THE IMPACT OF UGU COMMUNITY FOUNDATION

IN UPLIFTING THE COMMUNITY OF MTUBATUBA

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THE IMPACT OF UGU COMMUNITY FOUNDATION IN UPLIFTING THE COMMUNITY OF MTUBATUBA

BY

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DECLARATION

I, Zandile Joyce Mdletshe, declare that the work "Impact of Ugu Community Foundation in uplifting the Community of Mtubatuba" is my own, and that all sources quoted have been acknowledged by complete references.

Z.J.Mdletshe

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My almighty God, for His loving guidance and support

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To my family members, brothers and sisters

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My colleagues at the University of Zululand and at work

All the participants for their cooperation in the study

DEDICATION

This work is dedicated to both my parents Kellinah and James Mandlakayise Mdletshe.

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ABSTRACT

This study is about the impact of Ugu Community Foundation in uplifting the community of Mtubatuba.

The study was conducted on the progress of the Ugu Community Foundation in uplifting the community .As an evaluative research, unstructured interviews were conducted. A sample of twenty projects members was drawn and interviewed from a number of projects fall under Ugu Community Foundation.

Related literature has been reviewed that focuses on poverty alleviation and community upliftment through income generating projects. The findings of the study revealed that the projects were able to generate income to alleviate poverty. The findings also revealed a need for the advanced training for the project members and the market.

Recommendations based on the findings were made.

CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION

Poverty manifests itself in many different ways: hunger, ill health, premature death, ignorance, vulnerability, discrimination and insecurity, denial of dignity and other expressions of deprivation. Poverty varies between places, over time and in depth. To use development cooperation to combat poverty, therefore, requires well grounded poverty analyses. These should be sensitive to the particular context and rest on an understanding of the basic characteristics of poverty:

   i   Poverty is complex: It comprises a wide range of aspects and situations that together constitute the livelihood of poor people – men, women and children.

   ii Poverty is context specific: The features of poverty are derived from the particular environmental, socio-cultural, economic and political characteristics of the situation in a given area.

  iii Poverty is relative: Deprivation is defined by those concerned in relation to their notions of what is judged to be decent life in terms of economic resources, security, adequate health and education, opportunities to participate in social life and fulfill important cultural functions, etc.

  iv Poverty is dynamic: The manifestations of deprivation will change over time. Individuals and groups may move in and out of poverty depending on the local

situation as well as on external forces e.g. natural or human disasters, economic crises and armed conflict, Mikkelsen (2004:224).

The legacy of the past has resulted in a number of indigenous Africans being poor. Most of the poor live in rural areas, while 50% of the population of South Africa is rural, the rural areas contain 72% of those members of the total population who are poor (May, 1998:5).

'Poverty is the single greatest burden of South Africa's people (African National Congress, 1994:14). It also has also been the 'Single most powerful circumstance inhibiting human, social and economic development' (Mafor, 1995). Over the years community work has been the key method of social work utilized in an effort to eradicate poverty and its manifestations. It has also been acutely conscious of its own policy in responding relevantly to this issue.

A wide range of development projects have been implemented in rural areas. In most of these development projects women are the majority. Women are seen as people who were marginalized and who need to be uplifted. For long, rural people have been slowly and actively participating in development. Some rural people, especially women, the oppressed and the very poor, usually feel powerless to steer development policies, priorities, technologies, agenda and programs. They believe that development is controlled and decided almost entirely by outsiders and they can not influence this process. This sense of powerlessness may be due to the non-inclusion of the people of the

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people in creating the development programs. Or even where the political will exists to include them, the rural person's or community's low sense of power and ownership may be due to lack of, or under–utilization of methods by which they may capably participate in the research, design, decision-making, implementation and evaluation of a development program. Furthermore, development extension staff may be unwilling to use participatory methods or are ignorant of these. For instance, at KwaZulu-Natal Poverty Hearings held at Ulundi on 15 May 1998, over 600 people, the majority of whom were women, turned up to speak out against poverty. But the majority was too scared to speak in public.' I cannot go up there and speak 'said one woman, 'I don't have the permission of my husband,' (Anyaegbunam, et al 2004:8).

This is also supported by Patel, (2005:193) since 1997. Additional funds have been allocated annually by Parliament for poverty alleviation programs across government Departments. In 2000/2003 this amounted to 100 million. The programs were targeted at women, the youth and people with disabilities. Over the same period, a total of 416 programs were funded including 51 additional food security projects, which were spent in rural provinces. The programs focused mainly on micro-enterprise development and even though some successes were noted, it appears that many projects were unsuccessful.

The paradigm shift from providing services to participants in social development emphasize that individuals should be directly involved in all efforts aimed at their economic development, hence Ugu intends to involve the local people in their development.

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1.2 STATEMENT OF THE PROBLEM

Ugu Community Foundation as a Non – profit Organization (NPO) was established in 2002 with the sole aim of alleviating poverty through education, training and marketing the skills of the local people. Six years since its inception, Ugu Community Foundation members are still faced with the escalating incidence of poverty in the community of Mtubatuba. The concern would be to find out why is there a lack of economic development in the lives of these people involved in these projects.

1.3 OBJECTIVES

The objectives of the study were:

(a) To assess the impact of Ugu Community Foundation on the lives of the Mtubatuba Community.

(b) To identify the various training skills offered by the Foundation.

(c) To measure the effectiveness of the Foundation in job creation.

1.4 MOTIVATION FOR THE STUDY

Interest in undertaking this study was aroused by the researcher being involved in the administration and monitoring of Ugu Foundation in Mtubatuba and observing that there was minimal or no progress at all. Mtubatuba is characterized by features of underdevelopment typified by illiteracy, unskilled practices and poverty. Since the inception of the project six years ago, little seemed to have been achieved.

1.5 SIGNIFICANCE OF THE STUDY

The significance of the study will be as follows:

After the dissemination of the information to the stakeholders of Ugu Community Foundation, the study would assist them in addressing the pitfalls identified by the findings. The findings would also assist other people such as community project managers, community development project officers and policy makers not to repeat the same mistake.

1.6 LITERATURE REVIEW

Welman and Kruger (2001:34) indicate that the literature review should not consist of a mere compilation of separate, isolated summaries of the individual studies of previous researchers. The researcher should clearly show how these studies relate to one another and how the proposed research ties in with them. The relevant literature on project monitoring and evaluation as well as development projects will be reviewed, comprising of primary and secondary sources of information obtainable from the library, archives, record centers and media.

The researcher should bear in mind that the author of a secondary source may be presenting the original source in such a manner that it gives credence to his or her biases. Doctoral students, especially, who are expected to thoroughly acquaint themselves with the background and the tiresome development of the theories underlying their research, should consult original sources (primary sources). A primary source is the written or oral

account of a direct videotape or photographic recording of it (Welman and Kruger 2001:34).

Careful literature review reduces the chances of the proposed study duplicating work that has already been done on the issue under investigation. It helps to discover what others have learned and reported about the issues that the new study proposes to investigate. It familiarizes the researchers with other types of methodologies that have been used to study the issues and may provide convincing justification for why the proposed study is needed, Anyaegbuna et al (2004:74).

1.7   RESEARCH METHODOLOGY

This section presented the procedure that was followed by the researcher when conducting this study.

1.7.1   RESEARCH DESIGN

The researcher made use of evaluative research design. Both quantitative and qualitative research approaches were utilized in this study. A research design is a plan or blue print on how one intends conducting the research (Mouton 2001:74).

Neumann (1997:124) defines quantitative study as the inquiry into social or human problem based on testing a theory composed of variables measured with numbers analyzed using statistical procedures. Whereas qualitative study is an inquiry process of understanding a social or human problem based on building a complex, holistic picture,

formed with words, reporting detailed views of informants and conducted in a natural setting. The Mtubatuba residents were in a position to assess the viability of the Ugu project.

1.7.2 POPULATION AND SAMPLE

The target population of the study consisted of 20 Ugu staff. They were purposively selected. Purposive sampling permits the researcher to select a study population that has the characteristics which are to be investigated in the study.

1.7.3 DATA GATHERING METHODS

The following are data gathering methods used to collect data.

i   Documentary evidence

The researcher used documents of various kinds such as library documents, and other Ugu Foundation documents

ii   Unstructured interviews

Unstructured interviews provided the interviewees with the opportunity to take the discussion in whichever direction they chose. Such interviews are often more 'conversational' in that they are not directed by the interviewer and may choose topics which are completely unexpected (Desai, et al 2006:144).

1.7.4   DATA ANALYSIS

The analysis of data using a statistical package to determine the frequencies, percentages and relationships among variables was collected from open ended and close ended interviews.

1.8   RESULTS OF THE FINDINGS

It is hoped that the findings of the study would be disseminated in conferences, journals and also seminars and workshops.

1.9   DEFINITION OF TERMS

1.9.1   CAPACITY BUILDING

The term capacity building has become inseparable from the policy and practice or regeneration. It has been incorporated into European, government and local authority funding regimes and is strongly linked to partnership and community involvement policies. It is used to apply both to individuals and groups (Henderson and Thomas 2002:6).

1.9.2   COMMUNITY DEVELOPMENT

'Community development promotes the recognition, acquisition, maturation, and connection of community assets to benefit the whole. Fundamental to this approach is the belief that members of the community have the primary responsibility for decision-making and action. Community development produces self-reliant self-sustaining, communities that mobilize resources for the benefit of their members' (Homan, 2004:54).

Patel (2005:161) defines community development as the conceptualized broad umbrella concept referring to different intervention strategies that combines effort of the people themselves with government to improve the economic, social, cultural and environmental conditions of communities.

1.9.3 EMPOWERMENT

Asma (2003) in Van Wormem (2006:29) state that 'Empowerment entails an emphasis on the development and nourishing of strengths and positive attributes.' Working with others to promote change means more than you being a leader with a bunch of flowers. To be successful, one would need to work with others who are acting powerfully and in concert. People can come to feel more capable through the skills they acquire, but it is through their connections with others that they become more powerful, (Homan, 2004:10).

Selwan (2005:69) indicates that the use of the notion of empowerment is relatively new in the context of community development. In India it is relatively viewed as a way of an individual acquiring power from another individual or agency to look after his own interests. As a consequence of empowerment individuals are expected to voice their views and demands and also involve themselves in the process of fulfilling their needs. It is believed that power in the process of empowerment is provided or secured from outside.

1.9.4 POVERTY

'Poverty is defined by Patel (2005:240) as an interlocking and multidimensional phenomenon caused by lack of multiple resources such as employment, food, assets (housing, land), basic infrastructure (water, transport, energy) health care and literacy.'

Van Wormer (2006:132) indicates that the weight of poverty falls most heavily on vulnerable groups in every society-woman, the elderly, minority groups, and children.

1.9.5 RELATIVE POVERTY

Relative poverty exists when people may be able to afford basic necessities, but are still unable to maintain an average standard of living – would be able to be measured by comparing one person's income with the income of others (Kendall, 2006:229).

1.9.6 ABSOLUTE POVERTY

Absolute poverty has been defined as a condition in which people do not have the means to secure the most basic necessities of life-would be measures by comparing personal household income or expenses with the cost of buying given quantity of goods and services. The World Bank has defined absolute poverty as living on less than a dollar a day (Kendall, 2006:229).

Absolute poverty, which readily can be identified in a global context, involves a deprivation of resources that is life –threatening. The capabilities of the poor can only be

enhanced by addressing their deprivation in terms of education and health and also by addressing issues of the voices of the poor (Deacon, 2007:30).

