AN IMPACT OF FLAGSHIP PROGRAM: AN APPROACH TO POVERTY ALLEVIATION

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DECLARATION

I, Bawinile Winfreda Gugulakhe Nkosi, declare that the work" An impact of Flagship Program: an approach to poverty alleviation" is my own, and all sources quoted have been acknowledged by complete reference.

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B.W.G.Nkosi

(i)

DEDICATION

This work is dedicated to my beloved late parents Kloppers Johannes and Jajile Elsie Nkosi for without them, I would not be where I am today and they will always be part of my life as my guiding angels and my shining stars, my beloved husband Thami Shadow Mofokeng and my three lovely children: (i) Nkululeko Vusumuzi Siyethemba (ii) Thandeka Promise and (iii) Karabo Sibongakonke Waruna for their love emotional support and encouragement throughout the study.

ABSTRACT

The flagship program is a developmental approach aimed at facilitating economic, educational and training opportunities for rural women and children under the age of 15 in order to break the cycle of vulnerability and poverty in South Africa.

In Msinga alone, the Integrated Development Plan document (2001:2) indicates that at least 85% of Msinga population is unemployed thereby trapped in poverty. For them to earn a proper living, they depend on subsistence farming which at times successful due to lack of adequate resources like water, gardening equipment and accessible roads, and more.

This is supported by Cloud (1985:7) who argues that even those women who have access such resources, it is of a particular concern to the kind of access they have to such resources for carrying out their activities, and the command they have over the benefits thereafter.

Therefore, the study was based on assessing the impact of Mashunka Flagship project as an approach to poverty alleviation, under the Msinga Local Municipality funded by the Department of Social Development.

The Evaluative research method was used and the interview questionnaires were used to gather information from the sample twenty respondents that were used.

Relevant literature was reviewed to gather more information from experts who have done the research before on the topic and the recommendation were made based on the findings of the study.

The findings have revealed that the women and children have benefited from the program in many ways, including the community at large, in terms of electricity, access road and water. They received funding from various donors both private and public. All women in

the project were trained on various skills. Children are attending early childhood development in the nearby and they eat everyday form the scheme.

The findings also revealed the importance of intersectoral collaboration and training of the project members as the important tools towards the sustenance of the project and comprehensive service delivery.

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Chapter 1

1. Introduction to the study

1. INTRODUCTION

The Flagship program is a new development approach aimed at facilitating economical, educational, and training opportunities for women and children under the age of 15th to break the cycle of vulnerability and poverty in South Africa. According to the seventh draft of the flagship program, (1992:2), it is estimated that currently at least six million people are unemployed and ten million families are living below the standard of living. It is for this reason therefore that the researcher is interested to look at the impact the flagship programs and what they might have towards poverty alleviation with specific reference in the Mashunka flagship program, which is situated in Msinga under Msinga Local Municipality.

2. BACKGROUND AND MOTIVATION FOR THE STUDY

Msinga is in the deep rural area which is characterized by high rate of unemployment. According to Msinga IDP document, (2001 ;), at least 85% of the population in Msinga is unemployed. For people to earn a living, they need to engage themselves in subsistence farming. This usually becomes unsuccessful and unsustainable due to lack of adequate resources like water, garden equipment, accessible roads and more.

People have tried to organize themselves into groups to try and fight this problem of poverty where they collect some cash amongst themselves so that they would use to meet their demands. However, this has not had the type of positive impact they aim at, mainly because majority of people do not have disposable income or financial other than that to satisfy their basic survival needs. Therefore, they cannot effectively contribute to this good effort. Despite various government departments's effort and non- governmental organizations which have individually tried to assist individual projects through funding and providing some

material assistance. This has not, however, had the desired outcome or impact. This has had some flaws in the project assistance, in that there is not appropriate co-ordination in achieving compliance with a particular business plan.

What motivated the researcher to undertake this study, therefore, was the fact that Msinga was identified as the presidential nodal point requiring intersectoral collaboration in terms of the integrated sustainable rural development strategy (ISRDS). Msinga is one of the poverty pockets in the Kwa Zulu Natal and has one of the flagship programs, which addresses issues of poverty and unemployment, while addressing the issues of collaboration at the same time. This characterized by high levels of poverty due to unemployment. However, the Mashunka flagship as the first of its kind in the area of Msinga, has created at least 67 jobs for rural women in the area. It has created jobs for local builders with expertise, has drawn attention of other stakeholders in the area hence the researcher wants to look at this impact this program has as an approach to poverty alleviation. From the seventh draft of the flagship program (1999:5), it is indicated that some researchers have proved that in many areas where there are high levels of poverty, women and children are the most likely affected group. It is further indicated that women head at least 35% of the households and most female headed households are in the rural areas, where at least 75% of children are exposed to poverty.

3.   **STATEMENT OF THE PROBLEM**

Intersectoral collaboration is one of the vehicles towards poverty alleviation. Through the flagship program, the researcher was interested to establish the extent in which this has been effective. This program in action has been in operation since 1999 but to date there has been no official evaluation to indicate the extent of the impact on poverty alleviation and the improvement in the lives of the people in the communities. The researcher was also concerned about how the issues of intersectoral collaboration are dealt with to make this approach more effective i.e. how different stakeholders involved communicate to each other.

4. SIGNIFICANCE OF THE STUDY

This study is significance to Social work profession because from the findings of the study, the researcher would be able to highlight the impact of the unwound flagship program towards poverty alleviation which might end up being a new strategy for poverty alleviation. The flagship program stresses the importance of integrated approach and the researcher's findings might add valuable knowledge in the battle a alleviate poverty. It would also highlight the effectiveness of integration thus improving the standard of living for our communities. This is supported by Gray (1998) when he says that "Social workers are expected to move away from the centre of Welfare provisions in all scale and from the isolated development initiatives towards income generating programs, which will empower communities both economically and socially. This is where developmental social welfare comes in as a new paradigm shift which calls for active community participation which is more relevant to the Flagship approach.

5. OBJECTIVES OF THE STUDY

(1). To explore the impact of the Flagship programs towards poverty alleviation.

(2). To evaluate the effectiveness of the intersectoral collaboration and partnership in the Flagship programs.

(3). To evaluate the effectiveness of project management in the implementation process.

6. RESEARCH METHODOLOGY

Every scientific researcher has an objective for his or her study. In order to achieve those objectives, the researcher needs to use one or more research skills and techniques.

6.1 RESEARCH DESIGN

According to Marais and Mouton (1990:32), a research design is an arrangement of conditions and analysis of the manner that aims to combine relevance to the

research purpose with economy in procedure. Collins in Mckendrick (1987:269), refers to a research design as a plan or an overall strategy used to answer or test hypothesis. In this study, the researcher used exploratory and descriptive design.

7.   METHODS USED IN THE EMPIRICAL STUDY

For every research to be successful, the researcher needs to have some methods to use to ensure that the hypothesis is tested or questions are answered. In this study, the following methods were going to be used:

7.1   LITERATURE REVIEW

The researcher would consult literature development projects particularly those that fit in the flagship program concept. This exploratory/descriptive study required information on impact assessment on participants and stakeholders. Therefore, literature on evaluative techniques was successfully utilized.

7.2 POPULATION

Collins in Mckendrick (1987:268), states that the selection of a population provides an answer to the question of who the respondents will be in the study. The population is selected according to the problem area. The population that was selected for this study included various key stakeholders i.e. program participating women, officials in charge of the section in the program, participating government departments and Non governmental organizations.

7.3   SAMPLING METHOD

Bailey (1986:82) refers to a subject or a portion of a total population. It is very crucial to know that where exploratory designs have been used, non -probability samples are most preferable. In this study, the researcher used the purposive sample which is also had a non-probability sample. Bailey says that the purposive sample would allow the researcher to choose and pick only those who best meet the purpose of the study. The researcher used 20 Mashunka flagship women who were the beneficiaries of the program, the development worker directly dealing

with the program and the officials from both NGOs and government departments rendering service at Mashunka as part of intersectoral collaboration.

7.4   MEASURING INSTRUMENT/DATA COLLECTION

A relevant measuring instrument was used for data collection. It is a tool that was used by the researcher to gather information. Akarva and Lane cited by Collins in Meckndrick (1987:268), refers to data collection as the most difficult and the time consuming phase. In this study, the researcher used the interview schedule which consisted of both open and close ended questions. There schedule for project members, officials and stakeholders.

7.5   DATA ANALYSIS AND INTERPRETATION

This is the stage where the researcher analyzes and interprets information gathered in order to see if the objectives set in the study have been achieved. Grinnel (1988:453), says that the purpose of the data analysis is to communicate information in a more graphic manner. In this study, the researcher used the electronic method or techniques to analyze and interpret data.

7.6   DISSEMINATION OF INFORMATION

Collins in Mckendrick (1987:275), states that in the presentation of findings, objectives and hypothesis are restated and the findings are related to them to see if the objectives have been met and the hypothesis had been tested. After all this, the researcher would share the findings with the colleagues through the workshops and meetings.

8.   DEFINITION OF CONCEPTS

8.1   COMMUNITY

According to Mitchell as cited by Lombard (1992:63), a community is a unit where all community related activities take place. Collins in Mckendrick confirms this statement by seeing

a view of a community as an ecological and social system respectively.

8.1.1. ECOLOGICAL PERSPECTIVE

Community is a structure of relationship through which a localized population provides its daily requirements which, in other words, is the distribution of people and services which function in a system through interdependency.

8.1.2. SOCIAL SYSTEMS PERSPECTIVE

This perspective refers to a community as being made up of subsystems. These systems include among other things the economy, education, local government, religion, health and social welfare services. These systems carry out community functions mainly by means of formal organizations e.g. schools, churches, health facilities, social welfare services and voluntary services.

8.1.3 COMMUNITY DEVELOPMENT

Lombard (1992:118), define community development as a process, a method, a program and a movement aimed at enabling and encouraging communities to become involved with necessary support from the private and government sectors in improving and managing their own living conditions in all areas of development.

Community development is a process which involves three basic elements namely (1) community resources, which focus on an integrated approach used by the communities to meet individual needs, (2) self help initiatives which stresses the idea that people should be encouraged to help themselves rather than waiting for help from the government, (3) democratic decision making. This involves ensuring that changes are desired and chosen by people themselves as members of a community.

8.1.4 COMMUNITY EMPOWERMENT

According to Mcwhirter as cited by Anderson (1998:88), community empowerment is the process by which people, organizations, or group who are powerless, become aware of the power dynamics in their life content, develop skills and capacity. These are gain in order to reasonable control over their lives and exercise this control without infringing the rights of others and support the empowerment of others.

