the doors to political, economic and social structures and provide education and the necessary skills to enter the employment market.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The research methodology is described comprehensively, so that the reader develops confidence in the methods used (De Vos et al, 2006:252). In educational research there are different methods or tools for collecting data. Tools for collecting data include the research design sampling plan, data collection procedures and also apparatus or measuring instruments. It is especially important that the relationship each of these is made clear, (De Vos et al, 2006:252).

3.2 RESEARCH POPULATION AND SAMPLING PROCEDURES

3.2.1 Population

According to Bless et al (2006:98), a population refers to the entire set of objects or people, which is the focus of the research and about which the research wants determine some characteristics. In this research, research population comprized women co-operatives that were involved and participated in National School Nutrition Program under UMhlabuyalingana schools.

3.2.2 Sampling Method

A sample is subset of the whole population which is actually investigated by a researcher and whose characteristics will be generalized to the entire Population, (Bless, 2006:98). The study depended on the data that was collected or obtained from sample

3.2.3 Sample Size

A sample size is generally stated that the larger the population, the smaller the percentage of the population the sample needs to be and vice versa (Neumann, 2000:232). If the population itself is relatively small, the sample should comprise of a reasonably large percentage of the population. All ten schools under uMhlabuyalingana which were involved in pilot of women co-operatives in National School Nutrition Program were used as a sample.

3.3 PROBABILITY SAMPLING

Probability is also known as random sampling which occurs when the probability of including each element of the population can be determine. A sample is randomly selected when each member of the population has equal chance of being selected into sample. The researcher did used simple random sampling.

3.4 SAMPLING FRAME

Sampling is the list of all units from which the sample is to draw (Bless 2006:100). The researcher may not use all elements of population that interest her because it is impossible to conduct research on all elements of the population. The researcher's sampling frame consisted of ten school nutrition programs, whose school nutrition suppliers are women co-operatives. The study selected ten (10) respondents from each school one (1) that is supplier or principal.

3.5 MEASUREMENT

Measurement refers to the process of describing abstract concepts in terms of specific indicators by the assignment of numbers or other symbols to the

indicators in accordance with specific rules. De Vos et al (2006:160) state that there are two type of measurement viz validity and reliability.

3.5.1 Validity

Validity refers to the extent to which an empirical measure accurately reflects the concept it is intended to measure De Vos et al (2006:160). The definition of validity has two aspects: that is the instrument that actually measures the concept in question and the concept which is measured accurately. It is possible to have the first without the second, but vice versa. Validity asks questions such as what does this instrument actually is and what do the results actually mean? This if measurement is valid, it is also reliable validity is measured in terms of two separate but related dimensions internal and external (Bless, 2006:156).

Internal Validity

Internal validity is concerned with the question, do the observed changes in the dependent variable actually relate to changes in the independent variable internal validity examines the extent to which a particular research design has excluded all explain the variation of the dependent variable, (Bless et al, 2006:93).

External Validity

It is concerned with the question, do the results obtained from this particular sample of participants apply to all subjects in the population being student, (Bless et al, 2006:93). External validity examines the extent to which the *results of the study can be generalized. Data collected is most appropriate to the aims of the research , since the data gathering is directed towards answering precisely the questions raised by the researcher. In this study responses received from open-ended interview questions were analyzed using content analysis method.

Content analysis was used to analyze data from qualitative research under descriptive design.

3.6 RESEARCH DESIGN

According to De Vos et al (2006:32) a research design is defined as a plan or blueprint of how one intends conducting the research. This explanation of a research design focuses on the end product which the research formulates problem as a point of departure, and focuses on the logic of research. This study uses descriptive research design, quantitative and qualitative research methods. A descriptive research design is merely interested in the description of the phenomenon and its purpose is to gain a broad understanding of a situation or phenomenon, which could be a community or people.

The research design explains how the research study is to be conducted in order to fulfill the objectives. This study made use both of the quantitative and qualitative research methods to describe the (subjective) viewpoint and experience of the respondents in question.

Exploratory research provides a commencement in the exploration of a relatively unknown research area i.e. in this research, it focused on the empowerment of women in National School Nutrition Program co-operatives at Umhlabuyalingana schools. Although exploratory and descriptive research are similar and might blend in practice, De Vos et al (2005:106) state that exploratory studies aim to be conversant with basic facts and create a general picture of conditions whilst descriptive research starts off with a well-defined topic and aims to describe it accurately. The researcher together with the respondents aims to become conversant with the facts and to create

a general picture of the conditions that contribute to the women empowerment in National School Nutrition Program.

3.6.1 Quantitative and qualitative research methods

Generally, we observe that research methods or approaches are divided into two broad categories, quantitative and qualitative ones. The two methods differ in their orientation to social life and different techniques in collecting appropriate data for their purposes, yet they may also complement each other (Neuman 2000:122).

A quantitative approach to research mainly focuses on quantifiable data in terms of numbers and measures that can be analysed statistically. Quantitative research is concerned with issues of design, measurement and sampling, because its deduction approach which emphasizes detailed planning prior to data collection and analysis, (Neuman, 2000:122).

As such, it follows the positivist educational theory which emphasizes empirically investigated information that does not invite the interpretation of ideas (Johnson, 1992:31-34). Due to its emphasis on quantifiable data, a quantitative research method measures so called objective facts, and focuses on variables is to those who undertake it free of value judgments and claims to detach researches from the actual research (Neuman 2000:16). According to Leady and Ormrod (2005:143) qualitative research is collecting analyzing and interpreting data by observing what people do and say.