1.9.7 SOCIAL DEVELOPMENT

'Social development is essentially a people-centered approach to development that promotes citizen participation and strengthens the voice of poor people in decision making and in building democratic and accountable institutions. Democratic participation is considered integral to the achievement of human development and is an end in itself' (Patel, 2005:30).

Homan (2004:55) indicates that social development strengthens what might be called the community social infrastructure. This involves expanding its network of relationships, improving interaction among its members, bringing people together to prevent or solve community problems, and promoting member contributions to the common goal. Taken together they all advance the health of the community by promoting its capacity to provide for its members and create conditions that enhance the quality of life.

Social development lays emphasis on improvement in the quality of life of the people especially those who are socially weak and economically vulnerable though institutional as well as structural changes in the society. It enables people and communities on the margin to participate in the development process (Selwan, 2005:132).

1.10 THE STRUCTURE OF THE DISSERTATION

This dissertation is organized in this way:

1. Chapter One: Introduction to the study

2. Chapter Two: Literature Review

3. Chapter Three: Research Methodology

4. Chapter Four: Data Presentation and Analysis

5. Chapter Five: Discussion of results, Summary of Findings, Conclusion and Recommendations.

CHAPTER 2

THE HISTORICAL DEVELOPMENT OF MTUBATUBA AREA

2.1 INTRODUCTION

This chapter deals with the historical development of Mtubatuba area in Kwa-Zulu Natal.

The chapter discusses the demographic profile of the area, its origin, population and

different social indicators that characterize people of that area (Mtubatuba Municipality

IDP Document, 2006).

2.2 MAP OF MTUBATUBA COMMUNITY

Mtubatuba community is situated in the north eastern part of KwaZulu-Natal. The area is

a KZ275 and falls under Umkhanyakude district. It comprises both rural and semi-urban.

Traditional leaders head one section of Mtubatuba community, while the other section is

under the leadership of the civic councilors. Mtubatuba community has varied service

providers such as: shops, banks, surgeries, Home Affairs Department, schools, clinics,

Social Development, post office, etc. Most people living in Mtubatuba community live in

self-built houses of blocks and mud, while some live in government subsidized houses.

The community has parks for children and adults although they are not enough. As a

result, children use roads as their open space to play except in rural areas.

For pedestrians and vehicles there is a tar road for the smooth transporting system.

There is a gravel road in rural areas. Infrastructure development is identifiable although still improving gradually. There are clinics, hospital, community halls, libraries, shops, sport fields, etc.

2.4 POPULATION INFORMATION

The population of Mtubatuba community is estimated at 98,197 people, which consists of people of all age groups. Permanent residents of Mtubatuba are about 94,311, while 2,432 are people who come for work and 1,454 people come from other provinces and countries like Venda, Ghana, China and Mozambique. They largely come to work, and the Chinese come in order to open their businesses. Their presence has a negative and positive impact. For example, Hines sells goods at a lowest price, that is good but on the other side this affects other entrepreneurs who are selling the same products at a high price because they lose customers.

The birth rate in this community is rather high more especially among the youth. At the same time the death rate is also high. Young children die and parents sometimes are left with their children.

2.5 HISTORICAL AND GEOGRAPHICAL INFORMATION

The establishment of Mtubatuba can be traced back during the KwaZulu Government. Kwamsane, for instance, was proclaimed as a township in 1963 and it was nearly developed to its full potential. In addition the land surroundings the general plan area of the town. Subsequently, the area became informal settled under the former KwaZulu

Government. The area is also under-resourced, in terms of physical infrastructure and services. The informal settlement requiring a longer process of agreement of formalize, which time span would not have addressed the essential need of urbanized people for access to housing and home ownership. In view of violence and disruption during the early years, both preceding and following the first democratic election in 1994, many families lost their homes and were forced to move in with their families and friends in Kwamsane.

The Mpukunyoni clan entered Zululand via the Ngwavuma river, out of Swaziland. Swaziland at that period was comprised of three different types of Bantu-Sutus, Ntungwa-Ngunis and Tonga-Ngunis. The Mpukunyonis, it is asserted, were 'not Sutus'. They must, therefore, have been one or other of the Ngunis types mentioned. Gravitating as they did towards the Mtetwas, Tonga-Ngunis-though we think more probably they were of the Embo variety, like the Ngwanes. Precisely what may have set the Mpukunyonis in motion, we can not say-it may have been the intruding Ngwanes; or the Mpukunyonis themselves may have been roaming along with the latter. Both movements, we take it, occurred about the same period, say c.1770. Upon reaching the Ngwavuma river, the Mpukunyonis found the Ntungwa-Nguni Tabetes already in occupation. These they drove further down stream and themselves in their country. Passing away down south, the Mpukunyonis divided into two sections. Of these the one, led by Mnyenyeza, settled inland of the emaNcwangeni, between Hluhluwe and Nyalazi rivers. They developed into an independent clan, called aba-kwa-Mnqobokazi; and there they flourished in peace until the ruinous advent of the Zulus. The Mngomezulus had had no difficulty in evicting these Mpukunyoni people from their Ngwavuma home; for they

were of a class with those unsophisticated folk whom Mabodla and his Mbonambis ejected from the neighborhood of St Lucia Bay-thy possessed no arms. Their neighbors in their new settlement, the Msanes-and probably the Nibelas too-were in the same plight. Whenever two of the parties came to logger-heads, which was often, their weapon was fire, which they used to great effect in burning down the enemy's homes and often times burning up the enemy himself within them.

Copyright Faye (1985:8),the other section of Mpukunyoni immigrants, headed by Cungele, son of Mdolombi, fonded the iNyalazi river and entered the territory already annexed by the Mtetwas, at that time ruled by Kayi, with whom they allied themselves .There they multiplied in peace and grew to be the aba-kwa-Mkwanazi clan. Now Cunge's son, Velana, became possessor of real iron axe (iZembe), a priceless acquisition in his clan. This, he used so skillfully as a professional hide-scraper, that established a reputation for himself; so much so that when Dingiswayo came to the throne, he promoted him to the position of headman over his kraal. Velana afterwards gave his life for his king in a fight between the Mtetwas and the Ndwandwes to the north. Malanda, Velana afterwards gave his life for his king in a fight between the Mtetwas and the Ndwandwes to the north. Malanda, Velana's son , was honored in after years by being given in marriage by Mpande that king's own full sister, Ntikili , who became the mother of Somkele, who in recent years deceased, passed on to his heir, the present chief, Mtubatuba, the one who is in charge of the Mkwanazi clan still clinging to their old homeland, Copyright Faye (1985:8).

Mdolomba

Cungele

Velana

Malanda

Somkele

Mtubatuba

Mtubatuba is gradually developing, although it is affected by crime, due to unemployment. Most of the youth are not working, but some of them do not just sit down and fold their hands waiting for employment. They have started their business, for example, they have opened various types' car washes. There are other projects such as art and craft projects which are income-generating projects. Women group themselves and are involved in craft-making, which they sell in their communities and also in their outskirts as well as to the tourists who come to visit the area.

The projects have opened more chances of job creation to the unemployed youth. All these are the social indicators of development around Mtubatuba.

2.6 PHYSICAL CHARACTERISTICS

Mtubatuba community has a fast increasing population density. Some land is used for low-cost housing projects, gardening, craft projects and car wash projects. These projects

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contribute to the development of the area. There are also community based organizations, which help people infected and affected by HIV/AIDS. Some people are self-employed they sell clothes and some have tuck-shops. Some are employed in hospitals, shops, Social Development, post office, police station, home affairs, restaurants and Local Municipality. The Mtubatuba residents are also helped by sugar cane farms owned by Whites, some are employed at Illovo Sugar Mill. There are also Mondi and Sappi forests which also provide job opportunities to the residents. These industries have a direct influence in the development and job creation exercise.

2.7 ECONOMIC SITUATION

There are various activities in the Mtubatuba community, which are meant for income-generation, since the rate of unemployment is high. There are community members who gathered together and form art and craft, nursery, birding, and gardening projects. For those people who are unemployed that is their way of getting money. For some who are self-employed, 55% of families have an income from R200-R500 a month. Another 20% of residents generate incomes between R500-R1000 a month. Another 25 % are those obtaining an amount of R2000-R15000 a month, are working as teachers in schools, nurses, bank, home affairs, Municipalities, Social Development offices, post office and in police stations , Mtubatuba IDP Document (2006:3)
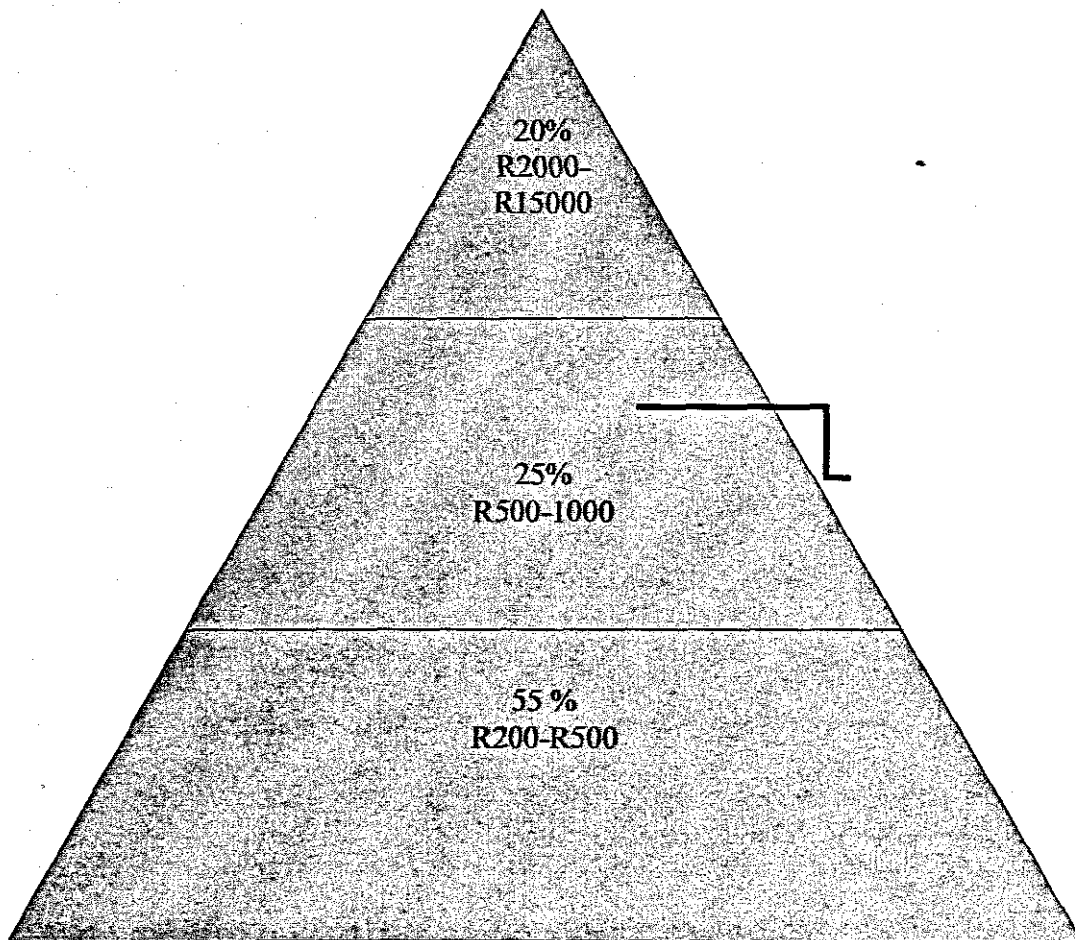
Illustration of the range of income for residents in Mtubatuba

2.8 SOCIAL SITUATION

In Mtubatuba, there are five high schools and six primary schools. There are two private primary schools. Parents take their children to schools which suit their pockets. There are also two multiracial crèches and three crèches which are used by indigenous Africans. There is, however no tertiary institution in the area.