8.1.5 EMPOWERNMENT

Motshologane (1993:14) refers to empowerment as the development of support systems for those who have been blocked from achieving the individual and collective goals because of the severity and complexity of the discrimination they have suffered. The purpose of this support system according to Swanepoel and De Beer (1997:130), is to release the energy and abilities of the community members poor will emerge out of their poverty and transform themselves into citizen with rights and responsibilities like every one else. The Beijing platform for action emphasizes that governments international communities, and civil societies including non -governmental organizations and private sector should take strategic form of action in the following critical areas concerning the economic empowerment of women.

a) Restructure and target the allocation of public expenditures to promote the women's economic opportunities. It is also deigned to give women equal access to productive resources and to address the basic social, educational, health needs of women particularly those living on poverty.

b) Develop adequate safety nets and strengthen state based and community based support systems as an integral part of social policy. This is in order to enable women living in poverty to withstand the adverse economic

environments and preserve their livelihoods, assets, and revenues in times of crisis.

c) Formulate and implement programs when necessary specifically economic, social, agricultural, and related policies in support of women or female headed households.

d) Introduce measures to integrate women living in poverty and previously socially marginalized women into productive employment and economic mainstreams. Ensuring that internally displaced women have full access to economic opportunities.

e) Take a particular measure to promote and strengthen policies and programs
for indigenous women, with their full participation and respect for their cultural diversity, so that they have opportunities and possibility of choices in the development process in order to eradicate poverty that affects them (Beijing: 2000, p41-42).

8.1.6   CAPACITY BUILDING

Gray (1998:53), defines capacity building as the process through which people are provided with necessary opportunities to develop skills to cope with their problems and to develop effective responses to life challenges.

9. PRESENTATION TO THE STUDY

CHAPTER ONE
This chapter provides an introductory part of the

CHAPTER TWO
Chapter two provides the review of the relevant literature

CHAPTER THREE

Chapter three presents the community profile

CHAPTER FOUR

Chapter four presents the research methodology

CHAPTER FIVE

This chapter presents the findings and analysis of the data collected during the study.

CHAPTER SIX

This chapter gives the summary, conclusion and makes recommendations.

CHAPTER 2
LITERATURE REVIEW

1. **INTRODUCTION**

In response to the challenging aspects of the poverty and lack of development especially in those areas of the country situated out of the Metropolitan areas, the government has designed programs to address these challenges on a comprehensive scale. Structuring of these programs is informed by the ideology of development in a broader sense involving the people, communities in those areas or regions to take stock of their lives, situations thereby utilizing the external support development efforts.

After all, the politics of the current government has started with the concepts of the RDP (RECONSTRUCTION AND DEVELOPMENT PROGRAM) and have legislative progressed very well.

The concept of Flagship program is one of such programs in the Development and alleviation of poverty in targeting certain areas and population groups.

In this research, the objectives are to evaluate one such flagship programs in the areas of Msinga District. In this exercise, the researcher reviewed research on the development aspects from the literature point of view in order to get the ideas on what has worked and has not worked in these development programs. This will form the basis of the evaluation off the impact of the target program in the area under study.

The literature review, seeks therefore to review research about the impact of the Flagship programs as part of poverty alleviation targeting the previously

marginalized group i.e. women. It gives the theoretical background which will serves as a frame of reference for the research.

2. DEFINING POVERTY

Lipton and Ravallion (1997:2) outline some tasks of poverty analysis. These tasks are to define and describe poverty, (i) To understand its cause, (ii) To inform policy on poverty alleviation. This best captures the essence of this chapter and will apply the concepts to women as a specific population group that is marginalized and adversely affected by scourge of poverty.

Lipton and Ravillion (1997:2) further postulate transition in thought and policy about poverty. The shift stemmed from realization that economic growth could reduce the incidence of poverty in Europe. This shift then came into less developed countries around 1945. With this shift, came policies that poverty which could be alleviated by increased investment in the human and physical capital.

The income/consumption approach to poverty defines poverty in terms of basic needs deprivation Chatter (1996:23). Deprivation of basic needs usually results from inadequate command over commodities, largely determined by income. This, therefore, means that for an individual to qualify as poor, their level of income has to be less than what is required to set a standard of living. Basic needs in this case can be regarded as food, shelter, water, health and other generally accepted things such as education.

Poverty therefore exists when one or two people fall short of a level of economic welfare deemed to constitute a reasonable minimum. There are two basic types of poverty which are commonly existent in our society.

The first one is absolute poverty where the basic needs such as food, shelter, water and clothes are barely met. The second one is known as relative poverty where individuals or households cannot meet the standards set by the society.

Sometimes human development indicators such as those set by United Nations Development Program (UNDP) are used to measure the well- being of individuals such indicators include the level of literacy, life expectancy, child and Infant mortality. Razavi's view (1987:51) supports by saying that these indicators are preferable because they draw attention to the actual realization of basic needs.

Poverty is definitely a state of want caused by a number of factors. The World Bank report (1990) attributes poverty to inadequate access to critical necessities like employment opportunities, land and capital. In some instances, the poor can be recognized by their marginalization from the National Development Programs. In most cases, the poor have no access to assistance that could help them to move out of their situation, even when they try to sell their products that they may have produced from their project. It is not surprising that they have no access to the markets hence they become trapped in poverty.

From the researcher's point of view, poverty can, therefore, be defined as a condition in which resources cannot meet the basic needs of individuals.

3.   EXTENT OF POVERTY

Poverty exists in South Africa. This is a widely acknowledged fact in spite of this country's relative wealth. When compared with other countries, according to measures such as gross domestic product, South Africa is considered by the World Bank to be an upper middle income country (Natrans & Roux 1991). However, this wealth is unequally distributed especially across population groups. Some researchers have proved that in 1991, approximately 45%of the population lived below a minimum level of living of about R600.00 per household per month (Donaldson 1993:273). Chester et al (1994), support and confirms this by indicating that in April

1994, the average income of whites in the country was seven and half times higher than that of black people. There was a large difference of income within all racial groups.

Disparities of health and poverty were evident also across the geographic region. Some of the areas had to be declared as Presidential nodal areas because of poverty. Msinga is amongst those areas declared by President Mbeki in his state of the nation address in 2002.

According to Chester 1994 and Wilson & Ramphele 1989, when different economic and non -economic indicators were used, it was evident that KwaZulu Natal region was one of the poorest regions in South Africa, because of the following findings:

I. The regions income level was the fourth lowest among the nine regions/province.

II. Unemployment levels provided an indicator of poverty, since wages contributed the most significant proportion of household income.

III. Literacy was another indicator because it affected individual prospects for employment. Sixty five percent of KwaZulu -Natal residents over 13 years, had a level of education of at least Standard Five which is slightly above the national average of 63,4%.

IV. The average life expectancy was considered to be a rough guide of socio-economic standards. The figure for KwaZulu Natal was 62,6 years which is just below national average of 63,47%.

Gender, age and health status were also related to poverty (Friendman & Hambridge 1999). There were a disproportionate number of women in the lowest economic groups, a phenomenon which might be expected to have implications for organizations working with economically poor communities. Besides women,

other groups particularly vulnerable to poverty are children, the elderly and the disable people (Wilson & Ramphele 1989).

4. CAUSES AND CONSEQUENCES OF POVERTY

Burkely (1993:17) has noted the vicious cycle of poverty thus making it difficult to differentiate between cause and symptom. For example, one frequently cited a cause of malnutrition in Kwazulu Natal in the early 1990's was drought. This has been argued further that drought was just one condition aggravating the hardships of economically poor people (Van Zyl, 1993:117). These poor people were already hampered by Low wages, unemployment, unequal and poor access to housing, health and educational facilities. Van Zyl further argues that an estimated 42% of the population lived below the poverty line. Forty percent of the economically active people had no formal employment and fewer than 10% of new entrants to the employment market could find formal jobs.

D. Cox (1994:30) says that there is no single cause of poverty. He suggests some relatively universal truths about poverty adapting his ideas to South African context. The following observations can be made:

I.   Development tends to favor the economically well-off rather than poor communities.

II. Poverty tends to be more widespread amongst sections of the population against those who were discriminating.

III. State, NGOs and Welfare Services often do not reach those living in absolute poverty.

The decreased income of households resulting from a variety of factors had implication for the whole family. One of these was opportunity costs of relief

programs funded by the state (Van Zyl, 1993). These costs represented funds that would otherwise have been made available for other programs. The United nations Nutrition and Social Development Program (UNNSDP) is one of such relief programs.

UNICEF devised a model to indicate the basic underlying and immediate causes of malnutrition and interrelationships amongst them. The model demonstrates the link between poverty as measured by insufficient income and poor access to resources.

Global estimates of nutritional deficiency suggest that up to one quarter of the world's population are affected. Statistics indicate an improvement in nutritional states in many parts of the world.

Africa appears to be an exception to this trend with droughts and wars contributing to widespread famine in Ruanda, Mozambique, Congo. There is no National Surveillance system in South Africa. This makes it difficult to detect an early warning of deterioration in nutritional status and to assess the results of an intervention in this area. (Wilson and Ramphele 1989 & Natal Nutrition Working Group, 1993). However, the problem in South Africa appears to be one of the chronic malnutrition rather than famine. Lack of food is still a major problem in South Africa. Even in times of food shortage, hunger and malnutrition remain a challenge because the high rate of unemployment especially in rural areas.

5.   CONCEPTUAL AND THEORETICAL FRAMEWORKS

Development is the process of improving the quality of all human lives. Three equally important aspects of development are (i) raising people's living levels – their incomes and consumption level of food, medical services, education, through the relevant economic growth processes, (2) creating conditions conducive to the growth of people's self esteem through the establishment of social, political and economic systems and institutions that promote human

dignity and respect (3) increasing people's freedom by enlarging the range of their choice variables, as by increasing varieties of consumer goods and services.

There has been a progression of development theories from the earliest modern theories that equated economic growth with development to theories that emphasize people centered and human development as well as social development.

5.1 PEOPLE CENTRED DEVELOPMENT

Development assumes a new dimension which highlights the quality of life, empowerment and participation. People centred development recognizes the key developmental partners as women, the vulnerable, the increased and higher decision making with an aim of promoting participation that people to take responsibility for their lives. People- centred development focuses on people's immediate needs and recognize their important role as resources for collective determination (ANC, 1994, office of the President 1999, UNDP: 1993). This development which is an approach emanates from participation, through which people can be empowered in decision making and implementation of activities to strive towards meeting their basic needs. It puts emphasis on access to information and opportunities for empowerment through increased participation. The people centred development approach develops a human development perspective which empowers people to partake in activities that influence and affect their lives hence they are able to take control of their lives and decisions that affect it. (ANC: 1994). From the human development perspective, people's participation helps to follow on their needs and consequent increase in their opportunities and choices hence the improvement in their quality of life, (UNDP: 1992). Through participation, are increased chances to essential services such as education, health and income?

HUMAN DEVELOPMENT

On assumption that individuals are worthy of respect, a human development focuses on developing the individual to realize his or her full human potential. Human development aims at improving quality of life and standards of living through improving access to opportunities for health, education, employment and basic services such as water, electricity and sanitation.