3.7 METHOD OF DATA COLLECTION

Questionnaires were distributed by the researcher to the principals of the selected schools. A covering letter was attached to the questionnaires introducing the researcher's aims of the study and its significance. Forty eight (48) hours were given to the respondents to fill in the questionnaires.

Surveys produce quantitative information about the social world and describe features of people or the social world. They are also used to explain or explore what is being researched. A survey asks many people called respondents about their beliefs, opinions, characteristics and past or present behavior.

In this case surveys are appropriate for research questions about self-reported beliefs of behavior; they are strongest when the answers people give to questions measure variables and researchers usually ask about many things at one time in surveys. They measure many variables (often with multiple indicators) and test several hypothesis in a single survey. Although the categories overlap the following can be asked in a survey, behavior attitudes, beliefs and opinions.

Neuman (2000) argues that the modern survey can be traced back to ancient forms of the census. A census includes information on characteristics of the entire population in a territory. It is based on what people tell officials or what officials observe.

Surveys are used for collecting information about the social world. Good surveys require thought and effort. Surveys like other scientific and technical tools can be well made or poorly made and can be used in appropriate or in inappropriate ways (Bradburn and Sudman 1983:37).

Producing a questionnaire schedule or guide forces the researcher to think explicitly about what she or he hopes the questions might cover (De Vos et al, 2005:296). After consultation of the relevant literature, consultation with academic experts and through the observations of the researcher, the questionnaire guide was constructed as a guide to question the respondents. This guide ensured that the same topics were addressed and explored in each question in order to minimize the chance of omitting any material. Because the guide is in outline form, allowance was made for the respondent to adapt the sequencing and wording of the questions for each question.

Qualitative research is aimed at identifying the subjective conceptualizations of the respondents in their worlds. It is only after identifying these concepts that they may be integrated into the framework of existing social theory.

3.8 Research instruments

The method that was used for collecting data for this study was questionnaires.

A questionnaire as defined by Forcese and Richer (1973:160) is a form of securing answers to questions.

3.8.1 Questionnaires

According to the social work dictionary (2006:51) a questionnaire is defined as a set of questions on a form which is completed by respondent in respect of a research project. Although the term questionnaire suggests a collection of questions, a typical questionnaire probably contains as many statements as questions, specially if the researcher is interested in determining the extent to which respondents hold a particular attitude or respective.

The basic objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on the particular issue. Questionnaires were thus chosen as the most suitable that is used in this research.

3.8.2 Questionnaire delivered by hand

Appointments were earlier on made to collect questionnaires which were completed by respondents. By handling questionnaire in this way much time is generally saved.

3.8.3 Validity and reliability in questionnaires

According to Cohen et al(2003:128) validity of questionnaires can be seen from two viewpoints –

- whether respondents who complete questionnaires do so accurately, honestly and correctly and
- whether those who fail to return their questionnaires would have given the same distribution of answers as did the returnees.

The researcher has made sure that the most important guideline which is basic to the validity and reliability a questionnaire asking the right questions phrased in the least ambiguous way. Reliability and validity are two different characteristics of measurement, they overlap. Reliability and validity are special important in educational research because most of the measurements attempted in this area are obtained indirectly.

3.8.5 Research questions appropriate for a survey

Surveys produce quantitative information about the social world and describe features of people or the social world. They are also used to explore and to explain. Surveys ask many people called respondents about their beliefs, opinions, characteristics past and present behavior.

We have noted above that surveys are appropriate for research questions about self-reported beliefs and behaviors. They are strongest when the answers people to give to questions measure variables. Researchers usually ask about many things at one time in surveys, to measure many variables. Researchers usually ask about many things at one time in surveys, to measure many variables (often with multiple indicators) and test several hypothesis in a single survey.

3.9 Procedures for analyzing data

The analysis of data involves both descriptive and inferential statistics. In this study the analysis of data involves only descriptive statistics. In the following sections descriptive statistics is discussed. The procedures that were followed in analyzing data using this method are also outlined.

3.9.1 Descriptive analysis of data

The term descriptive statistics (also called summary statistics) refers to statistical methods used to describe data, which have been collected on a research sample (Borg and Gall, 1983:356). Descriptively, the data are summarized and reduced to a few statistics for the actual sample. Descriptive statistics serves as a tool for organization, tabulation, depicting and describing, summarization and reduction of comprehensible from of an otherwise unwieldy mass of data (Sibaya, 1993:165). Therefore, it does not involve testing of hypotheses for making generalizations about the population parameters. In this study descriptive statistics were used for summarization and reduction of the data which were collected on the research sample.

Once the coded data has been transferred from the code sheets onto the strategic computer program (designed for research purposes), descriptive analysis of the sample data is done.

Analysis of the respondents in the sample according to their personal particulars (section A of the questionnaire) is done first. Descriptive analysis of the sample data for the various statements (section B of the questionnaire) is then done, using respondent counting and percentages.

3.10 Ethical issues

The questionnaires are always an intrusion into the life of a respondent, be it in terms of time taken to complete the questionnaire, the level of threat or sensitivity of questions, or the possibility invasion of privacy , (Cohen et al 2003:245). The respondents were encouraged to complete questionnaires, but the decision whether to become involved and when to withdraw from the research is entirely theirs.