2.9 RELIGION

There are different religions in the area. The dominant religion is Christianity followed by the Nazareth church (Shembe).

2.10 WELFARE

There are two Social Development offices, one at Kwamsane and the private Social Welfare is in town. Although this is not enough because some come far from rural far areas, where instance Social Welfare offices is not accessible to them. There is also an Africa Centre, which is a non-governmental organization which is funded by the donor funders. The organization makes house to house visits conducting research on HIV/AIDS. It provides voluntary counseling and testing. There are testing stations in different areas (izigodi). There are also community-based care organizations and community health workers as well as non-profit organizations. These help those who are infected by HIV/AIDS and who cannot bath nor feed themselves.

2.11 MANAGEMENT BODIES

Management bodies in Mtubatuba include the Municipality and traditional leaders' buildings. The Municipality renders services to the community through the councilors with the help of the development committees. The traditional leaders and the Municipality work together in improving people's lives.

2.12 MUNICIPALITY MANAGEMENT STRUCTURE

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                    ┌─────────────────────┐
                    │  Municipality Mayor │
                    └──────────┬──────────┘
                               │
                    ┌──────────┴──────────┐
                    │    Municipality     │
                    │      Manager        │
                    └──────────┬──────────┘
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│ Technical │ │ Corporate      │ │ Community        │ │ Finance        │
│ Service   │ │ Service        │ │ services         │ │ Manager        │
│ Manager   │ │ Manager        │ │ Manger           │ │                │
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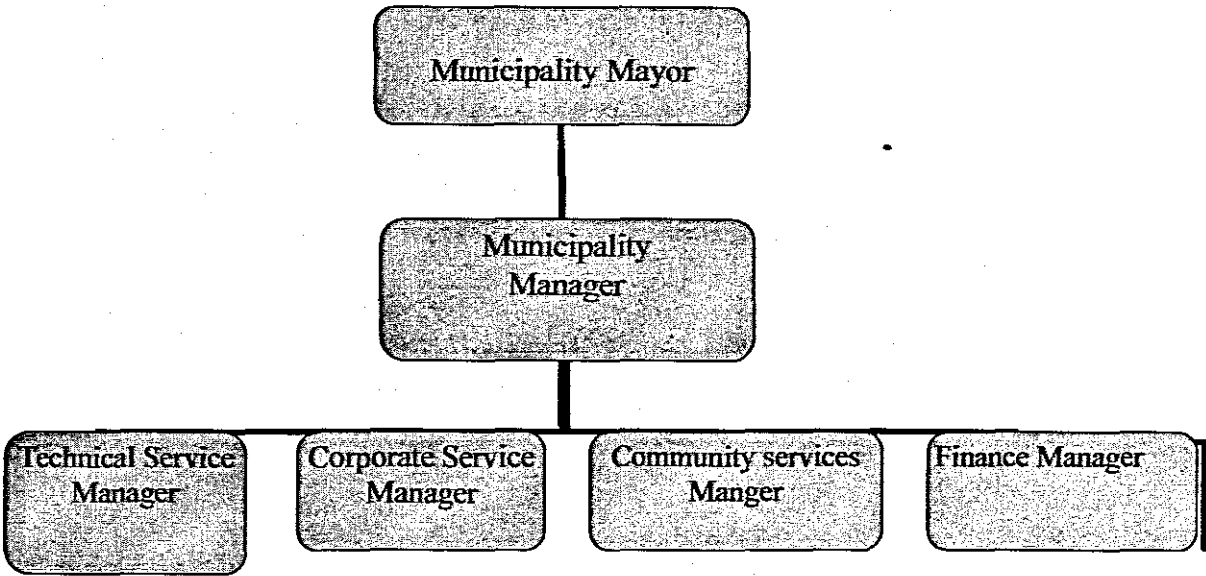
The councilors and development committees work jointly for service delivery to the community.

2.13 THE MUNICIPALTY COUNCIL

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                    ┌─────────────────────────┐
                    │  Municipality Mayor     │
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        ┌───────────────────────┼───────────────────────┐
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│               │      │               │      │               │
│     WARD      │      │     WARD      │      │     WARD      │
│  COMMITTEE    │      │  COMMITTEE    │      │  COMMITTEE    │
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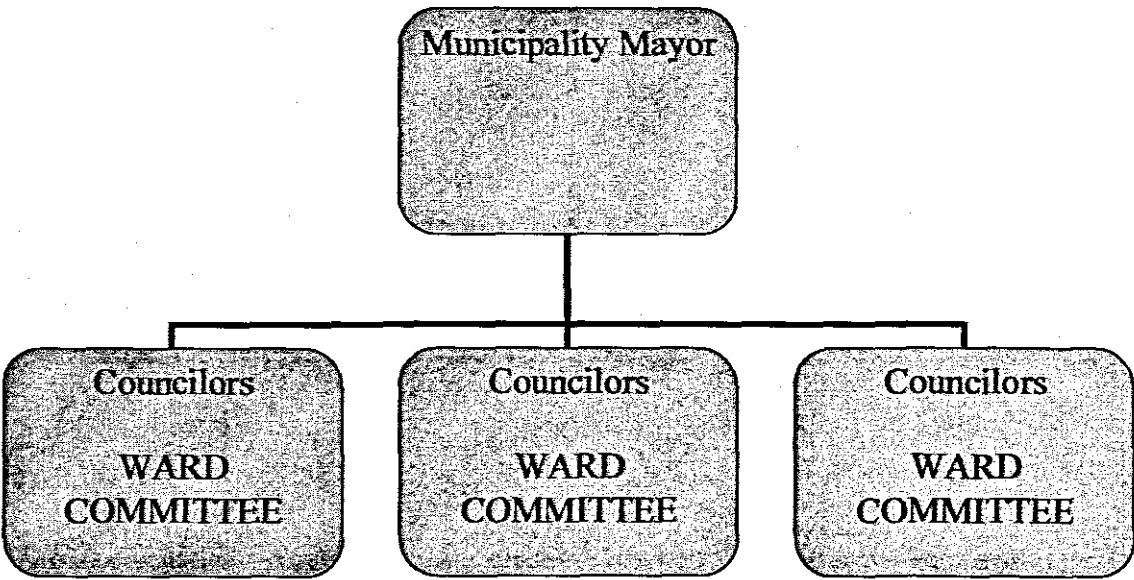
2.14 TRIBAL AUTHORITY MANAGEMENT STRUCTURE
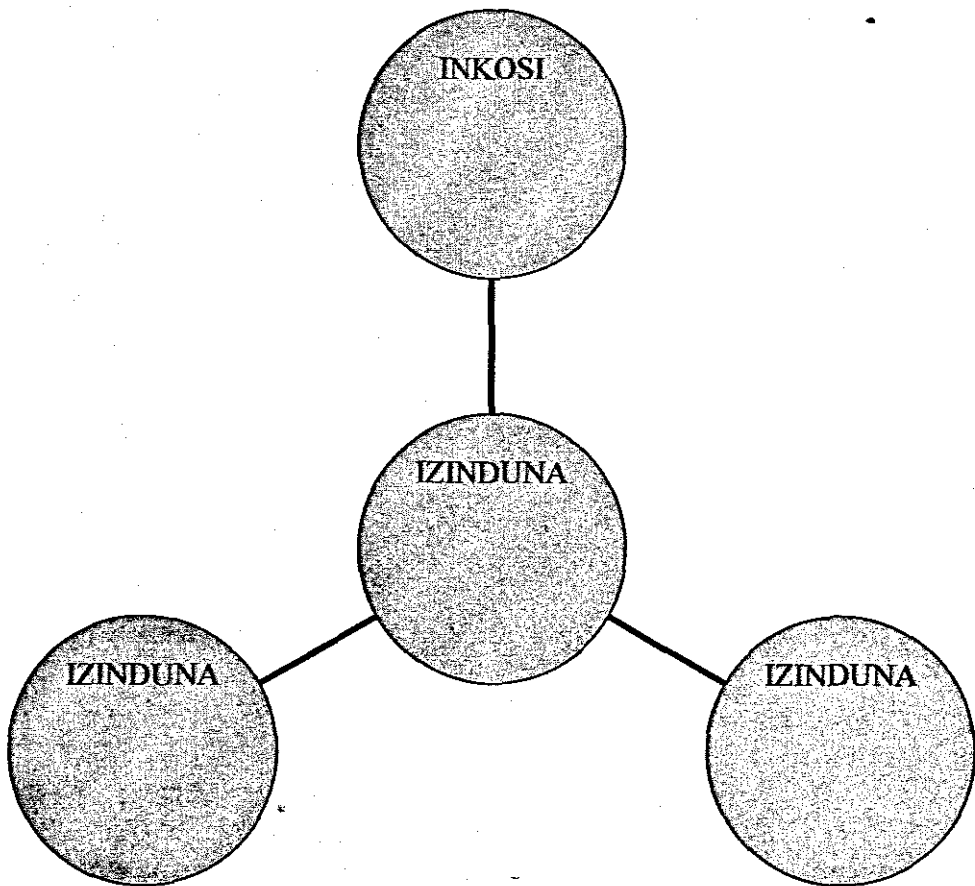
2.15 GOVERNMENT DEPARTMENTS

Different government departments are available which make life easier for the residents. For example, these include are the Department of Health, Correctional Services, Social Welfare Development, Transport, Home Affairs and the Department of Local Government.

2.16 POLITICAL PARTIES

Mtubatuba comprises different political parties, which work together towards community development.

2.17 MODE OF TRANSPORT

The mode of transport is through taxis, buses, vans and ventures. The staff working in schools and learners usually uses commuters and vans. Some use their private cars.

2.18 TELECOMUNICATION

There are a considerable number of people who use cell phones, vodaphones as well as land line telephones. The means of communication prior to all this was through mails and telegrams.

2.19 HOUSING

There are self-built houses in town and in townships. There are also rental houses and low cost housing for those who cannot afford to have their own shelter. These houses are largely provided with water and electricity.

2.20 SUMMARY

Mtubatuba is both a semi-urban and rural area, where there are two leaderships in the area. That is the Local Government and Traditional Leadership. The community is gradually developing socially, economically and at institutional level. As a commercial centre there is also a relative expansion in this area.

2.21 CONCLUSION

The chapter has described the location of the study and the activities of the place. The next chapter will discuss Ugu Community Foundation and its role in the upliftment of the Mtubatuba community.

CHAPTER 3

IMPACT OF UGU COMMUNITY FOUNDATION IN UPLIFTING THE COMMUNITY OF MTUBATUBA

3.1 INTRODUCTION

The legacy of poverty has its roots originated from the apartheid era. The extent and prevalence of poverty has challenged the government and its citizens to respond to the situation, through taking the initiatives towards combating it. Various strategies have been put in place as the means to respond to the thorny phenomenon of poverty. The paradigm shift from providing services to participation in social development emphasizes that the individual should be directly involved in all the efforts aimed at their economic upliftment.

One of the most enduring legacies of the twentieth century is the policy of land dispossession pursued by successive White South African Government. Unequal land ownership patterns were instituted through successive Land Acts in 1913 and in 1936 and consolidated in Bantustan system of the latter half of the twentieth century. The consequences is that by the end of apartheid period, 14% of the land was given to Black occupation, mostly under communal system of tenure, and 86% of the land was dedicated to white commercial farms, national parks, forests, reserves, military ranges and other uses Nelson Mandela Foundation, (2005:133).