According to human Development Report (1990), the poverty levels still remain high. This is attributed to the disparities between the rich and poor, men and women, low levels of education and accessibility to resources for the majority of the Sub-Saharan population who live in absolute poverty (UNDP: 1990). According to the World Fact Book (2002 a, 2002 b.), Kenya and South Africa have 50% of their population living below poverty line. In South Africa, these factors include remnants of apartheid era. Drought, child malnutrition, infant mortality, unemployment and HIV/AIDS are also prevalent factors. These factors are concomitants to what Chambers (1983) refers to as deprivation traps in five clusters of disadvantage i.e. (poverty, physical weakness, vulnerability, isolation and powerlessness), which enmesh the poor who are in living in poverty and impoverished conditions. Human development therefore enables human well being by promoting democracy, equality, gender and pluralism, Chamber (1997).

SOCIAL DEVELOPMENT

Social development focuses on the community, society and people's well being by enhancing their quality of life and responding to the problems of distorted development, Midley (1995). Indicators used to measure international development goals include economic well being and social development. Included in this concept are universal primary education, gender equality, a reduction in infant and child mortality rates and many other factors which

correlate with other social and economical indicators – Chardman and Misglem (1982), World Bank (2002).

Social Development builds on empowerment through participation, equitable distribution of resources, decision making and inclusion of marginalize group i.e. women. It also aims at reducing poverty and dismantling inequalities through developing and empowering people to meet their basic needs and strengthen their participation towards poverty alleviation. Participation of the beneficiaries in the developmental activities enhances capacity building (Building up skills and abilities) and social integration which are essential prerequisites for social Development, EADE: (2001), Eade and Williams (1995), United Nations (1995). The beneficiaries of Social Development are those sections of populations who are identified as poor, socially excluded and most disadvantaged.

The program implemented takes into account the comprehensive nature of development and take into account how the commitment aspects are attended and evaluated to measure the impact purposes.

Development programs are always development oriented and this is the reason for the need of the evaluation. Development programs are best illustrated through the ancient saying which says: "give a man a fish, you fish him for the day, and teach him how to fish, he feeds himself for the rest of his life. Being able to isolate indicators showing how the program has enabled people and the communities to take hold of their lives, stand up to challenges and meet their needs is what is required.

6.   **THEORETICAL APPROACHES TO DEVELOPMENT**

Development theories form the fulrum on which empowerment and development are pivoted. Several approaches to development thinking have emerged since 1960s. Since the study to evaluate the impact of flagship programs as an

approach to poverty alleviation, the following six approaches discussed in this chapter. Each of these approaches has its own implications as far as poverty alleviation is concerned. Rathleber (1965) says that the more feminist approaches over the decade have been devoted to the identification and explanation of gender inequalities, poverty and subsequently finding ways of alleviating the inequality in the short term and its complete removal in the long term through social change. These approaches are:

I. Basic human needs approach

II. Women in development approach (WID)

III. Women and development approach (WAD)

IV. Gender and development approach

V. Empowerment approach

VI. Non interventionist approach

6.1   THE BASIC HUMAN NEEDS APPROACH

The basic human needs approach was adopted by International Labor Organization (ILO) in 1976 and focuses on meeting the basic needs of the poor people in the shortest possible time through effective use of local resources and small scale lab our intensive technologies, GHAI: (1997), This approach is aimed at the removal of the mass deprivation and improving the quality of life of the poor. This approach contended that very human being is entitled to adequate consumption goods and infrastructure. Priority is given to certain goods and services which are essential for human survival and active incorporation into his/her culture such as food, water, clothing, shelter, educational services and targeted for poor masses, Kriege (1998), Burkey (1993). In an attempt to combat poverty, a sumptomating factor of underdevelopment, the approach encourages the redistribution of income and wealth, employment of the poor, educating and training of people, community participation in the development process and empowerment.

This approach emphasizes the significance of eradicating dependency; approach will influence the researcher to look more objectively into impact of a flagship

program as an approach to poverty alleviation as it focuses on community participation and empowerment of the poor.

6.2 WOMEN IN DEVELOPMENT APPROACH (WID)

This approach emphasizes reaching women through development projects and integrating them fully into male defined and male dominated social and economic power structures so as to spread the benefits of development to women and improve their situation. It also focuses on women's equality through Improved access to resources such as education, employment and material benefits like land Townsend: (1993), Partpart (1995), as well as full recognition of the full range of women's work. (Bullock: 1994).   This approach also advocated for income-generated projects for women and their integration in development programs. Based on this approach, the United Nations declared 1976 – 1986 the decade for women's Advancement. In addition, they were put on development agenda and constraints on women's productivity and development were identified.

WOMEN AND DEVELOPMENT (WAD)

This approach focuses on analyzing the roles, activities, rights and responsibilities of women in and outside the home. These activities include household, survival and income generating tasks which take most of their time for the day. This approach asserted that since planners were men, they could not differentiate between men and women's needs in development projects. This approach sees women as a homogeneous group and therefore called for small scale projects which would consist of only women in an attempt to avoid male domination which had been perpetrated in the previous projects. It was approach as a way of developing third world women and thereby gained much support in their programs (Parpart 1993, 1995, Rath Geber 1995).

It was projected that the provision of basic needs in these spheres would enhance women's welfare, effectiveness and productivity, reduce fertility rate and eventually promote economic development.

In 1980's, it became obvious that both WID & WAD approaches had not achieved the desired results in the third world countries due to the following weaknesses:

I. Neither approach had addressed the underlying problems of gender and inequanty between north and south.

II. Underlying causes of poverty, discrimination and subordination of women in different cultures were not addressed.

III. Large scale income generating projects did not take into account the effect of time burden on women. There was also a need for people to have access to resources, contribute to project choices, planning and implementation. This, therefore, went to the emergency of gender and development approach.

6.4   GENDER AND DEVELOPMENT APPROACH - GAD

GAD focuses on gender roles and gender divisions of labor in different societies particularly the hidden aspects of women's productive work and the relationship between the labor patterns and other aspects of gender inequality. It established the full person hood of women and consider women as agents of change, rather than mere recipients of development assistance or selflessness channels of development. Although it addressed men's issues, it focused more on women in view of the discrimination against them. It stressed a need for women to organize themselves for effective political voice (Ratheber: 1995). It also focused on providing more access to education, technology, improving the health status of women.

Writers within GAD emphasize that opportunities and chances should not depend on sexes but men and women should be empowered to influence and participate in decision making that affects the society and challenge structures and ideas that maintain gender hierarchies (Kabeer:1991). The Flagship program is a development program targeting rural women with children below the age of fifteen years aiming at alleviating poverty by integrating these women into

income generating projects. This approach would therefore be reviewed to assess the level of women integration in their role in household for livelihood thus realizing impact of flagship.

6.5   **EMPOWERMENT APPROACH**

Empowerment is an important guiding principle in Social work and it is central to development process.   It is a process of conscientization or gaining control. Empowerment relates to issues of power and denotes a process whereby people start to gain control over their lives and circumstances.   According to Habitats (1996), powerlessness weakens people's capacity to bargain for access to basic services provided by government.   The focus is on people and their participation in the development process which is capacity building and empowering.

Empowerment originated from the above described theories of development and changing policies that address the problem of poverty among the third world countries.   Sharpe (1995) and Eade (1997) see empowerment as a process through which individuals and communities gain mastery over their lives and environment.

Shiffman and Motley (1989) see empowerment as an ability to make informed choices and to have a social, political and capability of meaningful contribution to the realization of these choices.   However, an important mechanism in the operation of power is culture which includes religious beliefs.   Culture, religious benefits and tradition are used as means of justification to shape attitudes and dictate practices.   In order for communities to gain mastery, they need some form of education and training.

Davies (1993) perceives empowerment as a particular kind of process whose outcome is determined by what is fed into it.   He further states that empowerment is a condition which cannot be achieved over night but has to be encouraged, nurtured and reinforced continuously until its continuity and vitality are

guaranteed. This would entail establishing an on- going relationship with the disadvantaged communities and making available appropriate support services and building up capacity in them. This, therefore, leads to a question "What is capacity building?"

6.5.1 CAPACITY BUILDING

Capacity building is one of the pre-requisites of empowerment as identified by Davies (1993). He argues that empowerment will only be achieved when capacity building and enablement are realistically addressed and implemented.

Brew (1994:115) in his study also identifies inter- connections between capacity building and empowerment when he stresses that empowerment is value bought while capacity building is the content of that search. Korten (1990:67) sees development as a process by which members of the society increase their personal and institutional capacities to mobilize and manage resource to produce sustainable and justly distributed improvements in their quality of life consistent with their own aspirations. Development is thus about people and emphasizes capacity building.

Carrol (1992) views capacity enhancement as being part of development process and building of collective capacity among the poor as a most valuable trait of intermediary organizations, IDASA, (1993:5) states that capacity building is the key to successful development. Capacity building is, therefore, a process concerned with the acquisition, matching and transferring of skills and competence in people, Hindoson, ET AL, (1996). It could be achieved through a careful understanding of people's needs, identification of their skills gaps and designing a program to fully involve community member through experimental learning of necessary skills.

One of the key objectives of the flagship programs is to ensure capacity building amongst the members so that they are empowered with relevant skills. Msinga, as

deep rural area,has most of its people, illiterate, hence a need to involve them in ABET (Adult basic education and training) which was identified as a priority for capacity building.

6.6   **NON INTERVENTIONIST APPROACH**

This approach stresses the importance of finding local means of attaining development among rural communities.   While other countries might be rated high in terms of development, some are still lagging behind.   The non-interventionists approach, therefore, looks into the factors or variable that have propped up better communities in the north and apply them to less developed ones, Chowdhry (1995), Partpart:(1995).

This approach takes cognizance of the fact that people in these communities operate under similar conditions and emphasize a need promotion of the organized attitude of people is a key development strategy as people have a sense of belonging and commitment.   In this way, they are able to function effectively and participate in the choice of development projects and in decision making that affect them and their environment.

This approach also addresses the empowerment of women and advances their role in the development process.

6.   **WOMEN, GENDER AND SOCIAL DEVELOPMENT**

According to Midgley (1995), Social scientists have long been interested in the way different societies define roles of men and women. In may societies, the division of labor is related to phenomenon of domestification. Domestification accompanied by discrimination is not only in the domestic sphere, but in the wider society as well. Educational opportunities for women are restricted on the grounds that education is wasted on girls whose future lies in bearing and rearing of children and providing comfortable homes for their husbands. Similarly,

employment opportunities are restricted or limited because women are not expected to seek work in the open labor market.

Attempts to address the situation of women in the context of development have gained momentum in the recent years. One of the first to initiate a discussion of these issues was Ester
Boserup 1970, whose pioneering work drew attention to a paradoxical fact that women and particularly rural women made a major contribution to the development, while deriving new benefits from the development effort. Women were actively involved in productive labor in agriculture and related activities, Midlgley (1995:122).

Carol Moser (1989) as cited by Midgley has reviewed the various approaches which have emerged over years to address gender issues in development.

7.1 THE WELFARE APPROACH

This approach views women as passive recipients of special development programs designed to address their needs as mothers and home makers. In many developing countries, ministries have established women's programs to promote domestic activities or child welfare services to help women in need.

7.2 THE EQUITY APPROACH

This approach seeks to enhance the status of women and foster greater equality with men through access to employment, equal pay and greater opportunities. However, this approach has not been successful in developing countries as it is viewed as threatening and inappropriate.