Respondents consent

Research was explained to respondents and their participation in the study was voluntarily sampling, in other words, their consent was sought, where they had the right to participate or withdraw if they felt they would not participate in the study. Their names were held anonymously in accordance with the ethics of confidentiality of participants.

3.11 SUMMARY

This chapter has explained in detail the research methods and procedures pertaining to the sampling, research instruments, data collected and data analysis have discussed. Chapter four will then detail the analysis and interpretation of data.

CHAPTER 4

INTERPRETATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

According to Du Plooy (2006:2) interpretation and analysis of data is defined as a crucial step in the research process, because the analysis and interpretation of data forms the basis of conclusions and recommendations. They also influence whether or not recommendations will be implemented in a particular study. The methods used vary from the development of content analysis categories for descriptive statistics.

According to De Vos (2006:253) interpretation is defined as a portion of the report consists of the findings, including the processing, analysis and interpretation of the data in figures, tables or other forms of data display. Here the researcher conveys to the reader, participants and any other interested groups that the data is competently analyzed and tells the reader what was found. The interpretation of the results is followed logically from the actual data obtained in the study.

In this chapter the researcher analyzes and interprets the data collection on women empowerment in the National School Nutrition Program co-operatives, with special reference at uMhlabuyalingana schools at uMkhanyakude Municipality district. The following data was collected from the respondents during the exploratory interviews. The information included about the respondents biographical information and financial management. The majority of the respondents were females because the program was designed to empower women.

4.2 SECTION A

Biographical information

The biographic information of the respondents provides a profile of the women (suppliers) that are involved in National School Nutrition Program co-operatives.

4.2.1 Gender

Table 4.1: Gender

Gender	Frequency (n)	Percentage (%)
Male	2	20
Female	8	80
Total	10	100

As reflected in table 4.1 the number of female respondents was 8 representing 80 percent of the total sample, while the number of male respondents was 2 representing twenty (20) percent of the total sample. Patel (2005:240) indicates that the weight of poverty falls mostly heavily on vulnerable groups in every society-woman, the elderly, minority groups and children.

On the whole of this data indicates that the majority which in this case are women who are regarded according to Patel(2005) are the most vulnerable people that are involve in school nutrition program .

4.2.2 Age

Table 4.2: Age

Age	Frequency (n)	Percentage (%)
20-29 years	0	0
30-39 years	5	50
40-49 years	3	30
50-59 years	2	20
60-69 years	0	0
Total	10	100

Table 4.2 indicates the number of respondents which was five (5) representing fifty (50) percent of the total sample. Half the respondents, that is fifty (50) percent are in the age group of 30 – 39 years, while small percent of thirty (30) percent which was 3 respondents of the sample are between 40 - 49 years. Only two respondents of the total sample were between 50 – 59 years which make twenty (20) percent.

4.2.3 Race

Table 4.3: Race

Race	Frequency (n)	Percentage (%)
Black	9	90
White	0	0
Coloured	1	10
Indian	0	0
Total	10	100

According to table 4.3 there were nine (9) respondents which are Black that were involved in women co-operatives. The overwhelming majority of respondents, 9 respondents that is ninety (90) percent were Black, while ten percent of respondents are classified as Coloured.

The data indicates that most of school nutrition suppliers are Black Africans who according to Patel(2005) defined poor also as people who were marginalized people like women and rural communities.

4.2.4 Language

Table 4.4: Language

Language	Frequency (n)	Percentage (%)
Afrikaans	0	0
English	0	0
IsiZulu	10	100
Other	0	0
Total	10	100

Table 4.4 reflects that all respondents which is hundred (100) percent that are part of women co-operatives in National school Nutrition Program are Zulu speakers.

4.2.5 Marital Status

Table 4.5: Marital Status

Marital Status	Frequency (n)	Percentage (%)
Married without children	0	0
Married with children	3	30
Unmarried with children	6	60
Widowed with children	1	10
Divorced with children	0	0
Total	10	100

Table 4.5 reflects the number of 6 respondents representing sixty (60) percent of the total sample, which is majority that is involved in National School Nutrition Program co-operatives are unmarried with children. There is more financial pressure on this sixty (60) percent of women as sole supporters of their families. These respondents, representing thirty (30) percent of the total sample were married with children. Married

respondents having spouses to contribute to the finances of the family, allow them to be more flexible with the amount of work they did and hence the amount of money they generated. Ten (10) percent of respondents were widowed with children.

This data indicates that unmarried women with children are involve mostly in the school nutrition program. This women are the only one that need mostly to be empowered in order to able support their families.

4.2.6 Level of Education

Table4.6: Level of education

Level Of Education	Frequency (n)	Percentage (%)
Primary	2	20
Secondary	7	70
Tertiary	1	10
Total	10	100

The majority of respondents as reflected in table 4.6 had a secondary school qualifications and there were seven (7) respondents represented seventy (70) percent of sample, while the lowest percentage which is 2 respondents represented 20 percent of the total sample have primary school education qualifications. Only one (10%) of respondents from sample had tertiary education .

This data indicates that the majority of women involve in nutrition program are not have enough education. This means that, it is hard in most of them to run the business effectively.

4.2.7 Qualification

Table 4.7: Qualifications

Qualification	Frequency (n)	Percentage (%)
Degree	0	0
Diploma	1	10
Certificate	3	30
None	6	60
Total	10	100

As reflected in table 4.7 the majority of the number of respondents that is six (6) respondents of the sample that make sixty (60) percent of respondents had no qualifications, while a very low percentage of respondents which is thirty (30) percent had certificates, ten (10) percent of respondents had diplomas and zero (0) percent had no degree .