'In South Africa the emergence of industrialization in the 18 century forced people to rush to the mining towns which led to accelerate urbanization and related socio-economic problems, with poverty as one of its most outstanding consequences. The Second World War in the twentieth century aggravated the problem of poverty among the wide sections of population. Farms and property were destroyed and many Blacks and White died,' Potgieter (1998:20).

During most of the apartheid era 1948-1994, there was a high economic growth, especially in the 1970s. As a result, roads, high rise buildings, airports and universities were built. But this growth was achieved at the cost of exploiting Black people. In many industries like the example of gold mining, job reservation laws forced Black workers into lowly-paid, unskilled work, with the result that White-owned industries made a great profit, only in 1980s, when the free world imposed sanctions on South Africa because of apartheid. Only then did economic growth decline (Development Studies Module, 1999:6).

The Afrikaner-ruled government came into power in 1948 and endorsed apartheid laws and policies and it moved towards a system of institutionalized racial discrimination (Potgieter, 1998:21). The system of separate development brought about an unfair distribution or resources and provision of employment opportunities. Blacks were exposed to the lower level of the economy and held down in unskilled and semi-skilled

occupations. This was an organized phenomenon of poverty which catalyzed the existing exposition of poverty among the Black communities.

This is also confirmed by Fox (2004:101) that the first democratic government was faced with numerous challenges. It was realized that the ultimate goal of any country should be the advancement of the general welfare and peace of its people and that, in a developing and transforming country of South Africa. This could only be achieved through the promotion of sustainable development.

Causes and expressions of poverty, as well as strategies to overcome poverty, may vary between women and men. It is therefore important to include the perspectives of women as well as those of men in a poverty analysis. Gender inequality usually has its roots far removed from the immediate life situations of poor people and beyond their control. Therefore, measures directly targeting poor women and or men are not enough. Measurers that affect both direct and indirect gender-poverty linkages are required. This includes supporting gender inequality in political participation, representation and decision- making Mikkelsen (2005:226).

The focus of the new democratic South Africa would have to be developmental and would also have to redress past imbalances.

It is indicated that globally, 1.2 billion people are in extreme poverty. Progress with poverty reduction in the last decade has been slow. The rate of poverty reduction in 1990-

1998 was less than one third of what is needed to halve the extreme poverty during 1990-2015 (Rural Poverty Report, 2001:1). This is also supported by Patel (2005:51) that poverty remains one of the greatest challenges facing Southern African countries.

Generally, women, racial minorities, rural people and people with less education are more likely to be poor in any given society. Some anthropologists researching other parts of the world have come up with the answer that culture and poverty are linked, that some people are perpetually economically disadvantaged because, somewhere along the way, they assimilated poor values that handicap their ability to improve their lives. The war on poverty was not so much lost as abandoned. Today attitudes towards the poor are ambivalent. Many people feel that the government should strive to combat poverty. However, many others hold the view that government assistance for the poor is undeserved because they judge poor people to be naturally lazy or incapable (Tepperman, 2006:9).

Tapperman (ibid) further states that there are people come from poor families, or poor neighborhoods and they have grown up in poverty. Often, as in the case of Black or Native Americans, the initial poverty arose out of every unequal treatment, due to racist attitudes. However, people have grown used to living in poverty, and it is now very hard for them to extricate themselves from it. Children born into poverty are more likely to grow up to be poor adults, owing to lack of family connections, social capital, and education.

Social development services for women are another priority. This derives from the premise and concern that the inequality that exists between men and women and women in South Africa is deeply entrenched and has characterized South African society for many decades. Women are subject to discrimination, exploitation and violence despite the constitution, which affirms the democratic values of human dignity, equality and freedom. An unprecedented effort is therefore required to ensure that the status of women is elevated to protect their rights speed up gender equality.

3.2 DESCRIPTION OF THE PROJECT

Ugu Community Foundation is an emerging Non-Profit Organization (NPO), which was established in 2002 and is based at Mtubatuba, in the Northern part of Natal, South Africa. The Foundation aims at uplifting the communities surrounding the Greater St Lucia Wetland Park, though there are various projects which are mostly aimed at poverty alleviation through education, training and marketing skills.

Apart from the Ugu Community Foundation others are as follows: Mtuba Art, the aim of which is to market and sell art work created within the boundaries of the Mtubatuba Municipality, Nyalazi birding route is aimed at creating jobs within the birding section of the tourism market through creating numerous birds hides at strategically located sites along Nyalazi River, Manukelana Art and Nursery is a community tourism development project aimed at the Dukuduku Forest from destruction, lastly Mtuba 4 u is an internet marketing company based in Mtubatuba, which aims at creating local an

international awareness on things happening around them. All these projects are aimed at alleviating poverty through creation of jobs within the tourism industry.

3.3 CHARACTERISTICS OF POVERTY

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

a. Unemployment

Unemployment is a serious problem in the context in South Africa. This factor generates all the other factors that constitute poverty to individuals, groups and communities. The social Welfare annual statistical Report indicates that unemployment in South Africa is very high and is of a structural nature mainly due to misallocation of resources in the apartheid economy. The unemployment rate is estimated at 30% but goes up to 55% for the poor South Africans.

Even though job creation is a high priority in South Africa, the rate at which jobs can be generated is limited by an overall economic consideration, the shortage of skilled workers and the high unemployment rate among the unskilled. This is where social development has to play a major role.

Women, disabled and the youth are seen as the major groups at risk of unemployment with the majority of Black men employed in unskilled jobs. This is also supported by

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Gains and Directors (2004:72) that poverty and inequality are primarily symptoms of exclusion from employment, from education and from the economy. The twin drivers of transformation, economic growth and redistribution, should be effecting a reduction in poverty and narrowing inequality (Gains, et al 2004:72).

b. Illiteracy

Training methodologies used in rural development frequently do not effectively transfer knowledge and skills to rural people who have low levels of illiteracy and little profiency in formal education process (Anyaegbunam, et al 2004:9).

Communication for Development ensures that information from development agencies is packaged in ways the people will find attractive, understandable, useful and relevant. In the same way, it also enables the people to transmit their perceptions and knowledge in ways that will be comprehensive to development agencies.

The United Nations estimates of illiteracy indicate that at present there are 814 million illiterates in the world. The majority of these are in the developing countries and approximately 62 percent are women. A recent estimate of illiteracy in Zimbabwe showed that at least 40 percent of Zimbabwean adults are illiterate, while 15 percent are semiliterate. The reason for this contention is that there are more illiterate women than men and this may relate to cultural values. People say that illiteracy is not a problem because people can live, have children, and earn an income without being literate. This may be true, but it is the quality of life that is important.

Illiteracy is a strong contribution factor to women's poor self –image and lack of social status, as well as poor family health conditions and limited income-earning capacity. The illiterate woman cannot share, as her educated sister may, in financial decision making at home. She is not only ignorant of issues but unable to plan expenditure; she becomes a victim in her home, condemned to minor role (Grewal, et al 2006:304).

c) Culture

Certain types of culture restrict   people, prevent them from achieving their potential, and hence act to keep their members-groups, or even whole societies-in poverty. The counter argument reverses the direction of causation: It says that people who are poor learn to act in ways that are adaptations to their poverty (Tepperman et al, 2006:9).

The culture of poverty theory implies that people in poverty remain there and that the children of poor families themselves stay poor. Of those who were poor as children, nearly half do not remain poor in adulthood. It may also be instructive to look at social barriers that prevent poor people from escaping their poverty, such as the poor quality of schooling in low income neighborhoods, the lack of money for college education, racism and discrimination that place certain individuals at a disadvantage compared to others (Tepperman, et al 2006:13).

3.4 THEORETICAL FRAMEWORK

Statistics in 1997 showed that 56% of KwaZulu-Natal's population lives in rural areas, 55% of rural dwellers were women and 76% of the poor in KwaZulu-Natal lived in rural areas, (Integrated Rural Development Policy, 1997). There are no employment opportunities in the rural areas as they are very remote from modern economic development.

Economic development is concerned with the production of goods and services for generating and distributing financial wealth. This includes increasing the diversity and number of jobs or other income producing activities.

Development studies module 1 (1999:90) indicates that small rural projects try to help people in rural areas by giving them a chance to earn money from something other than farming. Examples of such projects are brick-making, tree planting, weaving and other crafts. This is because these are incoming–creating jobs, and they help to alleviate poverty in the rural areas and to stimulate further growth.

This also tallies with Frank (1999:8), when he indicates that having alternatives for income generation can make the difference between minimally viable livelihoods and destitution.

The Community Development Model

Though the selection of any organizing model should be geared to the immediate situation and the goals and organizational needs of the group intending to take action, a community development orientation provides for the continued strengthening of the community, promoting conditions for greater health and reduced vulnerability.

Elements of Community Development

Build on Community Assets

Resources are what a community has for itself. Problems or unmet needs can be springboards to action but action occurs through the use of resources. The simple act of recognizing assets gives a community a sense of confidence and willingness and some energy to take action.

Increase in Skills of Individuals

Change agents purposely teach media relations skills, fund-raising skills, group meeting skills, computer skills, and a host of their important skills to increase the confidence of the community in addressing future situations with competence (Homan, 2004:55).

Homan (2004:55) further indicates the importance of connecting existing resources. Any project requires the assembly of resources, and it is rare to find them all in one place. Any enterprise in a community, public, private, profit or volunteer, is a resource. So is water, trees or parcel of land. Whenever one connects resources one creates investors, one

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extends ownership and participation in the project, broadening its base support (Homan, 2004: 56).

Unemployment is still many ways seriously affecting rural households and they find it difficult to provide basic needs such as food, clothing and adequate shelter.

They find it difficult even to pay for the schools fees or to further their children's education in tertiary institutions. For example, adult basic education and training programs should give special emphasis on women trapped in the rural areas.

Campaigns and information should also open up wider range of learning opportunities and choices for women which in turn should lead to a wider range of income generating forms of employment. While poverty and employment might seem incompatible, there is no shortage of available explanations for the low wages of the working poor. Predominant among these is that the poor are under educated, inexperienced, under skilled, geographically handicapped and trained in the wrong occupation.

The poverty of education in rural areas is integrally linked to inadequate employment, infrastructure, nutrition and health and entertainment of the rural poor and vulnerable groups in rural areas (Nelson Mandela Foundation, 2005:132).

It is widely accepted that women make up a large proportion of the very poorest people. United Nations Development Fund for Women websites states:

Women are still the poorest of the world's poor, representing 70 percent of the 1.3 billion people who live in absolute poverty. When nearly 900 million women have income of less than $1 a day, the association between gender inequality and poverty remaining harrowing reality (Sweet man, 2000:48).

In the past there were many barriers against the employment or promotion of women. Men were seen as 'breadwinners' who had to support a family, so that women should not compete for men's jobs. Ideas about different skills and abilities of women and men led also to the idea that there were jobs women could not do. Even as recently as twenty years ago, it was common for women to be paid less than men for doing the same work, and for women seeking promotion to be told they were not eligible for high-position employment. In reality, women also had to support families, but social assumptions overlooked this. Women, it was thought, would not be able to give the same attention to difficult or complex tasks because of their responsibilities to their spouses and children. And in any case, if women's abilities were different, women would not be capable of the sustained concentration required for high performance jobs (Tepperman, 2006:154).

Gray (1998:67) indicated that for development of groups or project, certain skills are needed in the upliftment of the project. Interpersonal skills to improve verbal and non-verbal communication encourage leadership and enhance human relations. Skills in using resources to gain through knowledge of project resources and to learn to interact with other resources and to achieve maximum benefit from all available resources.