7.3 THE ANTI POVERTY APPROACH

This approach seeks to foster productive self- employment among low income women. This approach defines the low position of women as a consequence of economic underdevelopment and not as a result of subjugation. By creating a

small scale income generating projects amongst poor women, it suggests that women can indeed enhance their status through economic development. This approach is more of flagship program.

7.4 THE EFFECIENCY APPROACH

This approach seeks to enhance the involvement of women in development on the grounds that women are a useful productive resource for economic growth. It encourages women to fully participate in development because of positive contribution they can make to development.

8. POVERTY AND HIV/AIDS

The relationship between poverty and AIDS provides a strong link which suggest that poverty is responsible for the spread and impact of HIV/AIDS. The impact of HIV/AIDS within various sectors (Formal, informal, social, health) is experienced at a family level through family deaths, orphans, enterprise levels of low productivity and the community level through reduced effectiveness of social and business networks Collins 7 Ray: (2000). Overall, AIDS expedites poverty and reverses human development achievements through the stripping of assets, which cause vulnerability. The report from 2007 presentation by Department of Health during the Premeir's HIV/AIDS strategic currently 28.8% women being 47% in the KZN province only, Department of Health report (09/11 May 2007).

This has been evident in Msinga where the rate of poverty has escalated in such way that HIV/AIDS itself is alarming. This is due to high rate of unemployment in the area. This is why Msinga was identified as a nodal point by the honourable President himself hence Msinga was included in the integrated sustainable rural development strategy (ISRDS) by all government departments. Department of Social Welfare as part of its responsibility in alleviating poverty then initiated The Mashunka Flagship program of which its impact now needs to be evaluated.

9.   **WOMEN AND ACCESS TO RESOURCES**

Women in south Africa especially in rural areas like Msinga, are in the similar situation like those in many developed or developing countries where women have limited or no access to resources at all.

Studies have shown that while men were increasingly drawn into modernizing sector of agriculture, women stayed in limited subsistence agricultural farming with no access to credits, technology and training and land.

Cloud, (1985:7) argues that even for those women who have limited access to resources. It is of a particular concern to the kind of access they have to such resources for carrying out their activities and the command they have over the benefits thereafter.

By focusing on both resources and benefits, one would be able to make an accurate assessment to analyze the impact of Flagship program as an approach to poverty alleviation.

The following resources were looked as directly affecting women especially in rural areas and it was noted that they hindered the development and fight towards poverty.

 ACCESS TO LAND

Of all the most important resources for increasing food production, land is the most important of them all.

Development projects and programs in the past had been channeled to be the direct inputs to the male- headed households on an assumption that they control land, labor, crops as well as finances. Most studies have shown that for women to gain access to land, they went through critical constrains, where men

themselves would not support their women to gain such access, hence they would then prefer small scale farming at the backyard of their homes. Without land, people especially women lose their security and are then forced or exposed to a state of dependency to those who have better access which is men. In terms of development projects or programs, control of land becomes important not only in terms of rights, but as a security for credit and often providing a criterion for people's access to inputs such as big scale farming for food production. This is supported by Rodgers (1980:123), when he says that in some countries, studies have shown that women have important rights to land as well as crops grown on it. Rodger further says that it can be said that the changing definitions to the rights overland and other resources are of crucial importance to women and overall development.

Msinga, as of now, is still a strong culture -based area. Land belongs to men. For women to have access, they still need to plead for it from men which is not guaranteed whether they would be given or not in most cases. For Mashunka women to get a piece of land, it took them a year because of cultural beliefs that women cannot own land yet this project was designed to bring development in the area.

Jiggins as cited by Gallin, Aronorf & Furguson (1989:32) expressed their opinion that in most parts of industrial world, the livehood in poor rural households remain directly or indirectly land- based and as female- headed households increase, fresh consideration needs to be one being the problem of access to land resources and land- based opportunities.

The previous Minister of Agriculture and Land Affairs Ms. Thoko Didiza, who is now the Minister of Public Works once said in her speech during an annual general meeting of women portfolio holding "The dream of contributing to Agriculture has already been realized by women in certain communities who have benefited from our land use of small plots available to them for

agricultural purposes with remarkable results." (Agricultural news, in September 2000 No. 18).

ACCESS TO FUNDS

Funds availability and improving access to other productive assets and inputs are all vitally important for improving productivity and returns. Intra-household analysis reveals that while women with low income household contribute to food production, they are disadvantaged in the distribution of resources and face even less access to financial resources. Some available data show that women's access to financial recourses has been extremely limited. It is only now that government and NGO's are beginning to recognize women's efforts in food production with a view to fighting poverty. This has led to women's funded programs like the Flagship programs initiated by Social Welfare and Zibambeleni projects initiated by Department of Transport. The Mashunka Flagship in Msinga in one of such women's programs funded by the government to assist in alleviating poverty. This project was funded by R1,7 m to ensure that it is run smoothly and effectively with enough resources in terms of land, equipment, training and technology. They were also given a top- up funding of R2m by the Department of Social Welfare.

ACCESS TO TECHNOLOGY

Merha (1995: 397) says that even though women have been neglected in development programs, one might expect that they could have benefited from the tremendous improvements in technology that has occurred. Merha ibid further says that there is evidence that at times women are more responsible than men in improved technologies. Some studies show that women in development programs are reluctant to adapt to new technology, but a close examination shows that their performance is much better comparatively. While technology is complicated, women seem to adopt it readily and appropriately.

In Msinga, for instance, women were introduced to hydrophonic farming as part of the Flagship program. They had easily adapted to it and opted for more hydroponics as they found it appropriate and responded quickly quick to food production to fight poverty. This served as evidence that if women were not delayed in being introduced or allowed access to technology, they would be far by now as far as poverty alleviation through food production is concerned.

10. **WOMEN AND EXTENSION**

Extension projects cover a wide range of different activities which differ in scope and purpose and they are viewed as primary vehicle or tool used by the government and non governmental organizations to channel resources in the development process with a view to fighting unemployment and poverty.

According to Cloud(1985:4), what women do will have impact on most projects whether they are explicitly involved in the design or implementation of those projects or not. Similarly, most extension projects will have an impact on women's lives.

Rivera and Schram (1987:175) say that agricultural extension refers to an organized non formal education and usually supported by the government to improve productivity and welfare of rural people. It is now becoming a standard practice for government and agencies to provide at least an element of income generating activity in new projects for women. Income generating projects may be regarded as a special form of multiple service program with a credit component that target women. The Flagship program is one of the relevant extensions projects intended for women. Such programs for rural women are intended to offer them support, knowledge and skills they need to develop their lives as well as that of their family members.

11. **WOMEN'S PARTICIPATION IN DEVELOPMENT PROGRAMS**

Rivera and Schram (1987:176) argue that an argument for expanding women's access to agricultural extension as part of development towards poverty alleviation has to begin with examination of female or women participation in productive activities, so that they can influence in farm and household decision-making. Some studies have revealed that women constitute the highest percentage of participation is high is Sub-Saharan Africa.

One of the major activities in the flagship program as the core or underlying factor is food production which is direct agricultural extension. It is believed for women to effectively run these programs, they need to be able to put food on their tables for themselves and their families and surrounding communities first.

12. **SOCIAL POLICY AND POVERTY ALLEVIATION**

To impact on development, the political environment is central to decision and policy, making. This is essential in the provisions of essential services and putting structures in place to enhance this. There is a relationship between social development and social policy as both aim at poverty alleviation. The domains of social policy highlight the overall quality of life, living conditions, and nature of intra-societal human relationships (GIZ:1981). The aims of Social policy include elimination of poverty, maximization of welfare and redistribution of recourses, as Jansson (1990) & Marshall (1970) note which are similar to those of Social Development. Social policy seeks to respond to human needs which are addressed by development programs and projects initiated at both Micro & Micro levels e.g. through various government policies and initiatives such as RDP i.e. Reconstruction and Development Programs, ISRDS i.e. Intergrated sustainable Rural Development program and National Poverty Eradiation Plan. (NPEP)

13. **REPONSES TO POVERTY**

DEVELOPMENT AS A RESPONSE TO POVERTY

Development is a universal goal. The betterment and improvement of quality of life is thus a sought at various levels. At micro level, families and communities use locally available resources to develop themselves. At this level the traditional self- help in African Communities has led to development at the grassroot level. The spirit of Ubuntu in South Africa and Harambee in Kenya has developed communities at a very low cost (Stock: 1995). According to NPEP (1999 – 2015), Harambee, which is a self help movement operating on the principle pull up doctrine, has contributed immensely to development by integrating Groups, that have been previously excluded in the mainstream development process.

At Macro level (Nationally), the government develops plans and policies that seek to address the social and economic aspects of poverty. In South Africa, these plans include National Development Plans and Strategies such as National Poverty Eradication Plan (NPEP) as well as Reconstruction Development Programs (RDP). From the macro level, international organizations and development agencies provide assistance with the objectives of poverty alleviation and poverty.

Despite national Priorities, South Africa like other developing countries, experience common and specific social problems such as HIV/AIDS, poverty, unemployment, adult illiteracy, lack of access to resources such as land, safe water, housing. The Minister of Finance and Planning (2000 a) said in his speech that education becomes fundamental to any development in South Africa, as it provides an opportunity to escape poverty. Though education increases the chances of development through citizen empowerment, increases job opportunities in the labor market and contributes in the improvement of quality of life, it does not guarantee 100% escape from poverty but it does play

a major role in human development and capacity building by empowering people and thereby strengthening their ability to meet their basic needs and potential to achieve better standard of living. (Narayan ET.AL 2000)white paper of Social Welfare (1997).

Some authors refer to development without any explicit definition while others specify various types of development such as social, economic, political, self development, human development, community development and grassroots. These types may reflect different levels of development but they can also refer to different aspects of development within one level. The broader concept appears to be that of social development using an outcome definition as the United Nation defined it as "The greater capacity of the utilize resources to generate favorable changes in levels of living, interpreted in the broad sense as related to accepted social values and a broad distribution of wealth, income and opportunities" Elliot, (1993:p24).

Migdley (1994, p: 177), emphasized the inextricable link between Social and Economic Development. In his definition of social development, he defines as "a process of planned social change designed to promote people's welfare within the context of a comprehensive process of Economic Development".

Nkwinti as cited by Davies identifies the role of political process in development which he defines as process which denotes transformation of social and economic relations through political actions and processes and by mobilizing and organizing community resources to effect a shift in the balance of power between the developed elites and developing and under developing majority of the society, Devies 1993: (P40).

Elliot (1993:26), noted very different concepts inherent within the term namely: (i) Socialization of the individual – a micro interpretation and (ii) Economic and social change concepts such as empowerment, conscientization and institution –

building which constitute the micro interpretation. Chamber (1993) & Burkey (1993), noted a progressions in development theory and practice, moving from an emphasis of economic growth, to transfer to technology and expertise from developed to underdeveloped countries and now emphasis is on people-centered development.