This data reflects that majority of women involve in school nutrition program are not have qualifications. This people need to have at least basic qualification of running the business well.

4.2.8 Number of years of involvement in school nutrition

Table 4.8: Years Involvement in School Nutrition

Years	Frequency (n)	Percentage (%)
1-4 years	8	80
5-9 years	2	20
10-14 years	0	0
15-19 years	0	0
20-more	0	0
Total	10	100

According to table 4.8, this reflects that the number of respondents eight (8), which is eighty (80) percent of the sample that were involved in school nutrition for 1-4 years. This is the majority of respondents who had 1-4 years experience, while the lowest number of respondents is two (2) which is twenty (20) percent who had 5-9 years experience.

4.2.9 Types of Schools

Table 4.9: Types of schools

Type of school	Frequency (n)	Percentages (%)
Farm	0	0
Rural	10	100
Urban	0	0
Total	10	100

All schools that make up hundred (100) percent of the total sample are in receipt of feeding scheme in rural areas. There was no school in the study from urban area and farms.

4.2.10 Classification of Schools

Table 4.10: Classification of school

Classification	Frequency (n)	Percentage (%)
Preschool	0	0
Primary	10	100
Secondary	0	0
Combined	0	0
Total	10	100

The majority of the schools that is hundred (100) percent of respondents of the sample that had feeding scheme are classified as primary schools. The government only issues feeding schemes in primary schools.

4.2.11 Number of learners

Table 4.11: Number of learners

Number of learners	Frequency (n)	Percentage (%)
0-80	0	0
81-160	1	10
161-400	4	40
401-700	3	30
More	2	20
Total	10	100

Table 4.11 indicates that about four (4) respondents that make forty (40) percent of the total sample are schools that have enrolment of 161-400 learners, while thirty (30) percent of schools have learners between 401-700 learners. Schools that have learners that are more than 700 learners are two (2) schools which make twenty (20) percent of respondents from the sample and ten (10) percent of respondents / schools have 81-160 learners .

4.2.12 The number of times school nutrition committee meet

Table 4.12: School nutrition committee meeting

Time	Frequency (n)	Percentage (%)
Quarterly	3	30
Monthly	1	10
Weekly	0	0
None	7	70
Total	10	100

According to table 4.12 the majority of respondents from the sample, which is seven (7) that make seventy (70) percent of school nutrition committees do not meet at all to discuss nutrition problems, while three respondents that is thirty percent of the total sample, school nutrition committee meet quarterly and lowest number which is one (1) respondent that is ten (10) percent meet monthly.

4.2.13. Duration of financial workshop attended.

Table 4.13: Duration of financial workshop attended

Duration	Frequency (n)	Percentage (%)
Few weeks	0	0
Few days	4	40
None	6	60
Total	10	100

According to table 4.13, this table indicates that the majority of respondents which is six (6) respondents representing sixty (60) percent of the total sample did not attend any financial workshops. Fewer respondents, that is forty (40) percent, attended a few days' workshops. This results in poor financial management among women that are involved in National School Nutrition Program co-operatives.

Fox (2004:126) emphasizes that financial control is imperative if community projects are going to succeed.

4.2.14 Duration of schools nutrition workshop attended

Table 4.14: Duration of schools nutrition workshop attended

Duration	Frequency (n)	Percentage (%)
Few Weeks	3	30
Few Days	5	50
None	2	20
Total	10	100

Table 4.14 reflects that five (5) respondent's represent fifty (50) percent of the total sample did attend few days school nutrition workshop, which is half of respondents that is 3 respondents who represented thirty (30) percent of the total sample attended for a few weeks. Two (2) respondents represent twenty (20) percent of the total sample not attend any school nutrition workshop.

This data indicates that majority of respondents did attend few days school nutrition workshops which this workshops has to do with empowerment of women that are involve in school nutrition program. This result in poor performance of this women.

SECTION B

4.3 Objectives

4.3.1 Government objectives in the National School Nutrition Program.

4.15 Government objectives.

	Frequency (N)	Percentage (%)
Know	8	80
Unknown	2	20
Total	10	100

Table 4.15 indicates that eight (8) respondents that represent eighty (80) percent of total sample, knew the government objectives of the National School Nutrition Program and the lowest number is two respondents who represent twenty (20) percent who did not know what is the government objectives for National School Nutrition Program were.

4.3.2. Objectives achievement of women co-operatives

Table 4.16: Objectives achievement of women co-operatives

	Frequency (N)	Percentage (%)
Yes	3	30
No	7	70
Total	10	100

Table 4.16 reflected that majority of respondents, which was seventy (70) percent of the total sample. These showed that women co-operatives in National School Nutrition Program have not achieved the objectives of the government. Thirty (30) percent of the sample said the government objectives are achieved that is a small number.

This data indicates that this program need to be revisited by government officials in order to determine the progress of the project.

4.3.3 Whether women co-operatives have constitution, policy or not

Table 4.17 constitution of women co-operatives

	Frequency (N)	Percentage (%)
Yes	1	10
No	9	90
Total	10	100

Table 4.17 indicates that the majority of respondents said there is no constitution or policy in place for School Nutrition Program. This is ninety (90) percent of respondents and small number two (2) respondents represent (20) percent of respondents from the

sample said, yes, there is a constitution or policy of School Nutrition Program in place but it is not implemented.