Administrative skills, financial skills, fundraising skills and marketing skills are important in improving the functioning of the project for the betterment of their lives as a

community. Providing quality training to workers has been a conspicuous failing of many rural development programs. Training must be prioritized in current and future programmes, and should be equitable and available to all project workers.

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

This is also supported by United Nations Development Program (2003) in Popenoe (2006:232) when he emphasizes that education is fundamental to reducing both individual and national poverty. As a result, school enrolment is used as one measure of human development. Although school enrolment has increased at the primary and secondary levels in about two-thirds of the lower income regions, enrolment is not always a good measure of educational achievements because many students drop out of school during their elementary school years. The adult literacy rate in the low –income countries is about half that of the high income countries, and for women, the rate is even lower. Popenoe (2006:232) further states that women constitute about two –thirds of those who are illiterate: There are approximately 74 literate for every 100 literate men. Literacy is crucial for women because it has been closely linked to decrease infertility, improved child health, and increased earnings potential.

Capacity building and training are key to achieving sustainability of regeneration and other programs. Within regeneration programs, the transmission of skills, delivered through neighbourhood learning centres and other forms of outreach within a framework of lifelong learning, is recognized as being of central importance. The idea of capacity building links to the basis of good practice. On the other hand, it is concerned with the building of confidence and skills of local people, especially those who are most discriminated against: members of Black and minority ethnic groups, women and people with disabilities. On the other hand, it is focused on the strengthening of local organisations and the development of networks. There is widespread recognition that all stakeholders need to develop the capacity to work with each other (Henderson and Thomas, 2002:8).The researcher observed that training plays a critical role in the sustainability of the project, because when people are not trained on what they are doing they are likely to fail, institutional and technical trainings are of critical importance.

Fox (2004:127) also states that communities should have support for what they are doing. Every one within a particular community should strive towards a common goal. If there is no support, it could lead to delays and even failures. He further states that the Dassie preschool project has had astonishing support, e.g. 25 members of the community donated R5 each per month; a community member that uses his own resources maintains a vegetable garden and the staff of another school donated money and clothing for the children. All effort at this school are on a voluntary basis, without any payment. This indicates the importance of working together and provides support for each other for the sustainability of the projects.

In the same vein, the Reconstruction Development Program calls for the meeting of the developmental needs of women particularly in the rural areas. The focus of community development programs in the welfare field would be on facilitation of capacity building and economic empowerment programs. Initiation of community development aimed at providing employment to local communities through community-based, community owned public works programs, and non-organization project. This involves the setting up of community based income-generating projects.

Community economic development is based on the concept of developing community self-reliance, through human resource development and skills enhancement. The central objective of this strategy is to alleviate poverty, by improving the capabilities of particularly the disadvantaged communities to create sustainable livelihoods for themselves. Community economic development focuses on combining employment training and mentoring and human services and enterprise development, to enhance access to, and creation of jobs, ultimately resulting in self-sufficiency for disadvantaged communities. Communities take control over such economic opportunities and challenges, and provide local and appropriate responses Reddy at al (2003:182).

Since 1997, the Department of Social Welfare has administered more than R563 Million, providing support to over 36000 community-based projects.

The poverty-relief program targets vulnerable group includes women, children, the youth, the elderly and people with disabilities. Community organizations like Ugu community foundation use poverty-relief funds to generate income, by selling surplus produce. Community development is widely recognized in social work and the social service professions as the intervention strategy most suited to addressing poverty, community participation and empowerment and economic development (Patel, 2005:161).

As a consequence of empowerment, individuals are expected to voice their views, demands and also involve themselves in the process of fulfilling their needs. It is believed that empowerment is provided to these groups or secured from outside. Contrary to this general view is another view that power involved in the process of empowerment lie outside these individuals.

Checkoway in Selwan (2005:70) rightly brings in the community in the process of empowerment along with individuals. His intention is 'There is always another person or community that can become empowered. However, the key is for the people to recognize the act upon the power or potential power that they already have.' Here he lays emphasis on the fact that both the individual and the community have untapped potential power which need to be unleashed through the process of empowerment. He views empowerment as a multilevel process. Empowerment includes individual involvement, organizational development, and community change. Individual involvement refers to participation of a person in decision -making. Community change refers to the impact of involvement in the community.

The Rural Poverty Report (2001:8) indicates that poverty reduction among the rural poor would require increased support from government's aid agencies, for farmland redistribution to poor communities, households and women. This is also emphasized by Rick de Sagte (2002:15) when he indicates that a successful process of poverty eradication is only achievable through co-ordinated government strategies and action, where other policy areas must be included.

The new concept of ensuring women a fair stake in economic development carried with it the earlier ideas of legal equally, education, employment and empowerment. With the move towards developmental social welfare approach, empowerment and capacity building have become the two most important components of community work intervention. Empowerment and capacity building are closely related concepts within an empowerment management paradigm.

According to the White Paper for Social Welfare (1997:14) empowerment denotes the full participation of people in the formulation, implementation and evaluation of decisions determining the function and well-being of society. Individual, organizational or community empowerment depends on the expansion of abilities, knowledge and skills through capacity building. Empowerment programs need to be evaluated and measured in terms of the extent to which people have been involved in the process. The degree to which management structures are representative of constituencies and progress towards capacity building needs to be fully entrenched in such programs.

Development is about men and women becoming empowered to bring about positive change in their lives, about personal growth together with public action, about both the process and the outcome of challenging poverty, oppression and discrimination and about the realization of human potential, through social and economic justice (Eade and Williams, 1995:9).

Rural communities need to be empowered, so that they would be able to initiate their programs to fight poverty, discrimination and oppression, most especially women.

Homan (2004:10) states that empowerment of those participating in a change effort depends on five factors:

i   Personal interest or investment in the project which is a feeling of being an important part of things;

ii   Belief in the possibility of a successful outcome;

iii   Development and recognition of individual and group resources;

iv   Opportunity to take action and to make meaningful contributions and

v   Recognition of common interest and common risk taking.

Since early development, the program had ignored women as economic actors and dealt with women only in their reproductive role, and only as mothers, not as women (Vissanatan, Duggan, Nisonoff and Wiegesma, 1997:39).

The developmental welfare policies proposed that the community development approach be used to re-orient service delivery from treatment model to a developmental welfare service model. This was to be achieved through the application of a range of community development interventions such as the planning and development of community –based services and community care, self-help and mutual aid, community education, building of local institutions, economic development, and civic engagement through participation in volunteerism and social relief and advocacy.

The reduction of poverty has been placed at the centre of global development objectives along with other human development objectives to improve people's lives through expanding their choices, freedom and their dignity. Many countries have developed poverty reduction strategies, which are overarching macro strategies implemented by different social and economic sectors in collaboration with the private sector and civil society (Patel, 2005:276).

This also tallies with Henderson and Thomas (2002:10-11), where people involved in community development have had to learn how to combine the neighbourhood approach with support for communities of interest operating across much larger areas. Support for communities of interest applies especially to work with women, members of minority ethnic groups and disabled people. It also includes social firms and cooperatives.

The government has made effort to establish projects in order to assist people generate and income. Flagship programs for example, are one of the projects designated to alleviate poverty.

Patel (2005:260) indicates that power relations between project participants created difficulties for the successful management of the projects.

The successful project appeared to have increased ownership of the projects and impacted positively on the sustainability. The program was designed to empower women through providing business and life skills, opportunities for employment and support services for children, whilst women engaged in produce activities.

The first White Paper on Reconstruction and Development refers to economic gender discrimination such as employment discrimination in public works projects, unpaid labour, and credit constraints for women with limited collateral and insufficient resource allocation to children and education. The government intended to redress these inequalities by improving opportunities to benefit women Deegan (1999:83). By developing specific targets, the role of the women is seen against the gender imbalances that prevail in many developing countries and is incorporated into a network of objectives to ensure sustainable development (Fox, 2004:142).

Until recently, researchers, who were usually men, ignored women's knowledge, considering that because they were less educated than men and had less power, they had little to contribute to an understanding of local knowledge. Nowadays, however, women are increasingly seen as keepers of traditional knowledge, protectors of biodiversity and

as having distinctive and special information about their environment. Despite this relatively recent appreciation of women's special knowledge, it is often very difficult t tap into this knowledge. Even when women are included in community–level decision-making they have often seen as token representatives on committees with passive role and few real responsibilities (Desai, et al 2006:45). They further indicate that in some countries women are not used to being asked their opinions. This is particularly true when women are less well-educated than men and are allowed less mobility.

The importance of literacy and education for women in business is impossible to overemphasize. Illiteracy limits women to working at the lowest level of the informal sector. Development interventions need to focus on education as pre-requisite to entrepreneurship, Sweetman (2000:75). He also states that in Southern Africa, as in other parts of the world, poverty is suffered more acutely by women and children than by men, since they are marginalised from decision-making and resources in all parts of society. Economic independence has, together with education, been identified as key to the emancipation of women and to national development.

Fox (2004:95) also indicated that a strategy to ensure development capacity should include or take cognisance, among other things the human resource capacity required to identify, implement and sustain projects, the physical capacity to implement projects in accordance with the location within which implemented projects are set to take place, e.g. availability of land suitable for industrial or agricultural purposes. The infrastructural

capacity to transport material, products and commodities among consumers, intermediaries and manufactures.

Different legislative and policy guidelines administered by central government that could play a role in capacity building e.g. in the case of South Africa, the skills Development Act. Capacity building is not an end in itself. It means it is focused towards attaining a particular objective, in this case sustainable development. For this, projects implemented to succeed the project members should be capacitated. Education and skills development are encouraged, as many communities do not have that capacity to achieve the objectives, communities need to increase their skills, and this could can be done through for example, capacity building training programs.

Nowadays, the government sets up development programs, which start from the community. Grassroots projects are more likely to succeed because the local communities feel that the project belongs to them and it gives them the opportunity to control their own lives. Such projects involve self–help programs, with people identifying their own needs, and government trying to help them with training and assistance (Development Studies Module 1, 1999:93).

The South African Year Book (2006/2007:511) indicates that eradicating poverty is the highest priority in government effort to build a better life for all. In addition to providing social assistance, the Department of Social Development also manages the poverty Relief program. This program aims to assist communities in a range of developmental projects.

The Independent Development Trust (IDT) has been contracted to provide implementation support of these projects. The program entrusts state resources to communities to enable them to undertake and dictate development for themselves by themselves.

The program emphasizes access to economic opportunities to specific targeted groups and the establishment of local structures able to identify own and manage the ongoing implementation of development initiatives in the community. The program focuses on the following:

i   youth development

ii   Women's cooperatives

iii   HIV and AIDS

iv   Food security

v   Older persons

vi   Social assistance

Sweetman (2000:45) indicates that Western nations have pledged to achieve the following international development targets to end absolute poverty by the year 2015:

To halve the proportion of people living in extremely poverty;

To achieve universal primary education in all countries and

To demonstrate progress towards gender equality and the empowerment of women by eliminating gender disparity in primary and secondary education by 2005.

May (1998:8) believes that access to quality employment is an essential way of achieving sustainable livelihoods, which in turn is a crucial means of reducing poverty and inequality. Poor people face the problems both unemployment and the low quality of jobs which they otherwise occupy.

Patel (2005:276) indicates that despite some achievements, the poverty reduction programs nationally have not been considered to be a success especially programs with economic empowerment focus. An evaluation of 204 projects conducted by the Kagiso Trust in 2001, found a few successful projects but most of the projects were under-performing. Whilst some jobs were created, food aid was facilitated and skills developed, the economic development project was less successful. Many participants did not earn an income because the projects did not generate any profits.