Another development term used in connection with micro development is Grassroot Development. It is towards this level of development that NNSDP was directed. The main trust of NNSDP is to support development and principles of self reliance, participation and empowerment of communities at Grassroots level, Department of National Health and Population Development (1992:P2).

Grassroot development has been defined as a process by which disadvantaged people organize themselves to overcome the obstacles to their social, cultural and economic well being, Kleymeyer (1991:P38).

Grassroot development has been described as a bottom- up approach or development from below, Burkey (1993:P35). Participation of those wanting change is implicit in the process of Grassroot Development.

Such participation needs to begin from the identification stage through to the implementation of strategies. Participation is also one of the criteria in the assessment of Grassroot development.

Resting on this foundation are two pillars one of which was economic development, which is defined as a process by which people through their own individual and / or joint efforts boosts their productions for direct consumption and have a surplus to sell for cash. To do this, people need to analyze their problems and causes, choose their focus, acquire knowledge, organize and co-ordinate themselves. The other pillar was political development which was seen

as a process of gradual change in which people increase their awareness of their own capabilities, their rights and responsibilities. The purpose of this increased awareness was organize themselves to participate in decision- making at local level and to choose their own representative at higher levels to plan and share power democratically and to create and allocate communal resources equitably and efficiently among individual groups.

FLAGSHIP PROGRAMS AS A RESPONSE TO POVERTY

According to the draft procedure manual on the flagship program (2001,P5), flagship programs focuses on unemployed women with children under the age of fifteen years. Its aim is to provide unemployed women and their young children with opportunities to break out of the state. The intention of this program is to improve role pf mothers as natural givers.

GOALS OF FLAGSHIP PROGRAM

The ultimate goal of this program is "to facilitate economic, educational and training opportunities for women and their children so as to break the cycle of vulnerability and poverty and thereby reducing dependency on the state.

13.2.2.   **OBJECTIVES OF FLAGSHIP PROGRAM**

The flagship program has five main objectives which are precise and direct towards poverty alleviation with specific reference to women.

(i)To facilitate training and employment opportunities for women so that   they can provide for basic needs for their families.

(ii)To develop the skills and capacity of women to enhance their overall functioning.

(iii)To ensure that these families receive social services that support and enhance this program goal.

(iv)To provide young and school going children with developmentally appropriate education to increase their chances of healthy growth and development.

(v)To develop social and community network in support of the family.

13.2.3. **THE TARGET GROUP**

The focus of the Flagship program is on rural women and young children those who were historically being excluded from economic, educational and development opportunities. It seeks to provide unemployed women with basic life skills training and economic opportunities within a particular community. The idea is to develop and support developmental program that create self reliance amongst this targeted population i.e. women. For young children, provision is made for developmentally appropriate education to enhance their learning, growth and development. The program integrates economic empowerment activities with provision of social welfare services to participating women (Draft manual for Flagship program. 2001:P11 & P12).

13.2.3 **(i)** **CRITERIA FOR PARTICIPATION IN THE PROGRAM**

(I)   Unemployed rural women with children under fifteen years.

(II)   Unemployed caregivers for children under fifteen years.

(III)   Unemployed women who came from isolated and poor communities.

(IV)   Project participants must be permanently and continuously reside in the targeted area and have a potential to benefit from the program.

(V)   Program beneficiaries must have the desire to generate income towards self reliance practice (Draft Manual 2001:P12)

13.2.4 **PRINCIPLES OF FLAGSHIP PROGRAM**

The Flagship program are guided by the following principles:

(i) **NEEDS DRIVEN**

All flagship projects are based on the needs identified by the affected women.

(ii) **ACCOUNTABILITY**

Services providers to the Flagship program will be held accountable for delivery of appropriate and quality service.

(ii) **EMPOWERMENT**

The resourcefulness of each woman, child and their families should be encouraged and promoted by providing opportunities to use and build their own support networks and to act on their own choices and sense of responsibility.

(iV) **FAMILY CENTRED**

Empowerment of women must be part of building and enhancing the strength of the family.

(v) **CHILD CENTRED**

The development needs of children must be met. Appropriate early childhood development interventions must be developed to maximize the children's chance for success of life.

(vi) **INTERGRATION**

An integrated approach to the implementation of the Falgship program must be applied. Every government Department such as Health, Education, Housing, Labor, Public works, Transport, Water Affairs, Agriculture should be encouraged to be involved in these projects social

services such as ECD (early childhood development, HIV/AIDS, Social Security, domestic Violence should be integrated into the program.

(vii) **PARTICIPATION**

Women should be involved in every process or in all stages of developments.

(viii) **HUMAN RIGHTS**

Discrimination in terms of age, religion, culture or disability will not apply. Create ways to ensure that there is no discrimination and access is promoted in flagship program.

(iX) **APPROPRIATNESS**

All services to flagship program and beneficiary should be the most appropriate for individual/family and community.

13.2.4. **THE APPLICATION APPROACH OF THE FLAGSHIP**

The approach of the Flagship is based on the sustainable development principles. It advocates for specific appropriate steps to be followed in planning and implementing development projects. The following steps are utilized at all project phases which are: (i) Planning phase, (ii) Implementation phase (iii) Monitoring and evaluation phase.

FLAGSHIP PROJECTCYCLE APPROACH

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│   Problem Identification         │
│   Problem Analysis               │
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│   Needs Analysis                 │
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│   Setting Goals and Objectives  - Planning    │
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│                                               │
│   Allocation of Responsibility to Project     │
│   Members                                     │
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  ┌───────────────────────────────────────────┐
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  │   Implementation and Monitoring             │
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     │   Evaluation                       │
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13.2.5   **MINIMUM STANDARDS REQUIRED**

According to the draft procedure manual for Flagship program (2001:P26 – 30), there are minimum standards required for every Flagship program to be fully functional. Such standards are outlined as follows:

13.2.6(A)   **PEOPLE CENTRED**

Flagship program must be people centred. This entails the following:

(i)   Promote human rights

(ii)   Participants must be involved in the planning and decision making process.

(iii)   Promote democratic principles

(iv)   Ensure transparency and accountability

(v)   Build and develop local capacity

(vi)   Be geared towards restoration of pride and quality of the community

(B) **NEED AND OPPORTUNITY BASED**

The needs assessment and/ or feasibility studies must be conducted prior to making a decision or the type of the project. Project must aim at addressing social problems and social needs faced by participants. It must be located within the provincial and National Economic Framework e.g. National Government Priority is currently.

(i)   Job creation

(ii)   Human resource development

(iii)   Agriculture

(iv)   Technology

(v)   Access to government services

(C) **INSTITUTIONAL CAPACITY BUILDING / LEGAL ENTITY**

It is important to promote people development within an institutional framework. This entails the following:

(i)   an organization is functional

(ii)   Organizational management is in place

(iii)Infrastructure development i.e. water, electricity, access to land, bridges and roads.

(iv)Universal access to information and communication.

(i)   Adequate financial management and control systems

(D) **PEOPLE DEVELOPMENT**

The success of the projects is predicted by the quality of human resources inputs and development human resource commitment and development must match project objectives. Key features of the people development approach for a Flagship project are:

• An overaching ABET based approach which emphasizes Literacy and numeracy.

• Project site based training and development that emphasize participation observation, monitoring and exchange.

• Integration of social & technical skills into training programme

• Human recourse development should be targeted at the creation of local skills base.

KEY ELEMENTS SHOULD INCLUDE THE FOLLOWING:

• Leadership
• Financial management training
• Project planning, implementation and
  management
• Computer literacy
• Business and organizational development
• Appropriate technical training
• Project monitoring.

(E) **EARLY CHILDHOOD DEVELOPMENT**

A holistic early childhood development program should be an integral part of Flagship program. It must be viewed from physical (Growing), emotional, mental perspectives. Such program should include:

(i)   Teaching mothers basic hygiene

(ii)   Health and nutrition

(iii)Primary health care

(iv)Life skills

(v)   Learning centres for ECD

(F) **SUSTAINABILITY**

A characteristic of a Flagship program is in the creation of an environment that would promote sustainable development. Elements of sustainable projects should include:

(i)   Institutional capacity

(ii)   Organizational management

(iii)   People development

(iv)   Infrastructure development

(v)   Networking integrated development

(G) **BUSINESS PRINCIPLES**

The project must be viable and should have a development strategy that includes:

- SMME development and training
- Financial management training
- Strategic planning and partnership
- Business plans
- Monitoring systems
- Diversification
- Marketing strategy

(H) INTEGRATED DEVELOPMENT PROGRAM

Flagship program shall be allocated within economic opportunities that will stimulate or enhance integrated development by aligning initiatives within the National Development Framework. The strategies imperative should include or be able to integrate the political, economic and spiritual needs of beneficiaries.

CHAPTER 3
COMMUNITY PROFILE OF MSINGA DISTICT

1. MAP OF THE COMMUNITY

A copy of the Msinga IDP document indicating residential areas; public parks; open spaces; transport developed areas and social structures is hereby attached as annexure A.

2. POPULATION INFORMATION

According to the IDP Document of Msinga, (2001), Msinga District has a population of 160 000 ranging from all ages. Most of the population is dominated by females, some of which most of their men/husbands died during faction fights. There is also a high birth rate which is equivalent to a death rate due to HIV/AIDS. Out of 100% of Msinga population, 57% is female.

3. HISTORICAL INFORMATION AND GEOGRAPHICAL SITUATION

Msinga is a very deep rural, remote area which is characterized by Black African i.e Zulu people. It has been in existence since early or late year of 1924. This area was once affected by faction fights which killed most men in the area. There are no factories in this area hence majority of the people live on subsistence farming. Those who need employment, they move to big cities for employment. Msinga is owned by Amakhosi. It has six tribal authorities i.e. Mabaso tribe, Mthembu tribe, Mchunu tribe, Mbomvu tribe, Majozi tribe and Zondi tribe. Some tribes are bigger than others.

In 1940,the amakhosi of Msinga realized that there was no development that was for the country coming to Msinga as this area was highly neglected. There were no resources at all especially schools and a hospital which was a critical need because of faction fights, people always needed medical care. Amakhosi then formed what was called Msinga Council. It was through this council that church of Scotland hospital was built. As faction fights were continuing, amakhosi introduced a fine called communal fine. This was one of the strategies amakhosi wanted to use to calm

down wars because when people fought they would be expected to pay. As these fights continued, considerable monies were collected. It is through these monies that schools were built in Msinga as part of development. The amakhosi thought that people fought because there were no schools to keep them busy. Msinga high school was the first school built. Today, Msinga has 134 schools out of which 80% of such schools was an initiation of Msinga Council through the communal fine.

4.   **PHYSICAL CHARACTERISTICS AND BASIC INFRASTRUCTURE**

Land is owned by the Amakhosi in Msinga. For any development to take place in the area, an Inkosi of the area must give authority. There is small part that is owned by Ingonyama Trust. Msinga is characterized by mountains which are stony. Not all roads are tarred. Most of the roads are gravel. Type of housing in this area is both formal and informal but those that are informal are dominant in the area because they are traditional to Msinga people. They are made of mud and thatches being rondavels and huts. Telecommunication is still very poor. Connection is only within the village and in some of the areas not all over Msinga. Electricity is also minimal. Most people still use candles for lighting. Piped water is also within the village. The local municipality is currently in the process of installing boreholes and water tanks within localities.