4.3.4 Whether objectives of the government are in line with women co-operative policy or not

Table 4.18 Government objectives in line with women co-operative policy

	Frequency (N)	Percentage (%)
Agree	1	10
Certain	2	20
Uncertain	7	70
Total	10	100

Table 4.18 indicates the majority of respondents that is seven (7) that is seventy (70) percent of respondents from sample were uncertain that the government objectives are in line with women co-operative policy. A less number of respondents, which is two (2) that twenty (20) percent said they were certain and ten (10) percent agreed.

Fox (2004:126) stated that education and skills development are encouraged, as many communities do not have the capacity to achieve the objectives they would like to set. In order to achieve these objectives, communities need to increase their skills and this can be done through, for example capacity building training programs, which have to be focused as in order to increase the empowerment of projects .

4.3.5 Whether the women co-operative policy is followed or not

4.19 Women co-operative policy

	Frequency (N)	Percentage (%)
Yes	9	90
No	1	10
Total	10	100

Table 4.2.19 reflected that the majority, that is ninety (90) percent of respondents in the sample, did not follow the women co-operative policy. Only a small number ten (10) percent followed the women co-operative policy.

4.3.6 The role of the principal in National School Nutrition Program

Table 4.20: The role of the principal in National School Nutrition Program.

	Frequency (N)	Percentage (%)
Known	8	80
Unknown	2	20
Total	10	100

Table 4.20 indicates that the majority eighty (80) percent of respondents, which is eight (8) respondents from the total sample knew the role of the principal in school nutrition and small number of twenty (20) percent of respondents did not know the role of the principal in school nutrition.

4.3.7 The role of women co-operatives in National School Nutrition Program

Table 4.21: Role of women co-operatives in National School Nutrition Program.

	Frequency (N)	Percentage (%)
Known	3	30
Unknown	7	70
Total	10	100

Table 4.21 reflected that the majority of respondents seventy (70) percent that is seven (7) from the total sample did not know the role of women co-operatives in National School Nutrition Program. A few number of respondents that is three (3), which thirty (30) percent knew the role women co-operatives.

This data indicates that the majority of women co-operatives in National School Nutrition Program do not understand their role in this program, which means this women are slightly productive in their functions.

4.3.8 Are women empowered by the National School Nutrition Program?

Table 4.22: Women empowerment in National School Nutrition Program.

	Frequency (N)	Percentage (%)
Yes	7	70
No	3	30
Total	10	100

Table 4.22 reflected that the majority of respondents, which seven (7) that is seventy (70) percent said 'yes' women are empowered by National School Nutrition Program. A small number which is three (3), thirty (30) percent from sample indicated that they are not empowered.

4.3.9 How skills transfer takes place among women co-operatives

Table 4.23: Skills transfer among women co-operatives.

	Frequency (N)	Percentage (%)
Certain	1	10
Uncertain	3	30
Agree	6	60
Total	10	100

According to table 4.23 the majority, which is six (6) respondents represented sixty (60%) percent of the total sample stated that skills transfer among women co-operatives took place. Three respondents represent thirty (30%) percent were not sure whether there are any skills transfer among women co-operatives

4.3.10 Are the skills transferred in the family, community, etc.

Table 4.24: Skills transferred in the others like family and community.

	Frequency (N)	Percentage (%)
Yes	NIL	NIL
No	NIL	NIL
Total	NIL	NIL

Table 4.24 reflected that all respondents from sample could not answer that question at all. In order to achieve objectives of the project or program, communities needed to increase their skills and this could be done through, for example, capacity-building training programs (Fox: 2004:126), which means that these co-operatives had to maximize their input of capacity-building in order to meet the intended objectives to a considerable extent as Fox (ibid) comments.

4.4 Section C: Financial

Table 4.25 Finance

(Respondent (Frequency (N)))

Finance/ Statement	Agree	Disagree	Uncertain
Have attended financial workshop.	3	5	2
Financial records are kept and maintained	1	6	3
Do women co-operative meeting discuss finance?	1	7	2
Do suppliers get paid every month?	4	5	1
Is there any financial policy for school nutrition?	NIL	8	2
Total	9	31	10

Table 4.25 reflected that the number of respondents was five (5) representing fifty (50) percent of the total sample, who did not attend any financial workshops. Three (3) that is thirty (30) percent attended financial workshops and two (2) which is twenty (20) percent were not sure.

As reflected in table 4.25, the number of respondents was six (6) that is representing sixty (60) percent of the total sample disagreed that financial records were kept and maintained. They were three (3) which is thirty (30) percent of the total sample who were not sure. If 60% disagreed on keeping financial statements how would they know which way or the progress of their projects with poor financial guidance.

The majority of respondents as reflected in table 4.25 that is seven (7), seventy (70) percent of total sample disagreed that women co-operative met to discuss finance and only twenty (20) percent were not sure with regard to what went on in the cooperatives.

The table 4.25 reflected that half that is fifty (50) percent of respondents said school nutrition suppliers did not get paid every month. Forty (40) percent received their payment every month.

This table reflects that 8 respondents which is eighty (80) percent disagreed that there is any financial policy for school nutrition and twenty (20) percent were uncertain whether there was any financial policy for school nutrition.