Fox (2004:126) emphasizes that financial control is imperative if community projects are going to succeed. This was indicated by Frank (1999:8) who argued that 'Having alternatives for income generation can make the difference between minimally viable livelihoods and destitution.'

Anyaegbunam et al (2004:7) believe that many rural development projects fail because the co-called beneficiaries do not truly participate in the assessment of needs and identification of problems to be addressed by such efforts. Rural people's perceptions of problems and solutions are often overlooked, while their storehouse of information, experience and analysis is usually neglected. Rural people are thus regarded as mere

recipients, rather than as the actual creators of change and progress. This results in incomplete and inaccurate analysis of problems, and incomplete and inaccurate identification of solutions, frequently leading to poor program planning and formulation.

3.5 UGU COMMUNITY FOUNDATION IN MTUBATUBA

In meeting the needs of the community the Department of Local Government has a local economic program, which aims at designing and creating employment and economic growth with the aim of alleviating poverty. Municipality Local Economic Development (LED) initiatives and projects is the way of improving links with government's other households, social and economic-infrastructure programs (South African Year Book, 2003-2004:352).

This program aims to develop the economies of local areas by using the resources, ideas and skills of the people living in the area. Each Municipality has a local economic development program to address those needs and opportunities in a way that involves the people who live in the area. For instance, people who formed Ugu Community Foundation are from the local area of Mtubatuba, who are being assisted by the Municipality.

Ugu Community Foundation is an emerging Non-profit Organization, based in Mtubatuba. The Community Foundation aims at uplifting the communities surrounding the Greater St. Lucia Wetland Park through various projects which are mostly aimed at poverty alleviation through education, training and marketing the skills of the local

people. The members among the project constitute the management committee. There is a chairperson and her deputy, the treasurer, the secretary and her deputy, and two additional members.

The projects run by the Ugu Community Foundation are, among others, Tuba Art, whose main aim is to market and sell art work created within the boundaries of the Mtubatuba Municipality, Nyalazi birding route, which aimed at creating jobs within the birding section of the tourism market through creating numerous bird hides at strategically located sites along the Nyalazi River, Manukelana Art and Nursery it is a community tourism development project aimed at protecting the Dukuduku forest from total destruction. Lastly is Mtuba 4 u which is an internet marketing company based in Mtubatuba. It aims at creating local and international awareness about what is happening around them and abroad. All these projects which form part of Ugu the Community Foundation are aimed at alleviation of poverty in the Mtubatuba community.

This is supported by the study that was conducted at Kwa-Hlabisa (Mtubatuba) that people around these areas make the living from handcraft. In other areas of Hlabisa, women are holding the fort. Women are involved in poverty alleviation programs such as sewing, handcrafts and beadwork because according to Ndwandwe, 'it is women who are faced by hungry children' Ndwandwe says,' The women from this side are illiterate' (Onimode, et al 2004:13).

CHAPTER 4

RESEACH METHODOLOGY

4.1 INTRODUCTION

Neumann (2000:190) defines research methodology as a plan of action to measure variables of interest. The aim of this study is to establish the effectiveness of the Community Foundation in job creation in Mtubatuba.This chapter discusses the major components of the methodology of the study. These include the research design, the sampling procedure tools of data collection and the methods of data analysis.

4.2 RESEACH DESIGN

A research design is a plan according to which we obtain research participants (subjects) and collect information from them (Welman, et al 2001:46). A research design provides an answer to the question of 'what are the means which I shall use to obtain the information I need' (Mouton and Marais, 1985:38).

Fischer et al (2002:45) state that the objective in selecting a research design is to minimize possible errors and bias by maximizing the reliability and validity of data.

This study uses evaluative design because it assesses the effectiveness of the program in alleviating the poverty around Mtubatuba community.

Tripodi (1983:1) defines evaluative research as the application of the research methods to the production of knowledge that is useful in appraising the effectiveness of the technologies and programs. Evaluative researcher should thus understand the setting and socio-political context of the research target.

Clarke (1999:2) indicates that evaluation is presented as a form of applied social research. The primary purpose of which is not to discover new knowledge, as is the case with basic research, but to study the effectiveness with which existing knowledge is used into inform and guide practical action. The most important purpose of evaluation is not to prove but to improve. Similarly, according to Weiss (2006), evaluation, unlike the basic sciences, does not aim for 'truth' or certainty. Its aim is to help improve programing and policy-making. An evaluation examines a program from a number of different perspectives and looks for casual linkages between program activities and outcomes.

Farley et al (2006:145) indicate that evaluation research is one of the newer methods. This is an approach to assess effectiveness in social work, particularly social programs designed to improve the welfare of people. Weiss in Farley et al (2006:145) suggests that in evaluation research 'the tools of research are pressed into service to make the judging process more accurate and objective. In its research guise, evaluation establishes clear and specific criteria for success. It collects evidence systematically from a representative sample of the units of concern. It usually translates the evidence into quantitative terms, and compares it with the criteria that were set. It then draws conclusions about the effectiveness, the merit, the success, of the phenomenon under study.'

4.3 POPULATION

The research population comprises women who participate in the Ugu Community Foundation in Mtubatuba. Welman & Kruger (2001:46) define population as the study of object, which may be individuals, groups, organizations, human product and events, or the conditions to which they are exposed.

4.4 SAMPLING PROCEDURE

The study depends on the data that has been obtained from samples. According to Fischer et al (2002:62) 'a sample can be thought of as a model of a larger population and it consists of a relatively small number of individuals or other units that are selected from a larger population according to a set of rules.'

Sampling is essential because a population tends to be large and resources and time limited with the result that it is usually not possible to study each person. For this reason there is little choice but to select a sample from the population and from it make projections or generalizations regarding the entire population. A sample, therefore, equals a selected subset of a population. The researcher must choose the geographic areas and population from which people who would respond to the questionnaire will be selected. It would be ideal to interview everybody in the chosen geographic areas but this is often too costly and time consuming. This is why it is important to select samples from the communities in the affected areas for the baseline study (Anyaegbunam et al, 2004:74-75). The sample of twenty (20) people was selected for the research.

4.5 PURPOSIVE SAMPLING

According to Welman et al (2001:46), there are two types of samples, probability and non-probability samples and that the nature of the operational research study determines which type of sampling to use. This study would employ a non-probability technique, where some members would be included and some would not. The chances of selection are unknown. This would be achieved through purposive sampling. The population of Ugu Community Foundation comprises different projects. The researcher would select few members, who are the part of the Ugu Community Foundation project. The researcher would then utilize purposive sampling.

4.7 SAMPLING FRAME

A sampling frame is a complete list on which each unit of analysis is mentioned only once (Welman et al 2001:47). The researcher may not use all the population that interest her because it is impossible to conduct research on all of them. For the purpose of this study, the sampling frame consisted of fifty (50) members of the project. The study selected twenty (20) respondents from the Ugu Community Foundation.

4.8 RELIABILITY

Reliability refers to the consistency, stability or dependability of the data (Fischer, et al 2002:44). This is each time that the researcher measures a variable, to ensure that the measurement provides dependable and consistent results. A reliable measurement is one that, if repeated the second time would give the same results as it did the first time.

Accordingly, if the results are not the same then the measurement is unreliable. In this kind of survey study, reliability problems commonly result when the respondents do not understand the question, or asked about something they do not clearly recall or of the little relevance to them (Fischer et al, 2002:45).

O'Leary (2004:59) defines reliability as premised on the notion that there is some sense of uniformity or standardization in what is being measured, and that methods need to consistently capture what is being explored. Reliability is thus the extent to which a measure, procedure, or instrument provides the same result on repeated trials. A good example is a bathroom scale. If one were to jump on one's scales ten times in a row and got the same results each time, the scales would be reliable. The scale could be wrong – it may always be ten pounds heavy or light – but it would be reliable.

To measure reliability of the variable in this study the researcher utilized the interview schedule which comprises of 20 questions. These questions were designed in order to asses the impact of income generating project in poverty alleviation and the difference it has made in the socio-economic standard of the participants. To ensure the reliability of the instrument, all questions were based on the effectiveness of the poverty program. The researcher used same interview schedule as an instrument with same questions to ensure that the respondents respond to the similar questions so as to produce reliable information. This is supported by (Cohen, L. et al 2003:121) , one way of controlling for

reliability is to have a highly structured interview, with the same format and sequence of words and questions for each respondent.

4.9 VALIDITY

Validity is premised on the assumption that what is being studied could be measured or captured, and seeks to confirm the truth and accuracy of this measured and captured 'data', as well as the truth and accuracy of any findings or conclusions drawn from the data. It indicates that the conclusions that one had have drawn are trustworthy. There is clear relationship between the reality that is studied and the reality that is reported, with cohesion between the conceptual frameworks, questions asked, and findings evident. Conclusions need to be justified from what was found, and what was found needs to accurately reflect what was being studied (Bless and Smith 1995:158).

Thus if measurement is valid, it is also reliable. Validity is measured in terms of two separate but related dimensions internal and external validity. The researcher has observed that the instrument that was utilized was effective because the findings or the results obtained were valid.

4.9.1 INTERNAL VALIDITY

This is concerned with the question 'do the observed changes in the dependent variable actually relate to changes in the independent variables'? (Bless and Smith,1995:158).

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4.9.2 EXTERNAL VALIDITY

This is concerned with the question 'Do the results obtained from this particular sample of participants apply to all subjects in the population being studied?' (Bless et al, 1995:80).

4.10 RESEARCH INSTRUMENTS

The research instrument that was utilized was unstructured interviews, because the sample size was small. According to Fischer, et al (2002:79) it is indicated that instead of reading formal questions from an unstructured interview schedule, the interviewer has an outline of topics or set of general questions to serve as a kind of information required. Unstructured interviews provide the interviewees with the opportunity to take the discussion in whichever direction the researcher chooses. Such interviews are often more 'conversational' in that they are not directed by the interviewer and may cover topics which are completely unexpected.

Unstructured interviews may be an excellent way of finding out about key issue within a community when developing a research question, but if one has limited time and need information to address a particular research question; this method may not be appropriate (Desai et al, 2006:144-145).

The researcher employed both open and close–ended questions. Thomas and Henderson (2002:69) also indicate that there are two kinds of questionnaires: the closed of 'fixed alternative' question, in which the respondents the respondents are asked to choose

between alternative replies, and open questions to which the respondent may reply as he or she wishes, and the interviewer must try to record the response in full.

Closed questions are ones which require respondents to select one or more responses from a predetermined list of possible answers. Generally, individuals are not given an opportunity to explain the reasons for their choices or qualify their responses. Forced–choice questions are quick to answer which makes them a popular choice for inclusion in self-completion questionnaires.

For some closed questions the response set may be a simple 'yes' or 'no'. However, rating scales, attitudinal statements and checklists offer more detailed verbal or diagrammatic response formats. A respondent may be asked to indicate how strongly they agree or disagree with an attitudinal statement in a number of ways. They may be asked to choose a number between one and ten on a continuum from strongly agree to strongly disagree, mark a point on a line from plus one to minus one, where zero is taken to indicate neither agreement nor disagreement, select from a feeling. The responses are pre-coded which speeds up the process of transferring the data to a computer for analysis.

Open –ended questions allow respondents to answer in their own words, rather than being restricted to choosing from a list of pre-coded categories. They have the advantage of giving respondents leeway to elaborate on their answers. However, they have their disadvantages, particularly when used in self-completion questionnaires. Whereas closed

questions require the respondent to place a tick in the appropriate box, open questions call for greater deliberation and written response.