5.   **ECONOMIC CHARACTERISTICS**

(I)   **Main products of the area**

Msinga is mainly dominated by farming. People depend on farming for survival. External people have established markets in Msinga for vegetables which contribute to economic development of the area. People sell their products to people from outside in order to generate income. They also have established local markets as vendors in the streets where they sell vegetables to the local communities which also has given them income for survival. The Mashunka flagship program has become one of main products for economic development as it has hydophonic gardens which produce lots of vegetables thus generating income for the members and the locality as well.

(ii) **Tourism**

Msinga is now becoming a tourist area. Most tourists visit the area especially during holidays. Though there has been no tourism centre locally, the local municipality is currently looking into that. Business plan is in place and has been approved. There is also a Bhambatha Tourism Centre that is now completed under Inkosi uZondi. This centre has attracted most tourists especially Whites and Boers because of good history with Inkosi uBhambatha **nempi yoMPONDO** in 1906. It has craft work as well.

6. **SOCIAL CHARACTERISTICS**

(i) **Educational Facilities**

Msinga District has 104 Early Childhood Development Centre both registered and non registered. One of these ECD's is within the Mashunka flagship program which caters for children of both the project members and those of the nearby community. It has primary schools and high schools. There is no training college or university, it is only now that Msinga high was converted into FET i.e. further education and training. People depend on external institutions for upgrading their educational standards.

(ii) **Health Facilities**

There is one hospital in Msinga which is known as Church of Scotland hospital. Ambulance services are rendered within the hospital. Currently there are clinics around the whole district of Msinga. There are three private doctors that offer private medical services but there is no private hospital.

There are about seventeen clinics which have already been built around Msinga. These are decentralized in the whole of Msinga which cover six tribal authorities. There are about a hundred and eighty-seven community health workers and home based cares which are all monitored by the Church of Scotland Hospital. These two categories play a vital role in identifying community needs and refer them or link them with relevant resources. Some of the home carers are now linked to the Mashunka flagship program which is located in Msinga.

These have also played an important role in administering the DOT i.e. the process whereby a terminally ill or an ill person who still has energy is administered while at home. Community health workers or home based carers monitor case progress for those people. This approach seems positive in a sense that a person is with his or her family to give support.

7.   RELIGION

Msinga is dominated by various religious groups. There are no mosques and synagogues that are known presently. Otherwise there is freedom of religion.

Msinga is dominated by various religious denominations such as Lutheran Church etc Roman Catholic Church, African Gospel, Zion Church. People have a freedom to associate themselves with any denomination they feel comfortable with. What has been observed is that though there are various types of religions, most of Msinga people are Christians. They believe that Christianity brings them peace and moral support, it boosts their spiritual being. Msinga has mosques as well which is mostly observed in Pomeroy. Currently there is an increasing number of members of the Church of Nazareth - Shembe. There is a very strong belief that there is power of healing in this church, hence the increasing number of followers.

8.   WELFARE

(i)   Government Departments

There is one office of the Department of Social Welfare in Msinga, Tugela Ferry with 21 staff members including the district head. There are two sub-offices in Pomeroy and in Keates Drift. Services rendered are social services, which deals with children and youth HIV/AIDS; aged, disability, social security which deals with social pensions e.g. old age pension, disability grant, social development which deals with poverty alleviation. These services are rendered to all classes of society.

(ii)   Service Providers

There are three welfare organisations which are a service provider to Social Welfare Department, namely NCVV, CMD, Imizamo Child and Family Welfare Society. There

is a Drop in Centre known as Sinozwelo which also renders social welfare services. There is also a flagship programme situated at Mashunka which caters for women with children under the age of 15.It focuses on poverty alleviation especially amongst the female headed households.

Msinga does not have old age homes or children's homes. Social workers depend on external facilities to place children and adults in need of care.

1. **Services provided by Sinozwelo Drop in Centre**
   - provide care and support to the orphans, children in distress, affected and infected adults
   - provide VCT to the community of Msinga
   - provide food parcels to the needy families
   - provide meals to the school going children so as to boost their levels of concentration and participation in class
   - develop skills to members of the community

2. **Services rendered by children's homes outside Msinga but utilised by Msinga social workers**.
   - They provide shelter to the needy children on temporal basis which is a maximum of two years.
   - needy children involve sexually and physically abused children, neglected children and orphaned children;
   - such children are provided with parental care, counselling, education and socialization skills;
   - where parents are available, re-unification programme is exercised.

3. **Services rendered by Old Age homes utilized by Msinga social workers**
   - Provides shelter to an old age person who is in need of care
   - provides social care and support to the elderly and
   - provides medical care to the elderly

4. Services rendered by NCVV i.e Nasional Christelike Vroulike V and CMD which is an organisation under Dutch Reformed Church

Both these organizations are registered as NGO's They render women empowerment program where women are exposed to living skills such as negotiation skills, cooking and sewing skills, gardening skills, budgeting and good parenting skills. They also engage women in income generating projects and support groups. They are also engaged in HIV/AIDS issues. They are linked to hospice based in Msinga where they offer counselling to the terminally ill and their families. They also do home visits to motivate families to provide support to their families.

(iii)   **Feeding Scheme**

Most of the local schools especially primary schools are under the nutritional program, whereby school children receive two meals per day at school. The Department of Social Welfare in partnership with local government - Msinga local Municipality and other government departments mainly health and agriculture have been engaged in a food distribution program whereby poor people receive food hampers from the National government. This program is mainly targeting orphans, child headed households and families with zero income

The needy families are identified by stakeholders forum which is composed of community health workers. Home based carers, 'izinduna' and local councillors. There is a very strong belief that community health workers have a thorough knowledge of one who suffers because they visit each and every family door to door. Once they have been identified, they refer the identification forms to the screening committee which is multi-sectoral. What is most important about this emergency food scheme is that it puts food on the table of a person who did not know what to put on the table for the family. It also provides a relief answer to those who have to take treatment be it TB treatment or a HIV/AIDS drugs because they do not have to take treatment before eating of which some

people are unemployed therefore cannot provide food for themselves. Therefore, an outcome of this program would be the decrease of malnutritioned families especially children and might in return improve their levels of concentration at school hence good results.

(IV) Mashunka flagship a program

This program started in 1999 when women in Mashunka realized that poverty was striking them so hard that even their children were becoming affected. They then approached the Department of Social Welfare for assistance which in return funded them with R1,7m. There is a steering committee which was trained to effectively run the project. Activities taking place at this project are gardening which is food production (this includes hydrophonic systems), early childhood development(crèche),poultry farming .The program has a membership of hundred women all residing in Mashunka area.

9.   **MANAGEMENT BODIES**

(i)   **Local Authorities**

Msinga has six tribal authorities which are Mabaso tribal authority, Mthembu tribal authority, Mbomvu tribal authority, Mchunu tribal authority, Zondi tribal authority and Majozi tribal authority.

(ii)   **Government Departments**

The following departments are available in Msinga:-

~   Local Government - Msinga Municipality
        Department of Social Welfare
        Department of Health
        Department of Agriculture
        Department of Education
        Department of Home Affairs
        Department of Traditional Affairs
        Department of Works
        Department of South African Police Service

Government communications and information systems(GCIS)

(iii)   **Community Based Organizations**

The following organizations are available :-

Sinozwelo Drop in Centre

Imizamo Child and Family Welfare Society

Msinga Peace and Development Committee

Msinga Vegetable Production Organization

Msinga Farmers Support Group

All these organizations are registered with NGOs and are in operation.

Chapter 4

RESEARCH METHODOLOGY

INTRODUCTION

Every scientific researcher has his or her objective for his or her study. In order to achieve that objective, the researcher needs to use one or more research skills and techniques which he or she considers valid and reliable for his or her study. The researcher needs to make sure that the skills and the techniques used will be useful in testing the hypothesis and answering the questions. The techniques described here were used in the study:

4.1. RESEARCH DESIGN

Research design is the program that a guide to the investigator, in the process of collecting, analyzing, and interpreting observations, Nachmias et al (1992:92).

According to Mckendrick (1988:256),a research design is an overall strategy or plan used to answer questions or a hypothesis. Marais and Mouton (1990:32) refer to a research design as an arrangement of conditions and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In this study the researcher used an exploratory design in trying to find out the impact of the flagship program as an approach to poverty alleviation. This was with specific reference to the Mashunka flagship for women.

4.1. CHARACTERISTICS OF AN EXPLORATORY DESIGN

Babbie (1992:90) maintains that exploratory designs or studies are typically done for three purposes

- To satisfy the researcher's curiosity and the desire for better understanding,
- To test the feasibility of undertaking a more careful study and lastly
- To develop the methods to be employed in a more careful study.

Babbie bid further stresses that exploratory studies are valuable in a social scientific studies. True (1989:217) says that an exploratory design is good for a researcher who

knows nothing about the subject and wants to understand it better. This design has therefore helped the researcher to understand better about the flagship program and to get the impact this program has had or the role it has played towards poverty alleviation especially in Msinga. The Flagship program is a new development approach which has just been introduced as a vehicle to fight poverty. It is still a new concept to the development worker and the community itself. The exploratory design was therefore, very helpful in this study as the researcher was curious about the impact this program on alleviating poverty.

4.2. METHODS USED IN THE IMPERICAL STUDY

The following methods were used to make sure that the hypothesis is tested and the questions were answered.

4.2.1. POPULATION

Bailey (1986:82) refers to a population as a sum total of all units of analysis. Collins as cited by Mckendrik(1987:268) states that the selection of a population provides answers to the question of who would be the respondents to the study. The population is selected according to the problem area. The population that was used in this study was a program members of the Mashunka flagship program in Msinga i.e. Tugela Ferry. These women resided in Mashunka locality and had been members of the program since its inception hence they knew more about this program.

4.2.2 .SAMPLING METHOD

According to Bailey (1986:82), a sample is a subject or a portion of a total portion. Mckendrik (1980:268),state that selection of a sample provides the answer to the question of who will be the respondents the study. It is very crucial to know that where exploratory designs have been used, non- probability samples are most preferable. The sample that was used in this study was the purposive sample which allows the researcher to use his or her own judgment as to who would be the respondents and pick only those who best meet the purpose of the study. This sample also helped the researcher to use his

or her research skills or prior knowledge to choose the respondents. For the purpose of this study, the researcher used the twenty members of the program which include the executive committee members of the program.