4.5 Section D Food

Table 4.26 Food

(Respondent/ Frequency (N))

Statement	Yes	No
Food delivered in time at school.	1	9
Food delivered is in line with menu.	2	8
Food is checked during delivery.	7	3
Honoraria (Cookers) follow the prescribed menu.	1	9
The school keeps time for feeding.	2	8
Teachers assist in feeding and controlling learners.	6	4
School has clean and hygienic kitchen.	3	7
School has clean and hygienic food utensils.	6	4
Total	28	51

Table 4.26 reflected that the majority of the respondents, that is ninety (90) percent food suppliers of nutrition delivered food on time at schools from the sample. There were very few respondents that received food later which is ten (10) percent of respondents.

According to table 4.26 eight (8), eighty (80) percent of respondents, that is majority said food that was delivered is not in line with the nutrition menu. Few respondents that twenty (20) percent indicated that food delivered was in line with menu.

The majority of respondents about seventy (70) percent in table 4.5.1 indicated that they checked food during delivery but thirty (30) percent did not check food during delivery.

This table 4.26 reflects that the cookers ninety (90) percent of the majority of the respondents from the sample did not follow the prescribe menu when cooking and very few ten (10) percent followed the prescribed menu.

The majority of respondents as reflected in table 4.26 school were not able to keep time for feeding, about eighty (80) percent of respondents, while twenty(20) percent of schools kept time for feeding.

Sixty (60) percent of respondents in table 4.26 as the majority of respondents from sample indicated that teachers assisted in feeding and controlling learners during feeding time.

Table 4.26 reflected that seventy (70) percent of respondents from the sample indicated that schools did not have clean and hygienic kitchen and thirty (30) percent which is small number had clean and hygienic kitchens.

On the whole this data indicates that the cleanliness of the utensils utilized was of needed much improvement for healthy and hygienic food utensils.

According to table 4.26 this shows that the majority of respondents, sixty (60) percent food schools had clean and hygienic food utensils. Few respondents indicated that they had clean and hygienic food.

4.6 Section E : Empowerment, skills transfer and training

Table 4.27: Empowerment, skills transfer and training.

Workshop	Respondent	
	Yes	No
Financial Management	4	6
School Nutrition	8	2
Empowerment	3	7
Project Management	1	9
Nutrition Skills	2	8
Total	18	32

Table 4.27 indicates that 6 respondents representing 60 percent did not attend financial management workshops before and 4 respondents representing 40 percent attended financial workshop.

According to table 4.27 the number of respondents who attended school nutrition workshops is 8 respondents representing 80 percent of the total sample and 2 respondents representing 40 percent failed to attend any nutrition workshops.

Table 4.27 reflects that 7 respondents representing 70 percent of sample attended empowerment workshops and 3 respondents representing 30 percent did not attend any empowerment workshops.

According to table 4.27 only 9 respondents which represent 90 percent, which is the majority of the total sample did not attend any project management workshop.

Table 4.27 indicates that 8 respondents which represent 80 percent of the total sample attended nutrition skills workshops and 2 respondents representing 20 percent did not attend nutrition skills workshops.

4.7 CONCLUSION

According to Volk (2006:2005), nutrition surveillance must, therefore, detect and define its nutrition problems. This is essential for the formulation of a corrective policy and for the planning and evaluation of action programs.

Regarding the leadership approach the program exhibited a structural framework for process such as strategic project planning; decision-making; reorganizing; approaching conflict in project goal setting; project communication and project meetings.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents a summary of findings, draws the conclusion and makes recommendations to the study.

The main aim of the study was to find out, about women empowerment in National School Nutrition co-operatives in Umhlabuyalingana schools.

5.2 RESTATEMENT OF THE OBJECTIVES

Objectives of the study were as follows:

- (I) To investigate the role of women in National School Nutrition Program co-operatives.
- (II) To investigate whether or not women are empowered by the National School Nutrition Program co-operatives.
- (III) To investigate whether or not skills transfer is taking place among women in co-operatives.

5.3 THE ROLE OF WOMEN IN NATIONAL SCHOOL NUTRITION PROGRAM CO-OPERATIVES

Findings reveal that women co-operatives in National School Nutrition Program are not well enough accepted by government officials, an example district co-ordinators, superintendent of education, principals of schools and school governing bodies. This makes it difficult for women that are involved in National School Nutrition Program.

According to the Department of Education, nutrition policies of National School Nutrition Program for women co-operatives are there but women do not know those policies. Even a single woman cannot say what a single policy states. This makes it difficult for women to feed primary schools. Government officials do not want to help them to know what is right or wrong about what they are doing. Somehow these women who are involved in nutrition are rejected because people believe that is nothing women can not do anything for community development or run even those small projects. Without full knowledge of the policy, it becomes very difficult for those involved to carry out the aims of the project if they are in the dark about its aims.

Women co-operatives do not follow any policy. Food suppliers (women co-operatives) do as they think to serve the purpose of feeding. It is every hard to state whether objectives of the government are in line with women co-operative policy or not, because there is no policy that is implemented. There is not much role that is played by the principals to National School Nutrition Program except that the feeding at school is taking place, food is delivered in time and people who are cookers are paid.

5.4 WOMEN EMPOWERMENT IN NATIONAL SCHOOL NUTRITION PROGRAM CO-OPERATIVES

Empowerment denotes the full participation of people in the formulation, implementation and evaluation of decision determining the function and well being of society, individual, organizational or community empowerment depends on the expansion of abilities, knowledge and skills through capacity building. Empowerment programs need to be evaluated and measured in terms of the extent to which people have been involved in the process. This is towards capacity building (White Paper for Social Welfare: 1997:14).