4.11 PRESENTATION AND ANALYSIS OF DATA

Fischer et al (2002:92) indicates that the purpose of data analysis is to provide answers to the research questions being studied. In this study responses received from open-ended interview questions were analysed using content analysis method. Thomas and Henderson (2002:77) emphasize that analysis of data must go hand in hand with its collection, if it guides the researcher in decisions about further material required. Analysis and interpretation of quantitative and qualitative data about local neighbourhood demands of the worker skills and objectivity of a high order. There are two major aspects of the analysis and interpretation of data.

First, the data must be scrutinized in relation to their validity, reliability and relevance. The worker has to decide which data ought to be put aside, and which may be safely and honestly used as a basis for decision about work.

Content analysis method produces numerical descriptions of the data (Welman and Kruger, 2001:194). Content analysis was utilized to analyzed data from qualitative research.

The responses from the closed-ended questions were analyzed by statistical package to determine frequencies, percentages and relationships among variables.

4.12 ETHICAL ISSUES

Ethical issues would include getting informed consent from the respondents and ensuring confidentiality or anonymity of all respondents who participated in the study. All social research involves consent, access and associated ethical issues, since it is based on data from people and about people. The researcher explained everything to the respondents and assured the respondents about the confidentiality. The researcher also indicated that they have the right to withdraw when the one wish to pull out. Their names were also held anonymity. Terre Blanche M, et al (2007:72) indicates that informed consent has often been seen as the only determinant of the ethicality of reearsh.The standard components of consent are (a) provision of appropriate information, (b) participants' competence and understanding, (c) voluntariness in participating and freedom to decline or withdraw after the study has started, and formalisation of the consent, usually in writing. This means that researchers must provide potential participants with clear, detailed and factual information about the study, its methods, its risks and benefits, along with assurances of the voluntary nature of participation and the freedom to refuse or withdraw without penalties.

4.13 SUMMARY

In this chapter, the researcher has explained and attempted to discuss the research methods that were employed after the data was collected. This was an evaluative study, where the data that were analyzed consisted of quantitative interviews in nature.

CHAPTER FIVE

PRESENTATION AND DISCUSSION OF FINDINGS

5.1 INTRODUCTION

This chapter focuses on the presentation, analysis and interpretation of data from the Ugu

Community Foundation at Mtubatuba. In this chapter tables were used. The information

presented in this chapter was obtained from the project members doing arts and crafts.

The interview schedules were completed and analyzed. The statistical methods used for

data analyses were in a simple form of frequencies and percentages.

In short, researchers need to keep a keen sense of their overall project and think their way

through analysis. Thinking of one's way through analysis is a process more

comprehensive and complex than simply plugging numbers or words into a computer.

Reflexive analysis involves staying as close to the data as possible from initial collection

right through to the drawing of final conclusions. It is a process that requires one to

:manage and organize your raw data; systematically code and enter your data; engage in

reflective analysis appropriate for the data type; interpret meaning; uncover and discover

findings and, finally draw relevant conclusions, all the while being sure to keep an overall

sense of the project that has one consistently moving between one's data and research

questions, aims and objectives, theoretical underpinnings, and methodological constraints

(O'Leary, 2004:184-185).

Anyaegbunuman et al (2004:86) emphasize that this section is the heart of the report. It should point out the findings of the study and the implications of the purpose of the study. This is where tables and graphs appear and should be explained within textual analysis. It is advised not to repeat the content of the tables and graphs in the text, but instead show the reader the importance of the findings and relate these to the issues under discussion. There is also a need to engage into the relevant literature in the study.

5.2 IDENTIFYING PARTICULARS OF RESPONDENTS

The information regarding the respondents identifying particulars was sought by the writer. Only aspects of gender, age, and level of education were covered to be important factors in influencing the views of respondents.

5.2.1 IDENTIFYING PARTICULARS OF RESPONDENTS ACCORDING TO GENDER

Table 5.1: Gender

The question of gender was asked in order to establish whether or not respondents' views differed according to their gender.

Gender	Number	Percentage
Male	06	30
Female	14	70
Total	**20**	**100**

Table 5.1 indicates that the majority of respondents were 14 females, representing 70 percent of the total sample. The other respondents were 6 males representing 30 percent of the total sample.

The program emphasized access to economic opportunities to specific targeted groups and the establishment of local structures able to identify own and manage the ongoing implementation of development initiatives in the community. The program focused on the following, women's co-operatives, HIV and AIDS, food security, older persons (South African Year book, 2006/2007:511).

5.2.2 DISTRIBUTION OF RESPONDENTS ACCORDING TO AGE

Table 5.2: Age

The question of age was asked in order to find out whether or not respondents views differed according to age.

Age	Number	Percentage
18-35 yrs	04	20
36-55 yrs	14	70
56 and above	02	10
Total	**20**	**100**

Table 5.2 indicates that the number of respondents between the ages of 36-55 years was 14 representing 70 percent of the total sample. The number of respondents between the

ages of 18-35 years was 4 representing 20 percent of the total sample. The number of respondents between the age of 56 years and above was 2 representing 10 percent of the total sample.

5.2.3 DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR LEVEL OF EDUCATION

Table 5.3: Level of Education

LEVEL OF EDUCATION	NUMBER	PERCENTAGE
Illiterate	-	-
Grade 0-7	18	80
Grade 7-12	02	20
Tertiary qualifications	-	-
Total	**20**	**100**

Table 5.3 represents the number of respondents who were between grades 0-7 was 18 representing 80 of the total sample. The number of respondents who were between grades 7-12 was 2 representing 20 percent of the total sample.

5.3.1 DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR INVOLVEMENT IN THE INITIATION OF THE PROJECT

Table 5.4: Project members Involvement in the Initiation of the Project

Initiator of the project	Number	Percentage
Government officials	-	-
Municipality	-	-
Project Members	20	100
Total	20	100

Table 5.4 indicates that the number of respondents who indicated that the project was initiated by project members was 20 representing 100 percent of the total sample.

5.4 DISTRIBUTION OF RESPONDENTS ACCORDING TO THE INCOME GENERATING PROJECT IN ALLEVIATING POVERTY

Table 5.5: Income Generating Project in Alleviating Poverty

Availability of the Foundation in poverty alleviation	Number	Percentage
Yes	20	100
No	-	-
Total	20	100

Table 5.5 indicates that the number of respondents who indicated that there was reduction of poverty due to the availability of the Foundation was 20 representing 100 percent of the total sample.

Eradicating poverty is the highest priority in the government's effort to build a better life for all. In addition to providing social assistance, the Department of Social Development also manages the poverty Relief program. This program aims to assist communities in a range of developmental projects. The independent Development Trust (IDT) has been contracted to provide implementation support of these projects. The program entrusts state resources to communities to enable them to undertake and dictate development for themselves by themselves.

Development studies Module 1 (1999:90) indicates that small rural projects try to help people in rural areas by giving them a chance to earn money from something other than farming. Examples of such projects are brick-making, tree planting, weaving and other crafts. Because these are incoming–creating jobs, and they help to alleviate poverty in the rural areas and to stimulate further growth.

5.5 DISTRIBUTION OF RESPONDENTS ACCORDING TO THE MONTHLY INCOME

Table 5.6: Monthly Income Generated by the Project

Monthly income	Number	Percentage
R1000-R3000	10	50
R3500-R5000	02	10
R5000 and above	08	40
Total	20	100

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Table 5.6 indicates that, the number of respondents who obtained monthly income of R1000-R3000 was 10 representing 50 percent of the total sample. The number of respondents who obtained an amount between of R5000 and above was 8 representing 40 percent of the total sample, whilst respondents who obtained an amount between R3500 – R5000 was 2 representing 10 percent of the total sample.

This was also indicated by Frank (1999:8) 'Having alternatives for income generation can make the difference between minimally viable livelihoods and destitution.'

5.6 DISTRIBUTON OF RESPONDENTS ACCORDING TO JOB OPPORTUNITIES

Table 5.7: Job Opportunities

Job opportunities	Number	Percentage
Yes	18	90
No	02	10
Total	20	100

Table 5.7 indicates the number of respondents who believed that there were job opportunities in the Foundation was 18 representing 90 percent of the total sample. The number of respondents who believed there are no job opportunities was 2 representing 10 percent of the total sample.

Development studies module 1999:90 stated that: Small rural projects try to help people in rural areas by giving them a chance to earn money from something other than farming. Examples of such projects are brick-making, tree planting, weaving and other crafts. Since these are income creating jobs, they help to alleviate poverty in the rural areas and to stimulate further economic growth. These projects are often directed towards women, enabling them make a little more income.

5.7 DISTRIBUTION OF RESPONDENTS ACCORDING TO SKILLS AND TRAINING OBTAINED

Table 5.8: Skills and Training obtained by Project Members

Training obtained	Number	Percentage
Trained	16	80
Not trained	04	20
Total	**20**	**100**

As reflected to Table 5.8, the number of respondents who obtained training was 16 representing, 80 percent of the total sample. The number of respondents who did not obtain training was 4 representing 20 percent of the total population.

This is also supported by Fox (2004:126) who observed that 'Education and skills development are encouraged, as many communities do not have the capacity to achieve the objectives they would like to set. In order to achieve these objectives, communities need to increase their skills, and this can be done though for example, capacity building

training programs. It was reported during the respondents' interview that the training they received in marketing and business management was not enough in order to implement what they had learnt. It implies that there was not sufficient knowledge that respondents acquired with regard to how they would manage their business.

5.8 DISTRIBUTION OF RESPONDENTS ACCORDING TO THE EFFECTIVENESS OF TRAINING IN PROJECT MANAGEMENT

5.9 Effectiveness of Training in Project Management

Effectiveness of training in project management	Number	Percentage
Enough	02	10
Not Enough	18	90
Total	20	100

Table 5.9 indicates that 18 respondents representing 90 percent of the total sample believed that the training obtained by the project members was not enough, 2 respondents representing 10 percent of the total sample believed that the training obtained was enough for the project members to carry out their duties.

5.9 DISTRIBUTION OF RESPONDENTS ACCORDING TO THE COMMUNITY SUPPORT

Table 5.10: Community Support

Community Support	Number	Percentage
Yes	17	85
No	03	15
Total	20	100

Table 5.10 indicates that, the number of respondents who indicated that they receive community support was 17 representing 85 percent of the total sample. The number of respondents who indicated that they did not receive any support from the community was 3 which represented 15 percent of the total sample.

Fox (2004:127) states that communities should have support for what they are doing. Everyone within a particular community should strive towards a common goal. If there is no support, it could lead to delays and even failures. Fox (ibid) further states that the Dassie preschool project has had astonishing support, e.g. 25 members of the community donated R5 each per month; a community member that uses his own resources maintains a vegetable garden and the staff of another school donated money and clothing for the children. All effort at this school are on a voluntary basis, without any payment.

This also tallies with Henderson and Thomas (2002:10-11), who have been people involved in community development and argue that people have to learn how to combine

the neighbourhood approach with support for communities of interest operating across much larger areas. Support for communities of interest applies especially to work with women, members of minority ethnic groups and disabled people. It also includes social firms and cooperatives.

5.10 DISTRIBUTION OF RESPONDENTS ACCORDING TO GOVERNMENT SUPPORT

Table 5.10: Government Support

Government Support	Number	Percentage
Yes	19	95
No	01	5
Total	20	100

According to Table 5 .10, the number of respondents who indicated that they received Government support was 19 representing 95 percent of the total sample. The number of respondents who indicated that they received no Government support was only 1 representing 5 percent of the total sample.

The Rural Poverty Report (2001: 8) indicates that poverty reduction among the rural poor would require increased support, from governments and aid agencies, for farmland redistribution to poor communities, households and women.