4.2.3. MEASURING INSTRUMENT/DATA COLLECTION

A Measuring instrument is a tool used by the researcher in gathering information. Arkava and Lane as cited by Collins in Mckendrick refer to data collection as the most difficult and time consuming phase. In this study, the researcher used an interview schedule, which consisted of open and closed- ended questions. This schedule was made up of five sections. The first section covers the personal particulars of the respondents which enabled the researcher to obtain more information especially about the membership as far as gender is concerned since the flagship is meant for women with children under the age of fifteen .The second section covered the family background of the respondents, which has helped the researcher to explore more about the type of families the respondents came from. The flagship was meant for rural households headed by women who were unemployed and by involving themselves in this program; they will create job opportunities themselves and put food on the table for their families. The third section covered the type of projects involved in this program which has helped the researcher to understand more about the kind of work that was done by women in the program to alleviate poverty. The fourth section covered the impact this program had in their lives as women heading their families. This helped the researcher to understand whether there had been any change in lives of these women including their families in terms of alleviating poverty. The fifth section covered the intervention or role played by different stakeholders in the program and the impact their intervention had in the program in alleviating poverty.

4.2.5. DATA ANALYSIS AND INTERPRETATION

At this stage, the researcher analysis and interprets all the information that has been collected in order to if the aims of the study have been achieved or not. Grinnel (1988:453) says that the purpose of data analysis is to communicate information in a graphic manner. In this study, the researcher used the electronic methods to analyze data.

4.2.6. PRESENTING FINDINGS

According to Mckendrick (1987:275), in the presentation of findings, objectives and hypothesis are restated and findings are related to them to see if the objectives have been met and the hypothesis has been tested. After all that, the researcher could share the findings with other colleagues.

4.2.7. LIMITATIONS TO THE STUDY

These include the exclusion of the males who were excluded from the project, yet there are males who are poverty stricken. Some are taking care of their children due to the fact that their wives passed away or deserted them with children. This study also focused on Mashunka women only yet Msinga is a very wide area with six tribal authorities. Mashunka is a small portion of Mthembu Tribal Authority.

4.2.8 CONCLUSION AND RECOMMENDATIONS

This was based on the results of presentations, data analysis, and interpretations. These results appear in the last chapter of the study.

4.3. CONCLUSION

The research technique used in this study i.e. the exploratory design helped the researcher to explore the impact of the flagship program as an approach to poverty alleviation. The researcher used the program members of the Mashunka flagship as her respondents using the purposive sampling which helped the researcher to use her judgment in choice the respondents that best met the purpose of her study. Data was collected using the interview schedule, which consisted of both the open and closed- ended questions. The data collected is presented in the following chapter where it will be analyzed and interpreted.

Chapter 5

PRESENTATION AND DISCUSSION OF FINDINGS

5.1. INTRODUCTION

In this chapter, the researcher is discusses and present the findings of the study. The findings are presented according to the interview schedule that was used in collecting data of the study. The interview schedule is attached as appendix A.

5.1.1. Personal Particulars

The question on the personal particulars of the respondents was asked to ascertain as to who were the participants in the program. Is it males or females and at what age they, with what level of education? The following catergories would then be covered by the writer in this section: Sex,Age,Marital Status and Educational Status.

Table 5.1

Sex	Number	Percentage
Female	**20**	**100%**
Male	**00**	**0%**
Total	**20**	**100%**

Table 5.1 indicates that the majority of the respondent's i.e.20 (100%) was females

This is supported by Ratheber:1995 in the Gender and Development Approach- GAD which emphasizes and focuses on gender roles and gender divisions of labour in different societies particularly the hidden aspects of gender inequalities. This approach established the full personhood of women and consider women as agents of change rather than mere recipients of development assistance or selflessness channels of development. It also focuses on providing more access to education, technology and improving the health status of women.

Table 5.2

Age	Number	Percentage
18-35	15	75%
36-50	5	15%
Total	20	100%

Table 5.2 indicates that 75% of the participants were between the ages of 18 and 35 years whereas the remaining 5% were between the ages of 36 and 50 years of age.

Table 5.3.

Educational status	Number	Percentage
Have been to school	0	0%
Never been to school	20	100%
Total	20	100%

Table 5.3 indicates that the majority of the respondents had never been to school. They had indicated that it was then through the flagship program that they have learned to read and write as they had attended ABET. This is supported by the United Nations Development Program (UNDP) which highlights that sometimes human development indicators that are used to measure the well- being of the community. Such indicators include the Literacy, Life expectancy and child, infant mortality rate, etc

Table5. 4.

Marital Status	Number	Percentage
Married	10	50%
Single	03	15%
Widowed	07	35%
Total	20	100%

Table 5.4 indicates that the majority of the participants which is 10(50%) were married, whereas 07 were widowed and 03 never married.

5.1.2. Employment History

This question was asked to ascertain whether the project members had other members who were employed in their families. This would be to check if they receive any financial support from the family other than that of the project.

Table 5.5

Employment in the family	Number	Percentage
Employed	02	10%
Unemployed	18	90%
Total	20	100%

The majority of the respondents 18 (90%) did not have any member employed in their families. Only 2 respondents(10%) had members employed in their families.

This therefore suggests that the majority of the members solely depended on the project for survival.

5.1.2.2.Family income

This question was asked to ascertain whether there was any income into the household or the family solely depend on the project member to bring food or income home. This question was linked to the first question as a follow up if there was any financial support.

Table5.6

Income	Number	Percentage
Yes	18	90%
No	02	10%
Total	20	100%

The majority of the respondents 18 (90%) in the above table 5.6, indicated that there was family income in the family since one was employed. Only 2 (10%) respondents indicated that there was income.

This, therefore indicates that the majority of the members did not have any income. This project was their only hope for survival. This made them fall within the levels of poverty. Chatter,(1996:23) confirms this by indicating that the income or consumption approach to poverty defines poverty in terms of basic needs deprivation which normally results from the inadequate command over commodities largely determined by income. This therefore means that for an individual be regarded as poor, their level of income should be less than what is required to set the standard of living, which is found to be the case with the respondents hence they joined the Flagship.

5.1.2.3. Period of employment

This question was asked to ascertain the length of employment should there be any person that is employed in the family. This was to check if there was any security in the long run should a person run, out of employment due to retirement or any other reason.

Table 5.7.

Period of employment	Number	Percentage
Never employed	18	90%
0-1yrs	01	05%
1-3yrs	01	05%
Total	20	100%

According to table 5.7,the 2 (10%) respondents that had their family members employed indicated that the members were working in Johannesburg, but were currently not registered, which means that there was no security. The other 18(90 %) had indicated earlier that they did not have any family members employed; they solely depended on the project.

5.1.2.4. Any contributions towards the maintenance of the family

This question was asked to check as to whether in those families where there are people that were employed, they ever contributed towards the maintenance on the family or not.

Table 5.8

Family contribution	Number	Percentage
Yes	02	10%
No	18	90%
Total	20	100%

The information in the above table 5.8 reveals had been that 2(10%) of the respondents who have employed family members indicated that though the family heads were employed, but in terms of maintenance, there was very little that they received on a monthly basis. This is mainly because they were not permanently employed. They only come back home twice a year i.e. during Easter and festive holidays. That is why they had decided to join the project and it is their only hope to take them out of the poverty trap. This indicates that the other 18(90%) respondents did not have any contributions, even during the Easter and festive holidays. The project was then their only hope as they had indicated. This is supported by Chester(1994) and Wilson and Ramphele(1989), who confirm that when the different economic and non economic indicators are used, it was evident that KwaZulu Natal region is one of the poorest regions in the South- Africa because of the following findings by some of the researchers:

- The Region's income was the fourth lowest amongst the nine provinces.
- Unemployment levels provided an indicator of poverty.
- Literacy was another indicator of poverty because it affected individual prospects of for employment where 65% of KwaZulu Natal residents over 13 years had the level of education of at least standard five which is slightly above the national average of 63,4%.

5.1.2.5. Any activities before joining the Flagship program

This question was asked to check the way they had lived before joining the project. How did they survive especially in the families where there was nobody employed. This information assisted the researcher to compare the standards of living prior and after joining the project.

Table 5.9.

Activities prior flagship	Number	Percentage
Employed	**00**	**0%**
Depend on State maintenance	**20**	**100%**
Depended on family support	**00**	**0%**

The majority of the respondents 20 (100%) indicated that they all depended on the child support grant that they receive from the state, since they had children under the age of seven. Even the two that had members who had been employed, also indicated that they mainly depended on the Child Support grant, since their husbands were not permanently employed and the only time they would feel the there is somebody working at home is during the Easter and festive seasons, which was not working for them hence they joined the project.

This, therefore, indicates that the flagship program was a break through to this community as the members themselves indicated that it was only way that they see the light, as they are directly involved in the fight against poverty in the own families and the community. They had even indicated that as women they wanted to prove that the economy and wealth is in their hands provided they are given the opportunity and they wanted to develop this project to the level where there wont be even a need for the community to go town since would have brought everything closer to them. Their children would also benefit.

5.1.3. Project Funding

This question was asked so as to verify if such a big has been funded and if yes, how much since there were various projects that were run within the program e.g. gardening, bakery, egg laying, arts and culture (Beading) Abet and Early childhood development. This must have required quite an amount of money. If they were not funded, how did they manage because there had been a way they had managed the program.

Table 5.10

Project funding	Number	Percentage
Dept funding	20	100%
Not funded	00	0%
Total	20	100%

 The findings revealed that a hundred (100) of the project was funded by the Department of Social Welfare by R1.7m. The project was also partly funded by the Msinga Local Municipality, through the erection of irrigation system which costed R70 000. They also indicated that they had received funding from the South African Boad who funded the Early Child Development equipment. The Department of Social Welfare had been also committed to the top- up funding which amounted to Rmilion to R2m.

This, therefore, suggests that the project had enough funding and both public and private sector had been drawn into assisting, which further indicates the stakeholder collaboration.

5.1.4. Community's take on Women taking initiative to alleviate poverty

This question was asked to ascertain the community's perception about this project. This was especially because this project was mainly run by women something that was very uncommon in this very rural area.

The study revealed that at the beginning it was very difficult as the rule of the area is that the land cannot be owned by women. Several meetings had to be held to beg Inkosi and

Izinduna to donate a piece of land where this project could be started and all was in vain until a good Samaritan donated his piece of the to the project.

Now that the program is a success, men are now embarrassed. It was even worse because it appeared that the man, who donated his piece of land, was offered a job as a Security Guard for the Project and the program has become a reality. The program has been accepted in the area. This was also motivated by the fact that for the first time the children in the area could attend a creche and vegetables were being grown within the vicinity. Live chickens could be purchased closer.

This indicates that even though from the beginning the community's take was negative, now the community is fully behind the program, as they are beginning to see the benefits and some of them even reaping the fruits.

5.1.5. Personal gains or benefits from the program

This question was asked to ascertain whether the participants had benefited anything from the program, ever since they had joined.

Table 5.11

Benefits	Number	Percentage
Adult classes	06	30%
Decision Making	05	25%
Gardening skills	06	30%
Poultry skills	03	15%
Total	20	100%

The findings revealed that the majority of the respondents had personally gained knowledge and information something that would never have benefited if they had not joined the program.

Six indicated that they had the opportunity to attend Adult classes so that they could learn how to run and, at least make a signature.05(25%) indicated that they could then get fresh vegetables from their own garden and make a meal for their families without even worrying what they would put on the table for their families to eat. 06(30%) indicated that they had also learnt to take and make decisions for themselves unlike before when all they knew was that men would decide for them.03(15%) indicated that they could produce live chickens and sell to the community, thus making income for their project and families.