These findings confirmed that, this National School Nutrition Program was designed to empower women through providing business and life skills, opportunities for employment and support services for feeding children or scholars, whilst women engaged in the activities of the projects. As matters stand they still felt short of carrying out the set object fully.

Employment opportunities for women in National School Nutrition Program were created on a smaller scale and less household women involved in co-operatives. The National School Nutrition Program is not able to cater for the employment of all women in local areas because women form the majority of the community and schools are few compared to local women.

Gray (1998:67) indicated that for development of groups or projects, certain skills are needed in the upliftment of the project. Interpersonal skills to improve verbal and nonverbal communication need to be developed leadership and enhance human relations. Skills in using resources to gain thorough knowledge of project resources

need to be imparted so that there is interaction with the other resources and to achieve maximum benefit from all available resources.

The findings show that there are less job opportunities created and National School Nutrition Program sustenance is poor. Some are at the stage of dysfunctioning and assessment is needed for the program to be sustained.

5.5 SKILLS TRANSFER OR CAPACITY BUILDING AMONG WOMEN IN CO-OPERATIVES

Findings have shown that most of the co-operatives and group enterprises are started with unemployed people often with low skills levels and no prior business experiences in economically marginal areas.

Women co-operatives should be autonomous, self-help organizations controlled by their members but National School Nutrition Program co-operatives do not function like that. Women co-operatives were supposed to have power to provide education and training for their members, elected representatives managers and employees, fortunately government (Department of Education) is the only one that provide insufficient education and training to co-operative members.

The training of women co-operatives in National School Nutrition Program was not enough because this training took only few days. Training was one way for capacity-building, and the findings show that training or capacity-building could not make any impact to women. This is insufficient training means not those participants were not fully knowledgeable and therefore could not perform to their required capacity owing to their lack of maximum knowledge attained in training

5.6 RECOMMENDATIONS

According to the research findings the following need to be done to school nutrition communities:

- 1 Retraining and skill development of all nutrition stakeholders must be done intensively.
- 2 Payments toward the improvement of women involved in school nutrition co-operatives and again of nutrition projects would assist in improving service.
- 3 Continuous support to women co-operatives by government officials also is important.
- 4 Experience and educational standard of women that National School Nutrition Program (NSNP) must be taken into consideration when these women are employed.
- 5 Financial background for women that are in co-operatives is important to see whether they would have the financial capital for starting the business and sustainability of the project.
- 6 Nutrition policies must be clearly stipulated to people involved in school nutrition programs.
- 7 Development with new current business skills development and financial management skills must be done timeously.

A very crucial and serious consideration is that the government must provide schools with clean hygienic and adequate kitchens with well-equipped food cooking materials like stoves and utensils. Gender equity and non-discrimination of staff ought to be in place. What needs to be emphasized in the full knowledge of all participants about the cleanliness of the utensils that are used. This is imperative for health of all participants and not just a handful.

5.7 SUPERVISION AND MONITORING

The findings revealed that the program of National School Nutrition Program is not well-supervised and monitored by the Department of Education regularly.

The lack of co-ordination of services between the nutrition women co-operatives or nutrition stakeholders and Department of Education officials during their intervention in the projects brought about confusion and frustration to the respondents (women). Fox (2004:127) stated that communities should have support for what they are doing. Every one within a particular community should strive towards a common goal. If there is no support, it could lead to delays and even failures.

The respondents displayed characteristics of poor in supervision, monitoring and this has resulted in factors that make them to become helpless, hopeless and powerless. They do not know what their rights or privileges. This explains why they experience problems and soon lose direction because they lack monitoring.

5.8 FINACIAL MANAGEMENT

Financial management is an important field or part of running the project sustainable. Financial management was explored with the purpose of assessing if this is handled with care and appropriateness since it is very delicate. About 80% (8 out of 10) of the respondents revealed that two members of the committee that is: chairperson and the treasurer of the women co-operative committee are the ones who are responsible for financial management in the project. Other members are not involved and are not participating.

The findings indicate that there is lack of thorough knowledge and transparency in the management of funds. Participants do not fully grasp the ins and outs of the running of the projects from a financial perspective which means that in the end the projects

would collapse if they do not have a thorough grasp of this. During the interview the researcher found that there were no minutes of financial meetings. Only School Governing Bodies (SGBs) had minutes with suppliers and they are not consistent and there was no evidence of discussions involving finances.

The findings of the study indicate that for project to be viable and sustainable depends on how the finances of the project are managed and how the finances are being run. Poor financial management is likely to lead to failure of such projects. Proper financial management leads to sustainability of project and less problems for women co-operative.

Gray (1998:67) indicates that administration skills financial skills fundraising skills, and marketing skills are important in improving the functioning of the project for the betterment of their lives as community. Training must be prioritized in current and future programs and should be equitable and available to all project workers.

5.9 ASSESSMENT AND MONITORING

According to Swanepoel (2006:254) assessment is defined as the “testing” at the end of a definable module or training episode. Monitoring takes the form of a process, it is continuous and needs not be formalized, and monitoring goes with remedial action.

People who are in power in National School Nutrition Program as that would be remedial to all problems that, this women who are in co-operatives come across them. Women that are involved in National School Nutrition Program could also assess themselves so that there would able see where they need assistance from the Department of Education.

Assessment and monitoring are processes that cannot be done over night. Assessment and monitoring need to be done continuously. Assessment and monitoring are the two most crucial but yet are the neglected aspects in a training situation.

It is the aspects of management that could determine whether the initial plans, have been put in practice and whether they are being carried out according to the plans. It is also the task of monitoring and assessment which needs which needs to ensure that the direction is carried out well.