This is also supported by Rick de Sagte (2002:15) when he indicates that a successful process of poverty eradication is only achievable through co-coordinated government strategies and action; other policy areas must be included.

5.11 DISTRIBUTION OF RESPONDENTS ACCORDING TO THE TYPES OF GOVERNMENT SUPPORT

Table 5.12: Types of Government Support

Types of Government support	Number	Percentage
Funding	-	-
Facilitation	05	25
Exhibition	03	15
Transport	04	20
Structure	08	40
TOTAL	**20**	**100**

As reflected in Table5. 12, 8 respondents representing 40 percent of the total sample indicated that Government Departments support them with a operational structure, 5 respondents representing 25 percent of the total sample indicated that government Departments support them with facilitation, 4 respondents representing 20 percent of the total sample indicated that Government Departments assist them with transport, 3 respondents representing 15 percent of the total sample indicated that Government Departments support them with exhibition of their products.

5.12 DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR FUTURE PROJECTION

Table 5.13: Project Future Projection

Future projection	Number	Percentage
Successful	19	95
I do not know	01	5
There is no future	-	-
Total	**20**	**100**

Table 5.13 indicates that the number of respondents who indicated that their project would be successful and progressing was 19 representing 95 percent of the total sample, and the number of respondents who said they do not know was only 1 representing 5 percent of the total sample.

5.13 DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR FINANCIAL SUSTAINABILITY

Table 5.14: Project Financial Sustainability

Financial Sustainability	Number	Percentage
Increased products	15	75
Through saving profit	04	20
I don't know	01	5
Total	**20**	**100**

According to Table 5.14, the number of respondents who indicated that they would be able to sustain their Foundation through increased products was 15 representing 75 percent of the total sample. The number of respondents who indicated that they would sustain themselves through saving of profit was 4 representing 20 percent of the total sample. The number of those who said they do not know was only 1 representing 5 percent of the total sample.

Fox (2004:126) also emphasizes that financial control is imperative if community projects are going to succeed. The acquisition of financial skills is, therefore, mandatory for respondents so that all their business would progress well.

5.14 DISTRIBUTION OF REPONDENTS ACCORDING TO THE CHALLENGES

Table 5.15: Project Challenges

Challenges in project management	Number	Percentage
▪ Lack of project participation	02	10
▪ Lack of funding	01	5
▪ Corruption	-	-
▪ Administration	02	10
▪ Project structure	05	25
▪ Marketing	10	50
TOTAL	**20**	**100**

Table 5.15 indicates that 10 respondents representing 50 percent of the total sample view the market as a challenge. Five respondents representing 25 percent of the total sample view project structure as a challenge. Two respondents representing 10 percent of the total sample view improper administration as a challenge. Two respondents representing 10 percent of the total sample view lack of project participation as a challenge, whilst 1 respondent representing 5 percent of the total sample indicated lack of project funding as a challenge.

5.15 DISTRIBUTION OF REPONDENTS ACCORDING TO THE ADRESSING OF CHALLENGES

Table 5.16 Addressing Challenges

Challenges that need to be addressed	Number	Percentage
■ Management structure	-	-
■ Training on marketing	04	20
- Project management	03	15
- Financial Management	02	10
- Book keeping	02	10
■ Operational structure	01	05
■ Market to sell their product	08	40
TOTAL	**20**	**100**

Table 5.16 indicates that 8 respondents representing 40 percent of the total sample indicated markets to sell their product as a challenge that needs to be addressed. Four respondents representing 20 percent of the total sample pointed out the lack of training in marketing as a challenge that needs to be addressed. Three respondents representing 15 percent of the total sample identified the lack of project management as a challenge which needs to be addressed, while 2 respondents representing 10 percent of the total sample view the lack of financial management training as a challenge which needs to be addressed. Another 2 respondents representing 10 percent of the total sample view the lack of Bookkeeping training as a challenge to be addressed and only 1 respondent representing 5 believed that the structure of the project operation needs to be renovated.

Gray (1998:67) has noted that for development of groups or project, certain skills are needed in the upliftment of the project. Interpersonal skills to improve verbal and non-verbal communication encourage leadership and enhance human relations. Skills in using resources to gain through knowledge of project resources and to learn to interact with other resources are necessary in order to achieve maximum benefit from all available resources.

Administration skills, financial skills, and fundraising skills, marketing skills are important in improving the functioning of the project for the betterment of their lives as a community. These skills provided participants with quality training, which has been conspicuously failing in many rural development programs. Training must be prioritized in the current and future programmes, and should be equitable and available to all project workers.

5.16 DISTRIBUTION OF REPONDENTS ACCORDING TO THE CHANGES THAT NEED TO BE MADE IN THE FOUNDATION

Table 5.17 Changes in the Foundation

Are there any changes that need to be made	Number	Percentage
Yes	18	90
No	02	10
Total	20	100

Table 5.17 indicates that 18 respondents representing 90 percent of the total sample agreed that there are changes which need to be done in the project, whilst 2 representing 10 percent of the total sample do not see a need for some changes.

5.17 SUMMARY

It has been noted that the availability of income generating project assisted families to be able to benefit. It was also observed that there is a shortage of skills to the project members, even the skills they have obtained was for a one day workshop which they were unable to put into practice fully in the cause of running their businesses well.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

In this chapter the researcher presents the findings of the study, draws conclusions and makes recommendations. The objectives of the study are also restated.

6.2 FINDINGS AS PER THE OBJECTIVES OF THE STUDY

i   To assess the impact of the Ugu Community Foundation on the lives of Mtubatuba community.

ii   To identify the various skills offered by the Foundation.

iii To measure the effectiveness of the Foundation in job creation.

The researcher observed that the majority of people did not obtain matric and they had decided to involve themselves in income generating project, in order to alleviate poverty and to create job opportunities for themselves and others.

THE IMPACT OF THE UGU FOUNDATION ON THE LIVES OF MTUBATUBA COMMUNITY

The findings reveal that the availability of the Foundation has impact in the community. Some of the community members have been employed by the Foundation. The rate of poverty has decrease because they have jobs to secure them; they are able to provide their families with the income they received from the Foundation. The availability of the

Foundation also assists in decreasing the rate of unemployment. The community also supports the Foundation in buying their products as a result the community benefits from the Foundation as well as the Foundation direct beneficiaries. The findings reveal that the lives of the community have considerably improved and changed since they are able to do hand work, owing to the skills that they have acquired.

Gray (1998:67) indicated that for development of groups or project, certain skills are needed in the upliftment of the project. Interpersonal skills to improve verbal and non-verbal communication encourage leadership and enhance human relations. Skills in using resources to gain through knowledge of project resources and to learn to interact with other resources and to achieve maximum benefit from all available resources.

Administration skills, financial skills, fundraising skills, marketing skills are important in improving the functioning of the project for the betterment of their lives as a community. Providing quality training to workers has been a conspicuous failing of many rural development programmes. Training must be prioritized in current and future programmes, and should be equitable and available to all project workers.

Community economic development is based on the concept of developing community self-reliance, through human resource development and skills enhancement. The central objective of this strategy is to alleviate poverty, by improving the capabilities of particularly the disadvantaged communities to create sustainable livelihoods for themselves. Community economic development focuses on combining employment

training and mentoring and human services and enterprise development, to enhance access to, and creation of jobs, ultimately resulting in self-sufficiency for disadvantaged communities. Communities take control over such economic opportunities and challenges, and provide local and appropriate responses, Reddy at al (2003:182).

The importance of literacy and education for women in business is impossible to overemphasise. Illiteracy limits women to working at the lowest level of the informal sector. Development interventions need to focus on education as pre-requisite to entrepreneurship, Sweetman (2000:75). He also states that in Southern Africa, as in other parts of the world, poverty is suffered more acutely by women and children than by men, since they are marginalised from decision-making and resources in all parts of society. Economic independence has together with education been identified as key to the emancipation of women and to national development.

IDENTIFICATION OF THE VARIOUS SKILLS OFFERED BY THE FOUNDATION

The Foundation also assists community members who are willing to learn in doing arts and crafts they also train each other on mat, basket making and sculpting. It was revealed that if anyone has acquired a skill in an area, one transfers that skill to other areas a result a person who is working to the Foundation in the end learns all different skills from others. The results revealed that the majority of the project members had not matriculated, but with the skills that they had acquired from the Foundation they were relatively able to make end means.

EFFECTIVENESS OF THE FOUNDATION IN JOB CREATION

The findings confirmed that the availability of the Foundation created job opportunities to the community members and this was of direct benefit to them because they are self–employed. This is also confirmed by the Development Studies Module (1999:90) which start that small rural projects try to help people in rural areas by giving them a chance to earn money from something other than farming. Examples of such projects are brick-making, tree planning, weaving and other crafts. Since these are income creating jobs, they could help to alleviate poverty in the rural areas and to stimulate further economic growth. These projects are often directed towards women, enabling them make some income.

6.3 RECOMMENDATIONS OF THE STUDY

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

i   that the project members used to be thoroughly trained so as to implement all the activities correctly and appropriately.

ii   that there should be continuous training depending on the need of the project at that time.

iii that project members should be linked with other organizations in order to share their acquired knowledge, skills and ideas.

iv   that there should be a close monitoring of the project in all phases of the project.

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6.4 RECOMMENDATIONS FOR FUTURE RESEARCH

i   The researcher recommends that future research could also involve the community in interviews to see if there is something that the community would benefit.

ii   That future research could also interview the stakeholders participating in the Foundation i.e. Government Departments and NGO to find out if the project is progressing well.

iii   That the future research would utilize the observation method other than interviews to ascertain that what they are saying is what really happens in the field.

6.5 CONCLUSION

The study was based on income generating project from arts and crafts which was based under Mtubatuba Municipality. The main aim of the project was to alleviate poverty since all of the participants were unemployed.

The findings from the respondents indicated that the project members were doing well in terms of generating income even though it was not enough. That was discovered when they it was that income generated did not really cover all their family needs. It was sought that the project members in the Ugu Community Foundation need more skills financial training, marketing, business management and project management.

Recommendations have been made by the researcher with the aim of assisting the project members as well as the Municipality, which is working closely with them in improving the quality of training offered.

THE IMPACT OF UGU FOUNDATION IN UPLIFTING THE COMMUNITY OF MTUBATUBA

QUESTIONNAIRES

PART 1: PERSONAL DATA

1. **SEX**

Male	
Female	

2. **Age group**

20-35 yrs	
36-55 yrs	
56 and above	

3. **Level of education**

Illiterate	
Grade 0-7	
Grade 7-12	
Tertiary qualifications	

PART 2:

1. How many people are direct beneficiaries in the Foundation?

....

2. Had the availability of the Foundation contributed in the alleviation of poverty to the community?

....

3. If yes, how?

....

....

....

4. How many people have been employed by the Foundation?

....

5. If any, how many are temporary employed?

....

....

....

6. How many are permanently employed?

....

7. How many people have been assisted by the Foundation in terms of training?

....

8. Is there any training you have obtained in the foundation?

....

9. Do those skills enable you to perform duties of the Foundation effectively?

....

10. Is there any support that you received from the government Departments?

....

11. If yes, what kind of assistance or support?

....

....

....

12. Does the community support your foundation?

....

13. If yes, state how.

....

14. How much income does the Foundation generate on a monthly basis?

....

15. Does that money assist you in providing needs for your family? _

....

16. If not, what do you think are the challenges?

....

....

17. What do you think needs to be done in addressing those challenges?

....

....

....

18. How do you see the progress of the Foundation in five years to come?

....

....

19. According to your opinion are there any changes that need to be made in the Foundation?

....

20. If any, what are those changes?

....

....

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