This indicates that the program had benefited the participants in various ways and they had been empowered to make their own decisions. They had managed to establish a project for themselves without relying on men.

5.1.6.Training received by program members

This question was asked to ascertain as to whether the project members did receive any training to run the projects and if yes what kind of training. If not how did they run project without training?

Table 5.12.

Training	Number	Percentage
Business skills	05	25%
Project management	06	30%
HIV/Aids	06	30%
Farming	03	25%
TOTAL	20	100%

Table 5.12 above revealed that all the program members were trained on various skills and the following was reported:

- 05(25%) committee members were trained on the business skills which had empowered them on how to effectively and successfully run the flagship program.

- 06 (30%) members of the program were trained on various project management skills as the program is divided into the following projects Sewing, Bakery, Arts Culture (beads), early childhood learning, Gardening.

- Six (30%) members were trained by Department of Health on becoming the Community Health workers and HIV/AIDS counselors as a result, once a month there is a mobile clinic that now operates at the centre and the voluntary counseling and testing for HIV is done for the community on site.

- Three(15%) members were also trained on the improved methods of gardening and poultry farming skills by the Department of Agriculture.

This indicates that all the project members were trained on various skills hence they are able to run successfully with the projects within the program.

5.1.6. Relevance of the project to the Community.

This question was asked to ascertain whether the program was of any relevance to the community. Is the community benefiting the projects and if yes, how?

Table 5.13

Community benefit	Number	Percentage
Yes	20	100%
No	00	0%
Total	20	100%

Hundred of the respondents revealed that the community has benefited ever since the Flagship program started in the following manner:

- When the infrastructure was built, local labor was promoted which resulted into local people getting employment.

- Department of transported also hired local people to build the road that was not there before. It is, therefore, easy now for Mashunka community to go to town.
- The local children can now attend early childhood learning very close to their homes.
- The community has access to clean water now because of the project.
- The whole area has access to electricity as well as telephones also because of the project.
- Two project members were trained to be the Crèche teacher's. The crèche is registered with the Department of Social Welfare and they are now accessing funding that they use to buy food and cook for the children.
- The community is now able to buy fresh vegetables, eggs, and live poultry within the vicinity which is less costing as there are no transport costs unlike before when they had to go to town and R50 single trip for transport fare.
- The projects are beginning to make profit and are now looking and incentives for the members however, other than that they have been able to take fresh veggies home to put food on the table.
- The beads have been marketed to the municipality's local economic development as part of networking and there are some orders that the members are now beginning to get.

- There is project ownership from the community.

5.2. Summary.

The study revealed that the community has benefited in various ways from this program. Local people got opportunity to be employed when the project was built.

Intersectoral collaboration became visible when various Departments came together for effective service delivery e.g. Department of transport built the road to the project which in turn benefited the whole community. The Department of Health trained some members to become the community Health and HIV/AIDS councilors, Department Agriculture trained members on Agricultural skills(gardening and poultry farming),municipality providing water system so that they could get clean water, Eskom bringing electricity for

the benefit of the whole community, South African Board providing funds for the bakery and many more stakeholders.

All members have been trained on various projects and this has made them better persons especially when it comes to issues of decision- making.

This is indicates that there is progress with regard to poverty alleviation hence the decrease in the unemployment rate.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1. INTRODUCTION

In this chapter, the writer presents the findings of the study, draws conclusions and make recommendations. The objectives of the study were restated in this chapter, while the findings have been presented. The researcher has also made some recommendations for future research.

6.2. RESTATEMENT OF THE OBJECTIVES OF THE STUDY

The objectives of the study were as follows:

(1). to explore the impact of the Flagship programs towards poverty alleviation.

(2). to evaluate the effectiveness of the intersectoral collaboration and partnership in the Flagmen ship program.

(3). to evaluate the effectiveness of project management in the implementation process.

6.3. THE FINDINGS OF THE STUDY AS PER THE OBJECTIVES

THE IMPACT OF THE FLAGSHIP PROGRAMME TOWARDS POVERTY ALLEVIATION.

The findings revealed that the availability of the Flagship Program in the area has had a positive impact in the community especially women and children and the surroundings in the following manner:

- The women were now able to provide for their children and families for the first time in their lives.
- They had secured jobs that provide them with income and are able to put food on their tables.

- The children in the area can now attend early childhood development classes within the vicinity for the first time in their lives.

- The community can now have clean water due to this programme which is helping in the fight of Cholera which has always been problem in the area. The infant mortality rate has decreased

- The whole community now has electricity

- The rate of people testing for HIV/AIDS has increased in the area hence the death rate has also decreased as many people have been put on the ARV's through the HIV/AIDS counselling program that has been introduced in the area. Immunization is also done on the flagship site on a monthly basis hence members do not have to travel any longer as services have now been brought closer to them by the Flagship.

- The unemployment rate has decreased in the area.

- The community can now have access to fresh produce and buy direct from the Flagship.

- Most programme members have started small home gardens in their families and this has been extended to the whole community by the Home Based Carers hence the levels of poverty are changing for the better.

According to the draft procedure for the flagship program, the ultimate goal of Flagship program is to facilitate the economic, educational, and training opportunities for women and their children so as to break the cycle of poverty and vulnerability thereby reducing dependency on the state.

Brew (1994) in his study also identifies connections between capacity building and empowerment when he stresses that empowerment is the value bought while the capacity building is the content of that search.

Korten (1990) describes development as a process by which members of the society increase their personal and institutional capacities to mobilize and manage resources to

produce sustainable and justly distributed improvements in their quality of life consistent with their own aspirations.

THE EFFECTIVENESS OF THE INTERSECTORAL COLLARBORATION AND PARTNERSHIPS IN THE FLAGSHIP PROGRAMME.

The findings revealed that through the intersectoral collaboration, the community has been able to receive a holistic and comprehensive service delivery in the following manner:

- Both Public and Private sector have been able intergrate the services towards one direction for improved service delivery and poverty alleviation:

  1.Department of Transport constructed the road and the community is now able to go to town, take children to school and the project can get deliveries on time.

  2.Department of Health has trained members as Home Based Carers and HIV/AIDS counselors hence voluntary testing is done in the project site and community members can receive treatment nearer.

  3.Eskom installed electricity and the whole community had benefited.

  Local Municipality has provided water which is benefiting the whole community.

  4. Children are now attending early childhood development classes.

  5.Department of Agriculture provided training on both poultry and gardening hence the community can now by fresh produce in the area.

The draft manual for the Flagship program (1997) has nine principles on of which is intersectoral collaboration. It emphasizes that an integrated approach to the flagship program should be applied. Every government department should be encouraged to be involved in these social services projects in order for the impact to be realized.

THE EFFECTIVENESS OF THE PROJECT MANAGEMENT IN THE IMPLEMENTATION PROCESS.

The findings revealed that the projects in the Flagship program have all been sustainable due to the proper project management. The success was mainly attributed to the fact that all the members were trained on various skills part of which was project and business management itself. Business and Project management skills are of outmost importance to this program in the improving of the functioning of the projects for the betterment of the lives of the community as well as sustainability of the program as a whole.

6.4. RECOMMENDATIONS OF THE STUDY

In view of the stated conclusions, the researcher recommends the following:

- A flagship program should be adopted and be replicated as a method for effective service delivery by all the government departments preferably at National so that all departments would use the same approach. This would ensure that each community receives services in a comprehensive manner.
- All project members should be trained thoroughly on various skills especially business and project management to ensure sustainability of the program.
- Community leadership should be involved from the beginning to get the proper buy in of the program thus increasing community support.
- Close monitoring should be ensured form the beginning to the end of the project so that proper evaluation and interventions are done in time when necessary.

6.5.RECOMMENDATIONS FOR FUTURE RESEARCH

- The future research should focus on the possibility of linking the Flagship program with the Municipality's IDP for security and sustainability.
- They should also look at the possibility linking the Flagship Programs into Small Medium Micro element Businesses(SMME's).

- The researcher also recommends that interviewing the stakeholders also form part of the study.

6.6. CONCLUSION

- The study was based on the Mashunka Flagship program as an approach to poverty alleviation, a program that was established in Msinga District Municipality under the Umzinyathi District Municipality.
- The main aim of the project was to alleviate poverty especially amongst rural women with children under the age of 15.
- The findings of the project revealed that the Flagship was a success as women were doing well both at the project as well as at home after work because some of the skills were transferred home e.g. gardening.
- The findings also revealed the program was huge success when trying to link the main objectives of the study with the findings as it indicated that the establishment of the program in the are attracted different services which resulted into the development of the are in different aspects e.g. ROADS, ELETRICITY, WATER whereas the area was underdeveloped before the existence of the program.
- In conclusion, the findings also revealed that once the members are properly trained especially on business and project management, the projects become sustainable and members are able to become independent.

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INTERVIEW QUESTIONNAIRE/SCHEDULE

INTERVIEW QUESTIONNAIRE/SCHEDULE FOR WOMEN PARTICIPATING IN THE FLAGSHIP PRGRAMME

1. **Personal Particulars**

   Table (1)one   Tick where relevant

Sex		
Male		
Female		
Total		

   Table (2)two

Age		
18-35yrs		
36-50yrs		
51-70yrs		
Total		

   Table (3) three

Marital status		
Single		
Married		
Widowed		
Total		

   Table (4) four

Educational status		
Never been to school		
Below matric		
Matric		

Total		

2.Employment History

2.1 How many are employed at home?

……
……………………………………………………………………

2.2.What is the family income?

……
……………………………………………………………………

2.3.How long have you been employed?

……
……
…………………………………………………………

2.4.Do other members of the family contribute towards the maintenance of the family?

Family contribution		
Yes		
No		
Total		

2.5. Before joining this program ,how did you earn a living?

……
……
………………………………………………

………………………………………………………………………………………………
……………………………………………………………

3.Project Funding

    Is the project funded?

Project funding		
Yes		
No		
Total		

3.2. If yes, who is the funder and how much were you funded with?

………………………………………………………………………………………………
………………………………………………………………………………………………
……………………………………………………

3.3. If no, how does the project survive?

………………………………………………………………………………………………
………………………………………………………………………………………………
……………………………………………………

4. Since the flagship program focuses on women, what was the community's take in you as women starting your own program, when they are used to the situation where they used to believe that a place of a woman is in kitchen?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………

4.1.What is the situation now?

………
………
………………………………………………………

5.What have you as the person benefited from this program?

………
………
………
………
………………

6.Have you received any training on how to run this program?

Training received		
Yes		
No		
Total		

6.1.If Yes, what kind of training did you receive?

………
………
………
………
………………

6.2. if no, How do you manage to run this program without any support in a form of training?

………
………
……………………………………………………………………

7. **In your own understanding and perception, has this project been of benefit to this nearby community?**

Has Community benefited		
Yes		
No		
Total		

7.1.If yes, how have they benefited?

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
…………………………………

7.2. If no, what do you think is the reason for not benefiting?

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
…………………………………