5.10 CONCLUSION

Eradicating hunger and poverty is the highest priority in the government's efforts to build a better life for all. The National School Nutrition Program is here to address the wrongs of the past, part of which include discrimination of women's socio-economic development. If participants are to be fully empowered there is need for them to fully be knowledge about the financial management of the running of projects. Besides cleanliness of the utensils that they have to be known almost all of them. This is becomes the food health of participants is a healthy start toward what they aim to achieve in the end.

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STRICTLY CONFIDENTIAL

QUESTIONNAIRE

Women empowerment in National School Nutrition Program co-operatives Mr S.B. Mbokazi.

All information will be regarded as confidential and no personal details of any educator /respondent will be mentioned in the findings, nor will any of the results be related to any particular person or school

INSTRUCTION TO THE RESPONDENT

1. Please read carefully each statement before giving your opinion.
2. Please make sure that you do not discuss each statement with anyone.
3. Please make sure that you do not omit any question or skip any page.
4. Please return the questionnaire after completion.

SECTION A BIOGRAPHY INFORMATION

Kindly answer all questions by supplying the requested information in writing or by making (x) in the appropriate block

4.1 Biographical information

4.1.1 Status

Female	<input type="checkbox"/>
Male	<input type="checkbox"/>

4.1.2 Age

20-29 yrs	<input type="checkbox"/>
30-39 yrs	<input type="checkbox"/>
40-49 yrs	<input type="checkbox"/>
50-59 yrs	<input type="checkbox"/>
60-69 yrs	<input type="checkbox"/>

4.1.3 Race

Black	<input type="checkbox"/>
White	<input type="checkbox"/>
Coloured	<input type="checkbox"/>
Indian	<input type="checkbox"/>

4.1.4 Language

Afrikaans	<input type="checkbox"/>
English	<input type="checkbox"/>
Zulu	<input type="checkbox"/>
Others	<input type="checkbox"/>

4.1.5 Marital status

Married without children	
Married with children	
Unmarried with children	
Widowed with children	
Divorced with children	

4.1.6 Level of education

Primary	
Secondary	
Tertiary	

4.1.7 Qualification

Degree	
Diploma	
Certificate	
None	

4.1.8 Years involvement in school nutrition

1yr – 4yrs	
5yrs-9yrs	
10yrs- 14yrs	
15yrs -19yrs	
20yrs – more	

4.1.9 Types of school

Farm	
Rural	
Urban	

4.1.10 Classification of school

Preschool	
Primary	
Secondary	
Combined	

4.1.11 Number of learners

0-80	
81- 160	
161-400	
401- 700	
More	

4.1.12 How often does the school nutrition committee meet?

Quarterly	
Monthly	
Weekly	
None	

4.1.13 Duration of financial workshop attended

Few weeks	
Few days	
None	

4.1.14 Duration of school nutrition workshop attended

Few weeks	
Few days	
None	

SECTION B OBJECTIVES

4.2 What were the objectives of women cooperatives?

.....
.....
.....

4.2.1. Were the objectives of women co-operatives achieved?

4.2.2.1 If the answer is yes explain how, if the answer is 'no' explain why not?

Yes

.....
.....

No.....

.....
.....

4.2.3 What are the government's objectives in the National School Nutrition Program?

.....
.....

4.2.4 Are objectives of the government in line with the women co-operative policy?

.....
.....
.....

4.2.5 Do women co-operatives have a constitution or policy?

.....

4.2.6 Do women co-operatives follow policy?

.....
.....
.....

4.2.7 What is the role of the principal in the national School Nutrition program?

.....

.....
.....

4.6.7 What is the role of women co-operatives in the National School Nutrition Program?

.....
.....
.....

4.2.8 Are women empowered by the National School Nutrition Program?

.....
.....

4.2.8.1 If the answer is 'yes' how?

.....
.....

4.2.8.2 If is 'no' why?

.....
.....
.....

4.2.9 How is skills transfer take place among women co-operatives?

.....
.....
.....

4.2.10 Are the skills transferred in the other areas like family, community, etc?

.....
.....
.....

4.2.10.1 If 'yes' or 'no' how and why?

.....
.....
.....

SECTION C: FINANCIAL

Cross where correspond

Finance	Agree	Disagree	Uncertain
4.3.1 Have you attended a financial workshop?			
4.3.2 Financial records are kept and maintained			
4.3.3 Do women co-operatives meet to discuss finance of the project?			
4.3.4 Do supplies get paid every month?			
4.3.5 Is there any financial policy for school nutrition?			

4.5. SECTION D FOOD

Put a cross where it corresponds

Statement	Yes	No
4.5.1 Food is delivered in time at school		
4.5.2 Food is delivered in line with menu		
4.5.3 Food is checked during delivery		
4.5.4 Honoria (cookers) follow a prescribed menu		
4.5.5 The school keeps schedule time for feeding		
4.5.6 Teachers assist in feeding and controlling learners		
4.5.7 School has a clean and hygienic kitchens		
4.5.8 School has clean and hygienic food utensils		

SECTION E: EMPOWERMENT / SKILLS TRANSFERS / TRAINING WORKSHOP

Mark a cross (x) where applicable

TRAINING WORKSHOP	YES	NO
4.6.1 Financial management		
4.6.2 School nutrition		
4.6.3 Empowerment		
4.6.4 Project management		
4.6.5 Nutrition Skills		